

# The Single Plan for Student Achievement

**School:** Roosevelt Elementary School  
**CDS Code:** 10-62240-6006712  
**District:** Kingsburg Elementary Charter School District  
**Principal:** Lori Willson  
**Revision Date:** February 13, 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 .**

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## Schoolwide Plan Required Components Reference Page

The following Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the Roosevelt 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	8
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>	9
3. Instruction by highly qualified teachers	8
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals and, if appropriate, other school staff and parents	8
5. Strategies to attract highly qualified teachers to high-need schools.	9
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	10
7. Plans for assisting preschool children in the transition from early childhood programs ( <i>N/A for middle and high schools</i> )	9
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	9
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	9-10
10. Coordination and integration of federal, state, and local services and programs	11

**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 Roosevelt 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.	10
<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.	10
<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>	<p>28</p> <p>8</p> <p>8</p> <p>8</p>
<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.	25, 28
<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.	21-25
<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.	10
<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.	28
<b>8. Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	10
<b>9. Extended Learning:</b> As appropriate, activities before school, after school, during the summer and during any extension of the school year.	NA
<b>10. Incorporation of a Teacher Mentoring Program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	7, 8

## School Vision and Mission

### Roosevelt Elementary School's Vision and Mission Statements

#### School Mission Statement:

The mission of Roosevelt School is to provide a safe, secure environment in which the staff will model and instruct the virtues which foster the intellectual, physical, and social development of each child to the fullest extent possible in first grade. We also believe that each child will become a life-long learner, ultimately leading a fulfilling life as a productive worker and citizen of the United States and the world. We believe we can accomplish this only through the combined efforts of staff, students, parents, and community.

#### 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

We believe that we must work especially hard to meet the needs of our diverse, at-risk, and disenfranchised students in order to continue the "Traditions of Excellence" that have long been our trademark. We recognize that it is our responsibility to prepare all students for success in this new millennium. Our educational team believes that each of our students should be given the best possible opportunity to attain their highest potential by a solid focus on a standards-based curriculum. We recognize that parent involvement is critical to the success of all students, and that the power of parent involvement is only as effective as our efforts to engage them in the process of educating their children. We believe that as a Professional Learning Community, we must join together in order to provide each and every one of our students with the learning, work and life skills necessary for life-long success!

### Student Population And Student Needs

Roosevelt is a family of 231 students and 26 staff members with a commitment to serving children for the 2013-14 school year. The current building was constructed in 1938 by the Works Project Administration under Franklin D. Roosevelt. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 2007, Roosevelt School re-invented itself and became a first grade only school. The school underwent a makeover including new carpet, paint, asbestos clean up and improvements to the parking lots and surrounding greenery. The school also received an updated phone system with an updated electronic bell system. The wiring for the school's internet was also updated throughout the campus. With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt 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. The 75 parents who are working regularly alongside our students on a regular basis evidence this. Roosevelt is the first school in the district to use a standards based report card and completely align the curriculum to essential state standards.

Roosevelt's community continues to evolve and become more diverse each year. Of our 231 students, we have 104 female and 127 male students. As of this year, indicators have displayed 152 of our students are Hispanic, 68 are White (non-Hispanic), 6 are Asian, 5 multi-racial.

Roosevelt's special needs population includes; 11 students receiving services

2013-14 Student Enrollment by Group	
African American not Hispanic	0%
American Indian or Alaskan Native	0%
Asian	2.60%
Filipino	0%
Hispanic or Latino	65.80%

<b>2013-14 Student Enrollment by Group</b>	
Pacific Islander	0%
White (not Hispanic)	29.44%
Multiple or No Response	0%
English Learners	%
Students with Disabilities	%
GATE Students	%
Reclassified Fluent-English-Proficient (RFEP)	%
Participants in Migrant Education Program	%

## **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).

A parent survey is conducted each year. For 2012-2013 the parents ranked the following information positively: 1) Character Building program in school, 2) Informed of child's progress on a regular basis, 3) Student Achievement is important and student work is displayed, 4) The Principal and office staff are available and willing to discuss concerns. Parents comments for improvement were: 1) Extra help available for children during school by teacher and or by a school program, 2) improvement in writing, 3) Improvement in learning math skills and how he/she uses them in problem solving

### **Classroom Observations**

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

Each classroom is observed at least two times a week. Administration is currently using the SIOP model" to help facilitate information for the teacher or to create dialogue based on the walk-throughs. SIOP strategies are integrated into the instruction in the classroom and observed. The lens of coaching has changed from teacher teaching to students learning. Teams of administrators walk through school sites to determine if student learning is occurring. Through the use of professional learning communities (PLC) classrooms are developing common core lessons, interventions, and assessments to support student achievement. In addition the principal does annual observations and evaluations of classroom teachers. The Principal and teacher meet to discuss all observations and make plans for improvement as needed.

### **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)**

Current plan includes a core program of ELA (Houghton Mifflin) and math (Harcourt), both are aligned with the common core. ELA block time is scheduled in the mornings with math time taking place in the afternoon. All students are provided with grade-level word dictionary interactive books for writing development. Intervention serves all students in the school in small group instruction based on student achievement. Students are given beginning of the year assessments to determine their academic needs. Based on these results and the results of the CELDT, students are placed into intervention in the classroom and the RTI program that meets the needs their specific needs for ELA and math. The DRA 2 is used to assess students needs and gives benchmark data. For students significantly below grade level, the Word Analysis is administered to determine sub-skill deficits. ELA and Math benchmarks that are common core aligned, are given throughout the year to show student progress.

DIBELS is used to asses student's needs and provide benchmark data. Three benchmarks are given throughout the year to show student progress . All data from these assessments are stored on a district data base of which teachers have access. Teachers house assessment data in illuminate and Aeries grade book. The teachers select specific students to measure growth and monitor student achievement over the course of the school year.

Data is also made available to the teachers via the internet. The teachers are given access to the illuminate website to monitor throughout the year the progress of their students based on assessments.

Various intervention programs will be used throughout the school to address subskill needs for students below grade level standards.

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

Other assessments given in the areas of Mathematics and English Language Arts which have been developed through PLC's and/or staff meetings and align to the Common Core State standards. All data from these assessments are stored on illuminate and the aries gradebook. Student data is discussed at PLC's where adjustments in instruction are made as needed. Data is also made available to the teachers via the internet. The teachers are given access to the illuminate website to monitor throughout the year the progress of their students based on assessments. All teachers are valued partners in working with the RTI program at Roosevelt, and provide valuable input based on assessment results.



## Staffing and Professional Development

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

All teachers at Roosevelt Elementary school are highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies workshops, SIOP Instructional model, and the continuance of professional learning communities.

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

Training for teachers for Common Core implementation in both English Language Arts, Mathematics, and English Language development has been provided. There will be on-going training in SIOP, Common Core and intervention materials. All professional development comes with coaching provided by the district or outside providers.

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

Alignment of staff identified needs will be ongoing throughout the year. Staff needs will be addressed through staff meetings, curriculum meetings and district meetings. Staff development will be focused on professional learning communities (PLC), English Language Development, SIOP and implementation and alignment of Common Core Standards. Through the use PLC's teachers will align standards, instruction and assessments.

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

The Principal, district staff, and other teachers will be the instructional coaches using SIOP.

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

Due to the unique nature of Roosevelt, all staff meetings are considered grade level meetings. In addition, the teachers are a part of Professional Learning Communities where they look at data and plan intervention for students in need throughout the year. Pod meetings are held weekly to assist with Common Core lesson planning.

## Teaching and Learning

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

All classrooms are being aligned to the pacing guides common core standards in the areas of ELA and Math.

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

Roosevelt School meets the recommended instructional minutes for Reading/Language Arts and Mathematics.

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

The lesson pacing schedules are continuously updated by the teachers in Mathematics and English Language Arts with a focus on common core standards.

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

Standards-based material is provided for every student.

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)

Houghton Mifflin ELA and Harcourt math are supplemented with resources that are developed to meet common core standards. All intervention materials are scientifically-researched based materials.

#### Opportunity and Equal Educational Access

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

The Houghton Mifflin and Harcourt programs along with resources developed in Pod meetings offer curriculum that meets the needs of all kids. The core program also includes differentiated instruction in each classroom provided by the teacher to support all kids at various levels of learning.

14. Research-based educational practices to raise student achievement

Roosevelt school uses the SIOP model for lesson delivery to raise student achievement. In addition, Roosevelt school uses the RTI for student intervention as well as small group intervention. Teachers are trained in SADIE strategies and intervention strategies. The Professional Learning Communities discuss student achievement and plan appropriate research-based intervention.

#### Parental Involvement

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

Roosevelt uses resources from the community, district, and school site to ensure that all students achieve with a specific focus on underachieving students. Programs like KCAPS and touch math and the use of technology are examples. Roosevelt also uses the Fresno County Sheriff Department Chaplain's service, The New Path Center and Kingsburg Community Assistance Program as resources for parents and families.

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)

Each year parents and staff are given a survey to rate the effectiveness of programs in the consolidated application program. The results are tallied and each comment is listed. The teachers, staff and SSC go over the results to assess the needs and make plans to overcome barriers. The evaluation shows if programs are effective and if they are not, then plans are made to correct the programs. 2013-14 Roosevelt School was identified as PI Year 1 due to being a feeder school to a school with grades that are tested. All Roosevelt parents received a letter about the identification of PI Year one and about school choice. No parents wanted to move their child. The School Site Council, who represents the English Language Advisory committee, has input on the planning, implementation and evaluation of all Con App programs at Roosevelt School.

#### Funding

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

Intervention programs enable underperforming students to meet the standards, whether they are small group, pull-out, or differentiated instruction. Using the data from the DRA and benchmark assessments, student's academic needs are assessed. During intervention time, paraprofessionals assist the teacher in meeting each child's needs ensuring that students can meet the standards. The paraprofessionals that assist the teachers are all highly qualified. Assessment of the students and access to the data systems allow teachers to be informed of the student's progress and enable them to make adjustments as indicated by the results.

18. Fiscal support (EPC)

Programs and resources are provided to the school site through several funding sources, which include site based funds (lottery), Title I funds and EIA funds. In addition, the district provides fiscal support through various other categorical and general funds.

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

Current barriers include finance and outdated technology. Roosevelt faces limited funds due to its size and student population. Funds are mainly used for personnel to assist students with instructional needs through the ENCORE program.

Technology is another barrier due to the lack of current technology on campus and available to the students. Students use computers in classrooms to address technology needs.

One goal for 2013-14 is to refine the use of the technology. Teachers will also refine their skills using various websites dedicated to the common core and work with our technology department to do so.

**School Accountability Report Card**

Available at: [www.kingsburg-elem.k12.ca.us](http://www.kingsburg-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
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

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
Number Included												
Growth API												
Base API												
Target												
Growth												
Met Target												

#### Conclusions based on this data:

1. Roosevelt School does not test students at the first grade level on state tests therefore we do not have an API.

## 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		--			--			--			--	
Number At or Above Proficient												
Percent At or Above Proficient	68.6	74.3		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
Met AYP Criteria	No	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		--			--			--			--	
Number At or Above Proficient												
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
Met AYP Criteria												

#### Conclusions based on this data:

1. Roosevelt School does not test students at the first grade level on state tests therefore we do not have an API.

## 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		--			--			--			--	
Number At or Above Proficient												
Percent At or Above Proficient	65.3	74.3		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
Met AYP Criteria	No	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		--			--			--			--	
Number At or Above Proficient												
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
Met AYP Criteria												

#### Conclusions based on this data:

1. Roosevelt School does not test students at the first grade level on state tests therefore we do not have an API.

## 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
	#	%	#	%	#	%	#	%	#	%	#

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	51	66	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	51	66	
Number Met	46	60	
Percent Met	90.2%	90.9%	
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	51	0	66	0		
Number Met	23	--	26	--		
Percent Met	45.1%	--	39.4%	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	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			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			

### 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.

## Demographic Data

### Student Enrollment by Group

Student Group	Percent of Enrollment		Number of Student	
	2012-13	2013-14	2012-13	2013-14
American Indian	0%	0%		0
African American	0%	0%		0
Asian	3%	2.60%	5	6
Filipino	%	0%		0
Hispanic/Latino	66%	65.80%	148	152
Pacific Islander	%	0%		0
White	29%	29.44%	74	68
Multiple/No Response	2%	0%		0
		<b>Total Enrollment:</b>	<b>232</b>	<b>231</b>

### Student Enrollment by Grade

Grade	Number of Students	
	2012-13	2013-14
Kindergarten		0
Grade 1	232	231
Grade 2		0
Grade 4		0
Grade 5		0
Grade 6		0
Grade 7		0
Grade 8		0
Grade 9		0
Grade 10		0
Grade 11		0
Grade 12		0
<b>Total Enrollment:</b>	<b>232</b>	<b>231</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>
85% EL students will advance at least one CELDT level in the 2013-15 school year.
<b>Data Used to Form this Goal:</b>
CELDT test
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Reading benchmark assessments throughout the year with formative assessments. DRA and standards-based formative assessments formed through professional learning communities along with classroom performance assessments. Common Core ELD standards will be implemented.  All teachers will continue to be trained in SIOP instruction components to increase proficiency in EL students, and receive coaching from site leader.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ENCORE – EL</p> <p>a) Salaries and benefits of personnel. Leveled groups for supplemental instruction. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students.</p> <p>b) All staff will continued to be trained in the SIOP instructional model.</p> <p>c) Translation for Parent-Teacher conferences</p>	2013-15	Lori Willson	<p>Paraprofessional Salaries</p> <p>Paraprofessional Benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>None Specified</p>	<p>LCFF-EL</p> <p>LCFF-EL</p> <p>None Specified</p>	<p>15678</p> <p>3363</p>
<p>Materials -</p> <p>Interactive writing, PALS, Medallions EL component, and other intervention programs will be used to increase language skills. The use of technology, leveled readers, and writing journals will aid instruction of EL learners. sentence strips, chalk, markers, pencils, writing charts, etc. Utilizing differentiated instructional methods</p> <ul style="list-style-type: none"> <li>Manipulatives</li> </ul> <p>technology</p>	2013-15	Lori Willson	Materials, supplies, technology	4000-4999: Books And Supplies	LCFF-EL	8129

## 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 will achieve 85% or above on the Benchmark Assessment and formative assessments that are aligned with Math grade level common core standards by the end of the 2013-2015 school year.
<b>Data Used to Form this Goal:</b>
Benchmarks
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Math assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math manipulatives and supplies to enhance common core mathematics.	2013-15	Lori Willson	materials, supplies, and technology	4000-4999: Books And Supplies	Title I Part A: Allocation	1800
TeacherTraining in mathematics	2013-15	MRs. Willson	conference costs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	150

## 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>
85% of all Title 1 students will meet ELA grade-level common core standards on end of year Benchmark testing
<b>Data Used to Form this Goal:</b>
End of year ELA Benchmark
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
district benchmarks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leveled groups for supplemental instruction. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students. Substitutes for Professional development.	2013-15	Lori Willson	Salaries for Paraprofessionals	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	23310
			Benefits for paraprofessionals	3000-3999: Employee Benefits	Title I Part A: Allocation	4153
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2455



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies for ELA intervention based on common core standards Use of technology to develop lessons and monitor achievement through data analysis	2013-15	Lori Willson	materials, supplies and technology	4000-4999: Books And Supplies	Title I Part A: Allocation	10251
Conferences and professional development	2013-15	Lori Willson	cost of conference and travel	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	450

## 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<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>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<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>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## 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	Title I Part A: Allocation	2,455.00
2000-2999: Classified Personnel Salaries	LCFF-EL	15,678.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	23,310.00
3000-3999: Employee Benefits	LCFF-EL	3,363.00
3000-3999: Employee Benefits	Title I Part A: Allocation	4,153.00
4000-4999: Books And Supplies	LCFF-EL	8,129.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,051.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	27,170.00
Title I Part A: Allocation	42,569.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	2,455.00
2000-2999: Classified Personnel Salaries	38,988.00
3000-3999: Employee Benefits	7,516.00
4000-4999: Books And Supplies	20,180.00
5000-5999: Services And Other Operating Expenditures	600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	27,170.00
<b>Goal 2</b>	1,950.00
<b>Goal 3</b>	40,619.00

## 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
Lori Willson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martee Barnett	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alice Garza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Warren	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denise Heredia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becky Carver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicole Carillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Estes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Gonzales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joanna Lewis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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>	<b>0</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 checked="" 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 2/13/14.

Attested:

Lori Willson		
Typed Name of School Principal	Signature of School Principal	Date

Kathy Estes		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date