

The Single Plan for Student Achievement

School: Washington Elementary School
CDS Code: 10622656006878
District: Kings Canyon Joint Unified School District
Principal: Mary Stanley
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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.

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School Vision and Mission

Washington Elementary School's Vision and Mission Statements

Washington Elementary School Vision

Staff, parents, students and community are linked in a collaborative and supportive system that nurtures students' academic, emotional and social development through exemplary teaching in a learning environment committed to excellence.

Washington Elementary School Academic Goals are for students to increase 1 level on the CST and 1 level on the CELDT testing.

Washington Elementary is committed to the following values, which form the foundation of our goals and support of our mission.

- The student is the heart of our purpose
- Education is a necessity to a democratic society
- The quality of life is improved through education
- Learning is a lifelong process
- The desire to learn should be encouraged
- Everyone has the right to pursue his or her goals through education
- Educational institutions must respect and accommodate diversity

Our goal is to fulfill the educational and moral needs of our students by:

- * Providing quality academic programs and services consistent with student interests, values and needs
- * Cultivating students' social responsibility and citizenship skills
- * Promoting students' positive self-concepts and personal growth
- * Developing students' problem-solving skills and strategies to reach decisions and goals
- * Establishing a climate for learning which is enjoyable, cooperative and fosters critical thinking and independence
- * Fostering the ability to cooperate and work with individuals and groups
- * Encouraging the development of attitudes, knowledge and skills that promote physical and mental health
- * Providing support services to students which encourage their educational endeavors and personal growth
- * Precipitating an understanding and appreciation for scientific and technological advancements

School Profile

Washington Elementary School is one of eighteen schools within the Kings Canyon Unified School District, the third largest district in Fresno County and the largest geographical district in California, that covers over 500 square miles. Washington Elementary School houses students in Pre-school through 5th grade.

According to our 2011-12 School Accountability Report Card we had 393 students, plus 48 preschool children. Our demographics include: .3% African American, 1.5% Asian, .3% Filipino, 88.3% Hispanic, .0% Pacific Islander, .9.2% White, 99.5% Socioeconomically Disadvantaged, 40.5% English Learners, and 3.8% Students with Disabilities. Our school is not in Program Improvement. Our school decreased in our API scores by 17 points and our API was 778 in 2012. Our school and our district have made concerted efforts to decrease the achievement gap between our English Language Learner Group and our Fluent English Learners. As a district and school in conjunction with Action Learning we are developing processes in which every child succeeds in school. We have intensified our approach in teaching the English Language with our Second Language Learners. We have been implementing Direct Instruction and will continue into Direct Instruction and Cooperative Learning for the upcoming year. Teachers have been trained during Buy Back Days and Staff Development days. Spring and Fall of 2012 we were trained in our new Language Arts Adoption, Pearson Reading Street. In 2012/2013 our staff was trained in the Common Core for both Math and English Language Arts.

Washington Elementary provides a high quality educational experience in conjunction with a collaborative learning partnership between parent, teacher and student. Our school community is involved, participatory and success oriented. Our educational programs are aligned with state and district standards and are designed to target specific needs of our school population. In addition, the supportive services of our Resource Specialist Program, Library Media Teacher, Migrant Education, GATE Program, Speech and Language Therapy, ELL Instruction, School Based Coordinated Program, Title I Program and State Preschool enhance the learning experiences and opportunities. We are committed to success for all students. In Reedley we have developed partnerships with local churches, businesses and community center. We provide for an After School Program that is in conjunction with Save the Children, Teaching Fellows, and Parks and Recreation. We provide positive interactions at Washington School. Programs such as "Don't Laugh At Me" for our Anti-Bullying program, AIMS McGruff's Bully Alert, Respecting Each Other: Sexual Harassment Prevention and Life Skills curriculum for our 3-5th grades, help to create a positive atmosphere along with monthly assemblies that

teach good character traits. We have early release days to incorporate staff development so that our teachers work in collaborative models to increase effective teaching practices that our children receive. Washington School in 2013 will be part of PBIS which stands for "Positive Behavior Interventions and Support schools".

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).

Each year our parents are surveyed to determine their perception of the quality of the education their student receives at Washington School. Results are sent out in May. Our English Learner parents are also surveyed as to the quality of implementation and advancement of learning English for their student.

In 2011 we had 311 survey results. In 2012 we had 343 survey results, which showed an increase in parent participation. In 2013 we received 356 survey results. In 2012 the results showed the following: The #1 commendation from parents is how they love our teachers and staff. The #1 concern that parents have is in our parking and picking up of children. The #2 wish from our parents is to have a multi-purpose room/cafeteria. We will be seeking ways to improve our school in these areas. The results of the survey are shared school-wide through newsletters and our website. Parents have access to the complete survey results in the office.

Classroom Observations

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

Weekly Classroom observations have been initiated for the past several years. In 2009-13 our focus has been to give each student the "Gift", which is "Good Instruction the First Time", through a teaching method called "Direct Instruction" (DI). We use a Walk-Through Instrument checklist to make sure that the implementation of DI is using SDAIE and ELD strategies. Continued professional development is needed in all three of these areas. District and outside coaches have been assigned to our school to help with the implementation of DI and ELD strategies.

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)

In 2010 we received notice based on our 2009 testing that we were out of Program Improvement. Our initial scores in 2010 stated that we made our AYP, however in March the state reversed that statement and placed Washington "on watch" due to the EL subgroup not making safe harbor when the CMA students were pulled from that grouping. According to this year's CELDT scores Washington did not make improvements from the year before. This year on our local assessments our 4th grade has many FBB students as well as not growing from the year before in ELA and Math. Conventions have made growth. Also, 2nd grade in ELA and Language Convention, showed a decrease in performance on the local benchmarks. In the spring of 2012 Washington was informed that we did make our AYP due to the corrected data sent by the state. In 2011, Washington School was "on watch" in their performance due to 2.3% over the cap for CAPA/CMA. However, after data correction at the state level we were removed from "on watch" status. From the 2012 spring local assessments, we see that 2nd, 3rd, and 5th grade has a need for writing strategies.

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

Grade levels and data teams meet throughout the year to check for students growth.

Staffing and Professional Development

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

All of our teachers are NCLB certified.

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

100% of our teachers are trained in Pearson ELA. All teachers of math were trained in the fall of 2008 in the AB472.

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

These past three years our staff was trained in EDI, with ELD emphasized, to help students focus better within the classroom. Next year our staff will continue with Direct Instruction and Project Based Learning along with the Big 6. In 2013-14 we will continue begin to implement the Common Core Standards. We will start in 3rd grade using the Kagan Structures.

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

We have 1 academic coach who helps support our teachers in the classroom. Our Academic Coach oversees our intervention program as well as assists teachers.

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

Each week our teachers meet and collaborate on Wednesdays. We have 1 staff development Wednesday per month and the other Wednesdays are used for lesson planning and goal setting.

Teaching and Learning

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

This year our district has purchased newly adopted English Language curriculum that has the new English Learner curriculum within the program. The math, science and social studies are still acceptable for use with the California standards.

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

Washington adheres to the instructional minutes that are required for reading/language arts and mathematics.

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

Lesson pacing schedule is provided by the District and is adhered to in the classroom.

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

All materials are standards based. Pearson is our English Language Arts Adoption along with our English Language Development. For Math, Kindergarten uses Houghton Mifflin and 1st-5th grade uses MacMillan-McGraw-Hill.

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)

Teachers will use the adopted text for instruction along with the intervention materials approved by the adopted text. Gateways is a possible core replacement and may be utilized for students 3-5th grade who are Far Below Basic and Below Basic on the California Standards Test and Gates-McGinny.

Opportunity and Equal Educational Access

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

Teachers will use core program and intervention materials from the core program to help underperforming students. They will utilize "Guided Reading" for students who need small group instruction. Time will be allowed and built into the schedule for intervention. Coaches, intervention teachers and aides will help to support students. Math during recesses will help students achieve their fullest potential.

14. Research-based educational practices to raise student achievement

The coaching model helps teachers to improve their teaching practices with highly trained practitioners.

Parental Involvement

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

Parental involvement during Parent Workshops, Parent Classes are necessary for student achievement. Parents carve out time to help support the school. They attend Parent Conferences and field-trips. Our Parent Teacher Committee supports the students through purchasing of books, awards for achievement and standards based field trips.

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)

Our School Site Council along with our Parent Advisory Committee and English Learner Advisory Committee help to evaluate our program at Washington School. These committees are constructed in such a way that parents, along with teachers meet and plan. They meet at least 4 times throughout the year. Students of our Successful Families also help to give input into our school achievement direction.

Funding

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

Students receive support through our intervention teachers as well as our Academic Coach. Intervention support with instructional aides help in the Kindergarten classrooms. Our State Preschool, which is also funded by the state help meet the needs of those students in the socio-economic disadvantage sub-group.

18. Fiscal support (EPC)

Monetary support for our interventions comes from a variety of categorical programs as well as from Lottery Funding to State Preschool Funding. We also have received grants from ASES & Save the Children that help to support our programs. See Appendix G-Resource Calculator.

Description of Barriers and Related School Goals

BARRIERS AND STRATEGIES: Washington Elementary School will fully implement the research based California Standards along with the Pearson ELA program and the MacMillan-McGraw math program for grades 1-5 and Houghton Mifflin Math for K. The 9 Essential Program Components (EPCs) are research based and proven successful. Implementing the EPCs will help overcome the barriers. One main barrier is 3-5th grade students who are reading 2 grades below and have difficulty meeting standards. Strategic intervention will be provided for these students and will be implemented according to CDE requirements. All teachers took the Pearson ELA training in 2012 and continual Pearson ELA training that correlates with the Common Core. All teachers have taken SB472 training in math in 2008. The principal took SB472 in math at the same time. Another barrier is the lack of consistent use of curriculum-embedded assessments within each grade level. But in 2012-13 all assessments of ELA and Math are now curriculum embedded. Our district has now updated pacing schedules to include curriculum embedded assessments and the teachers will focus on them during staff development days and during collaboration sessions. Second and third grade students scored lower than other grade levels in ELA. Fourth and fifth grade students who are far below basic will be placed in an appropriate intervention for ELA. SEE Appendix H - RTI - Response to Intervention.

BARRIERS FOR GOAL 1: The first priority for Washington Elementary School will be to focus on the English Learner and students that are Economically Disadvantaged because data indicated that they are the groups with the greatest need. CELDT scores for EL students have increased (Table 2, Title III Accountability). All subgroups did not meet their 2012 API targets. EL students showed a loss of 26 points on the API in 2012. On the 2011 CST, EL students at all grade levels scored slightly lower than all other subgroups in both ELA and Math. In 2012 in AMAO 1 59.7% of our students met their target and in 2012 62.3% met their target. In 2011 AMAO 2 our students were 31.1% meeting their target but in 2012 only 26.4% met their Target.. The target for AMAO 2B was 45.1% and ours was 38.5% in 2011. We did not meet this goal. This next year our goal is to increase by 8.9% for AMAO 1 and 10.1% for AMAO 2. In 2012 our AMAO 1 went down to 50% and AMAO 2 was 18.9%. In looking over the scores we found that Listening and Speaking dropped dramatically in those 2 areas and that is what kept our students from meeting their goals.

STRATEGIES FOR GOAL 1 include: providing an academic coach to assist teachers to improve instruction for EL students; ongoing high quality professional development in ELD with strategies that enable EL students to reach proficiency in ELA and math; use of SBE approved program for ELD which is Language Central by Pearson will be fully implemented for CELDT scores of 1-low 5's. Train teachers in the Kagan Cooperative Learning groups so that listening and speaking are promoted within the classroom. Because parents play a big part in student achievement, parent involvement will be increased, including parent classes to teach parents how to support their children's education.

BARRIERS FOR GOAL 2: The second goal focuses on English/Language Arts. Most students at Washington Elementary School scored lower in ELA than math. In 2011, 50% were proficient and in 2012 our English Learners were only 39.5% proficient. In 2012 our ELA dropped to 46.1%. We saw the need for a new adoption and our district implemented the new English Language Arts adoption in 2012-13 that has an ELD component that correlates with the ELA.

STRATEGIES FOR GOAL 2 include: fully implementing the Pearson ELA - Reading Street program; providing ongoing research based professional development, including Direct Instruction, and writing, for all teachers; providing an intensive intervention class for grades 3, 4 and 5 students who are two or more years below grade level in ELA; providing intervention for students at all grade levels who perform below the basic level in ELA. Instructional minutes will be carefully monitored. Washington includes an RTI approach in which students who need intervention will receive intervention via our RSP or Speech teachers as well as extra-help teachers who have received EDI training. Teachers were trained in the spring of 2013 for the ELD component of Pearson.

BARRIERS FOR GOAL 3: The third goal addresses student needs in math. In 2012 our Math scores were 60.3%. Although most students score better in math than in ELA, 2012 CST scores in math show that no more than 58% of the EL students scored at the proficiency level or above (Table 4, Mathematics Adequate Yearly Progress).

STRATEGIES FOR GOAL 3 include: full implementation of the MacMillan/McGraw math program; math intervention for students who score below basic on the CST, or other assessments in math; research-based professional development for math. Professional development will focus on proven strategies that accelerate student learning in math and close the achievement gap. VMath (Voyager Math), a computer program that monitors student's success was incorporated in winter of 2010 to help students for intervention as well as for advanced students. For 2012-13 Washington will continue to utilize VMath based upon the 2013 Math District Benchmarks. Adding a math tutor for intervention will help for grades 2-5th.

B. Describe the effective allocation of resources and management of the school linked to overcoming the barriers to increasing student academic achievement.

Washington Elementary School and the Kings Canyon Unified School District have worked together to develop this financial plan to support full implementation of the School Action Plan. One of the district EL coaches will provide part of the staff development. The district will participate in the ongoing evaluation of student achievement and the evaluation of the implementation and success of the School Action Plan.

The principal will monitor the work of the coaches and all classroom teaching using walk-throughs, examination of lesson plans, observation of classes, collaboration meetings, examination of formal and informal test data. The SSC (School Site Council /ELAC (English Learner Acquisition Committee) representative, and Data Team will monitor the program throughout. Data will include the CST and District Benchmark Assessments. DRA scores for kindergarten and grade one, writing sample scores, student work, and school observations are used to monitor student achievement.

BARRIERS FOR GOAL 4: The fourth goal focuses on Physical Education. In 2010, 75% of our students were proficient in the area of Physical Health in Aerobic Capacity. Then it went down to 50% in 2011. Analysis of our P.E. minutes and schedules in our lower grades showed a need for sub-skills to be taught in an organizational fun and engaging way for students.

STRATEGIES FOR GOAL 4 include: students from 1st-5th grade will have 200 minutes of scheduled Physical Education every 10 days and these minutes will be placed in their daily schedule. A trained Physical Education Tech will be hired to teach the sub skills needed for Aerobic Capacity. In grades 1-3rd, students will receive Physical Education during their free time so as not to disrupt the minutes of E.L.A. and Math.

Teaching Life Skills Curriculum will help give students ways to make good choices in life for their health.

BARRIERS FOR GOAL 5: In 2011-12 has shown only slight improvement in attendance. Noticeable Kindergarten attendance issues continue to exist.

STRATEGIES FOR GOAL 5 include: Positive personal phone calls from teachers to students will increase. Weekly rewards for perfect attendance for students to visit the school store. Monthly attendance awards will be handed out. Saring students will be utilized for students who have chronic attendance issues. Working with all staff to incorporate "Positive Direction" throughout the campus.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	226	232		22	27		1	1		2	2	
Growth API	764	796		832	842							
Base API												
Target	5	4										
Growth	31	-17										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	199	201		119	119		178	231		9	9	
Growth API	758	789		740	778		752	784		668		
Base API												
Target	5	5		5	5		5	5				
Growth	30	-21		37	-26		32	-5				
Met Target	Yes	No		Yes	No		Yes	No				

Conclusions based on this data:

1.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	112	107		14	16		--	--		--	--	
Percent At or Above Proficient	49.6	46.1		63.6	59.3		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	94	88		55	47		84	107		--	--	
Percent At or Above Proficient	47.2	43.8		46.2	39.5		47.2	46.3		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	140	140		15	21		--	--		--	--	
Percent At or Above Proficient	61.9	60.3		68.2	77.8		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	122	117		70	69		108	140		--	--	
Percent At or Above Proficient	61.3	58.2		58.8	58.0		60.7	60.6		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 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	2012-13 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		
	2010-11	2011-12	2012-13
Number of Annual Testers	124	122	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	124	122	
Number Met	74	76	
Percent Met	59.7%	62.3%	
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	119	29	129	26		
Number Met	37	--	34	--		
Percent Met	31.1%	--	26.4%	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	3,019	2,858	
Percent with Prior Year Data	99.9	99.7	
Number in Cohort	3,015	2,849	
Number Met	1,665	1,837	
Percent Met	55.2	64.5	
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	2,335	1,200	2,295	1,132		
Number Met	458	456	619	505		
Percent Met	19.6	38	27.0	44.6		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	No	Yes	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	No	Yes	

Conclusions based on this data:

1. AMAO 1 -KCUSD continues to meet this goal
2. AMAO 2 a & b - KCUSD continues to grow in this goal , but falls short of meeting AMAO 2b
3. AMAO 3 - met goal via Safe Harbor in 2011-12

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:

SUBJECT: ELD
LEA GOAL:
Student will grow 1 performance band level annually. Low Basic student will grow to high basic and advanced students will grow in scaled score. All English Learners will grow one CELDT band annually. Low intermediate will grow to high intermediate.
SCHOOL GOAL #1:
SCHOOL GOAL # <u>1</u> - ELD Student will grow 1 performance band level annually. Low Basic student will grow to high basic and advanced students will grow in scaled score. All English Learners will grow one CELDT band annually. Low intermediate will grow to high intermediate.
Data Used to Form this Goal:
CST Data, CELDT Data, District Assessments.
Findings from the Analysis of this Data:
English learner students will acquire proficiency in English as rapidly as possible. In addition, EL students will increase in proficiency on the California content standards in English/Language Arts and Mathematics, in order to close the achievement gap. To demonstrate the English proficiency of EL students, the school will meet its Annual Measurable Objectives (AMOs) for EL students each year. In addition, the number of EL students scoring at the Early Advanced and Advanced levels on the CELDT will increase by 10% at each grade level every year. For 2013-2014 the Safe Harbor Goals for ELA will be 50.99% for our EL subgroup and for math will be 65.4%. The targets for AMAO 1 = 57.5%; AMAO 2a = 21.4%; AMAO 2b = 47.0%(more than 5 years) ; AMAO 3 ELA = 78.4% and Math = 79%. Washington's goal is to have each EL student increase on the CELDT by 1 level.
How the School will Evaluate the Progress of this Goal:
CELDT & CST's, (DBA's, Curriculum Embedded Assessments - will be used for ongoing monitoring) Desired Results– Pre-school Only

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1. The district adopted ELD program (Pearson Language Central), that is within the ELA adoption of Pearson in grades K - 5. Deployment of students within grade levels will be done according to their CELDT Levels. Extra support teacher may pull students for CELDT Levels 1 & 2's during 2-5th grade ELD times. This is done daily. CELDT assessment and District provided assessment will be used to monitor student growth.</p> <p>2. Instruction for EL students will be aligned with the ELA adoption and is part of the program.</p>	Fall 2013-Spring 2014	Academic Coach	Academic Coach Multi Funded	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	59,015
			Repeat:	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	8,500
			Repeat	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	16,873

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of Instructional Strategies and materials based on scientifically-based research and including the integration of technology:</p> <p>1. - Research based strategies for professional development will be provided for Teachers. Professional Learning communities, Strategies for EL Learners. Engagement Techniques. Common Core will be the focus for Professional Development. Kagan Institute staff development will start in 2nd- 3rd grade and added each grade there after. Thinking Maps. VMath/Mathletics computer program for students will be available.</p> <p>2- Lesson Studies in which teachers will observe other teachers and create lessons that are taught and refined.</p> <p>3. Preschool staff will develop strategies to work with EL's in the pre-school setting through consultant and staff development support.</p> <p>4. Preschool is in intervention for children. Preschool Staff along with Library Media Teacher .25 to help parent education and early literacy.</p>	Fall 2013 - Spring 2014	Principal, Academic Coach, Librarian	Materials and Supplies for teachers to implement new strategies, District Consultants	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education (EIA-SCE)	16,398
			Extra Help Intervention	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	3,000
			Preschool Staff- State Preschool	2000-2999: Classified Personnel Salaries	Unrestricted	83,737
			Extra Help Intervention- Aides and Subs	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,883
			Extra Help Intervention - Aides	2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory Education (EIA-SCE)	13,300
			Extra Help Intervention- Aides, Substitutes	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	15,587

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time of the following activities will provide students with an increased educational opportunity to learn and participate in a wide variety of experiences during the school day and after school:</p> <p>1. The After School Program (ASES) for the duration of the grant will focus on academic, nutritional and enrichment component for students on a first come first serve basis on need. 1-5th grades are targeted.</p> <p>2. Students in 1-3rd grade can also be seen to work after school with intervention teachers to enhance their success in literacy and math.</p> <p>3. Students will extend their standards based learning through grade level field trips and hand-on activities.</p> <p>4. Cross Age Tutoring - High School Tutors will help students in the classroom.</p> <p>5. Student Council and Successful Families Building Successful Communities will help students link their speaking, listening, reading and writing skills.</p>	Fall 2013- Spring 2014	Partnership- City of Reedley/Teaching Fellows/FCOE/	<p>Materials, supplies, food, transportation, Personnel</p> <p>Interpreting/intervention Aide</p> <p>Support Afterschool Program</p>	<p>None Specified</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>After School and Education Safety (ASES)</p> <p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p> <p>Title I Part A: Allocation</p>	<p>96,916</p> <p>5,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased educational opportunity:</p> <p>1. Parent Literacy Classes - Parents will learn tutoring skills and read with students using leveled reading books. These 2 week classes are conducted throughout the year on Tuesday from 5-8 p.m. twice a year. In addition Parent Education classes that involve Parent Literacy are held at Jefferson School for the district.</p> <p>2. 1/2 time Library Media Teacher will work with students, teachers and parents, using library and technology to build vocabulary background. Our Library Media teacher works Monday, Tuesday and 1/2 day Thursday.</p> <p>3. Parents will be invited to attend quarterly workshops to build student success, discipline tips and assistance for schoolwork. This will be accomplished through the Passport Program which includes materials for parents to be used at home.</p> <p>4. ELAC/SSC committee will work together to help support our EL students progress in school.</p> <p>5. Books, awards and incentives for students to achieve.</p> <p>6. Provide opportunities for student to learn/participate in Constitution, Life Skills.</p> <p>7. Targeted EL students will receive additional help to strengthen their</p>	Fall 2013- Spring 2014	Library Media Teacher/Social Worker/Principal/Academic Coach	Materiaals for tutoring, snacks, books and supplies, babysitting/postage	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	728
			Library Media Teacher .50%- Parent Literacy- Preschool Funded	1000-1999: Certificated Personnel Salaries	Unrestricted	16,765
			Repeat of Library Media-	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	16,765

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>1. Teachers, academic coaches, administration and classified staff will participate in collaboration time monthly.</p> <p>2. Staff will attend approved staff development opportunities focusing on the instructional action plan.</p> <p>3. Staff will participate in staff development on Thinking Maps & Kagan Structure.</p> <p>4. Teaching staff will schedule classroom observations to visit classrooms during ELD times.</p> <p>5. Teachstone - Classroom Assessment Scoring System</p>	Fall 2013-Spring 2014	Office Manager/Principal/Academic Coach/Teachers	Subs for Staff Development expenses	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,500
			Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Conferences, Kagan Sturctures, Thinking Maps, materials and supplies, Teachstone	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,509
			Consulting	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	496
			Subs For Staff Development	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	500
			Consultant	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community: (including interpretation of student assessment results to parents)</p> <p>1. Parents will receive oral and written communications in both (Spanish/English).</p> <p>2. Training of students and parents in literacy and math concepts will be offered in 3 6-week sessions as well as 1 intervention workshop and 1 advanced workshop. See Appendix H - Tier 1 - RTI and Tier 2.</p> <p>3. Parent Involvement - Annually each year, the School Accountability Report Card and School Site Plan will be published and provided to staff, parents and the school community." Phone Calls to help communication processes will be implemented via Connect Ed in both Spanish and English.</p>	Fall 2013-Spring 2014	Principal/Web master/Teachers/Library Media Teacher	Copier for supplemental materials	5000-5999: Services And Other Operating Expenditures	General Fund	4065
			Books and supplies,computers	4000-4999: Books And Supplies	General Fund	401
			Connect Ed,	5900: Communications	Title I Part A: Parent Involvement	1063
			Website	5800: Professional/Consulting Services And Operating Expenditures	General Fund	400
			Postage/Materials for Parent Nights	5900: Communications	Title I Part A: Parent Involvement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents: (including transition from preschool, elementary, and middle school)</p> <p>1. Administration will set Open Houses/New to School events to help with transition between preschool and elementary.</p> <p>2. Collaboration time will be given between preschool, and kindergarten and 5th grade students and Jr. High School.</p>	Fall 2013-Spring 2014	Administration	Personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Technology, printing	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			Common Prep	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,720

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> The CELDT (California English Language Development Test) will be given each year to 2nd Language Learners. Teachers will collaborate, monitor and score out assessment. Data Teams will collaborate and set Smart Goals for 2nd Language Learners. District Benchmarks will be given to progress monitor each of our 2nd Language Learners. EL Surveys will be given and feedback will help to improve program for 2nd Language Learners. Staff will monitor testing results in Math and ELA as well for students who are 2nd Language Learners. Data team will monitor results after each District Benchmarks. English Learner Advisory Committee and School Site Council will oversee results and help to approve research based recommendations for interventions for English Learner Students. Key Data and School City will help to organize data. Translators will be made available to help parents understand information of progress for their 	Fall 2013-Spring 2014	Academic Coach/ Data Team/Preschool Teachers/Aides	<p>Technology, Key Data, school City</p> <p>EL Tech, Translators, - Centralized Services</p> <p>Preschool Teachers and Aides</p> <p>Key Data, School City-Centralized Services</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p> <p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p>	<p>10,000</p> <p>6421</p>

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:

SUBJECT: ELA
LEA GOAL:
Student will grow 1 performance band level annually. Low Basic performance will grow to high basic and advanced will grow in scaled score.
SCHOOL GOAL #2:
Student will grow 1 performance band level annually. Low Basic performance will grow to high basic and advanced will grow in scaled score.
Data Used to Form this Goal:
CST and District Benchmarks.
Findings from the Analysis of this Data:
All students, including students at each grade level and in all significant subgroups, will achieve proficiency on the California content standards in English/Language Arts. Anticipated annual performance growth for each group: The number of students at each grade level, and in all significant groups scoring at proficient or above on the ELA portion of the CST, will increase by at least 10% each year. Our 2012 ELA target was not met. Our target for 2013 was 51.22% for Safe Harbor. Safe Harbor proficient in 2014 will be 56.09% for ELA. Our Safe Harbor Target for EL's will be 50.99% proficient in 2014; Our Safe Harbor Target for SED will be 57.07% in 2013.; Our Safe Harbor Target for Special Ed. Subgroup will be 41.68% proficient on the CST in ELA in 2014. Washington's goal is to have every student move up 1 performance band level.
How the School will Evaluate the Progress of this Goal:
CST's and District Writing Assessment and District Benchmark Assessments Desired Results – Preschool Only

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1. The SBE adopted programs, Pearson - Reading Street for ELA, and for intensive intervention materials in ELA 3-5th Grade. Guided Reading books will be used to help struggling readers.</p> <p>2. District Instructional Action Plan will be implemented to include District Benchmarks that are aligned to the standards with the State Testing.</p> <p>3. Preschool uses "Blueprints" a program for ELA instruction.</p>	Fall 2013-2014	Principal/Academic Coach/Teachers	<p>Academic Coach - See Goal 1</p> <p>Intervention Teacher - See Goal 1</p> <p>Instructional Materials</p> <p>Preschool Materials-State Funded</p> <p>Printing Services</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Lottery: Instructional Materials</p> <p>Unrestricted</p> <p>Title I Part A: Allocation</p>	<p>11,669</p> <p>9,146</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of Instructional Strategies and materials based on scientifically-based research and including the integration of technology:</p> <ol style="list-style-type: none"> 1. Teachers will utilize Direct Instruction/ with Project Learning throughout the day. 2. Guided Reading will be utilized for students in K-5th grade for students who are below reading levels. 3. Teachers will observe model lessons in ELA instruction on a quarterly basis. 4. Teachers will integrate technology tools into their instructional delivery model. 5. All teachers will schedule by grade level 30 minutes of intervention for English Language Development. 6. Goal setting for students and rewards will be used as incentives for growth and proficiencies. 	Fall 2013-2014	Teachers/Principal	<p>Substitutes - Goal 1</p> <p>Technology - Computer - See Goal 1</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time of the following activities will provide students with an increased educational opportunity to learn and participate in a wide variety of experiences during the school day and after school:</p> <p>1.- Intensive intervention classes by extra- support teachers will serve students in grades 3, 4 and 5 who are two or more years below grade level, during the core ELA time. The core materials Pearson/Gateways may be used along with support materials for 3rd, 4th-5th grades. . Response to Intervention model will be planned and implemented fully.. Summer school may also be beneficial for students who are not proficient. 1st and 2nd grade intensive intervention for students who are 1 year or more below reading levels will be intervened by our Kindergarten teachers and RSP teachers as well as an intervention teacher and academic coach. Students will be tested for monitoring purposes.</p> <p>2.1/2 time Library Media Teacher to assist students in Language Arts and technology. The Library Media Teacher will follow the goals and objectives that are stated in the district's Library Goals, such as making sure there is a 50%:50% ratio of Fiction and Non Fiction books in the Library. That there is 20+ current books per student that meet the needs of a diverse student population. There are extended</p>	Fall 2013-2014	Principal/Teachers/ Afterschool Program/Library Media Teacher/Aides	Copier	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,500
			Copier	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	3,800
			Intervention Teacher - See Goal 1			
			Intervention Support - Aides - See Goal 1			
			Library Media Teacher - See Goal 1			
			License for Preschool	5800: Professional/Consulti ng Services And Operating Expenditures	Unrestricted	440
			Dues for Preschool	5000-5999: Services And Other Operating Expenditures	Unrestricted	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>1. Action Learning will provide staff development and a coach is provided to help Washington implement the staff development of in Sync'd.</p> <p>2. Staff will attend and collaborate on Wednesdays in data teams and grade level as well as vertical teams to align their curriculum. They collaborate at least 3 times a month, with grade level team members and once a month, whole school staff development.</p> <p>3. Common Prep for articulation among the grades.</p> <p>4. "Blueprint" staff development and DRDPD training for Preschool. CAYEC and other professional staff development such as CPR, and Class Observation training will be made available.</p>	Fall 2013- 2014	Principal	Synced Solutions- District Funded Staff Development - See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community: (including interpretation of student assessment results to parents)</p> <p>1. Parents will receive oral and written communications in both (Spanish/English).</p> <p>2. Training of students and parents in literacy and math concepts will be offered in 3 6-week sessions as well as 1 intervention workshop and 1 advanced workshop. See Appendix H - Tier 1 - RTI and Tier 2.</p> <p>3. Parent Involvement - Annually each year, the School Accountability Report Card and School Site Plan will be published and provided to staff, parents and the school community." Phone Calls to help communication processes will be implemented via Connect Ed in both Spanish and English.</p> <p>4. School Site Council, English Learner Advisory Committee, Parent Advisory Committee, Parent Teacher Committee, Field Trip Volunteers, and Classroom Volunteers allow for parents to be involved in our school.</p>	Fall 2013-2014	Principal/Office Personnel	Postage	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education (EIA-SCE)	1,000
			Printer Ink	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000
			Office Supplies	4000-4999: Books And Supplies	General Fund	2,359
			Postage	5900: Communications	General Fund	400
			Printer Ink	4000-4999: Books And Supplies	General Fund	400
			Printing Services	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,975

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents: (including transition from preschool, elementary, and middle school)</p> <p>1. Administration will set Open Houses/New to School events to help with transition between preschool and elementary.</p> <p>2. Collaboration time will be given between preschool, and kindergarten and 5th grade students and Jr. High School and High School through committee called "Successful Families Building Successful Communities".</p> <p>3. Counseling is available via our social worker to help students make good choices in school.</p> <p>4. Preshool Extra Office help for incoming preschool students.</p>	Fall 2013-2014	Principal/Social Worker	Social Worker - District			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> 1. Teachers will collaborate with grade level on Wednesdays to monitor student success. 2. Data Teams will collaborate monthly and set Smart Goals for ELA. 3. District Benchmarks will be given to progress monitor each student. 4. Surveys will be given in February and feedback will help to improve program for students. 5. Data team will monitor results after each District Benchmark. 6. English Learner Advisory Committee and School Site Council will oversee results and help to approve research based recommendations for interventions for English Learner Students. 7. Key Data and School City will help to organize data. 8. Site monitoring will be conducted via the Walkthroughs and a District team via visitation process for assurance of the implementation of the Instructional Action Plan. 9. Newsletters and Website to help give information of data to parents and community. 10. Monitoring of the preschool 	Fall 2013-2014	Principal/Teachers/ Music/P.E. Personnel	Common Prep- P.E./Music	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,720

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:

SUBJECT: Math
LEA GOAL:
Student will grow 1 performance band level annually. Low Basic performance will grow to high basic and advanced will grow in scaled score.
SCHOOL GOAL #3:
Student will grow 1 performance band level annually. Low Basic performance will grow to high basic and advanced will grow in scaled score.
Data Used to Form this Goal:
CST and District Benchmarks. All students, including students at each grade level and in all significant subgroups, will demonstrate proficiency on the California content standards in mathematics.
Findings from the Analysis of this Data:
The number of students at each grade level and in all significant subgroups who score proficient or above on the math portion of the CST, will increase by 10% each year. In 2014, the CST's Washington's Safe Harbor Goals schoolwide will be 67.68% proficient, for EL subgroup will be 65.4% and for SED will be 67.33% proficient and Special ED will be 59.09%. Washington's goal is to have every student move up 1 performance band level.
How the School will Evaluate the Progress of this Goal:
CST's (Curriculum embedded assessments will be used for monitoring progress and District Benchmark Assessments) DRDPD – Preschool Only

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1.Houghton Mifflin - for Preschool-Kindergarten and MacMillan/McGraw program and California State Standards will be fully implemented Preschool-5th grade.</p> <p>2.Professional Development - Math - Preschool - conference depending on funding.</p> <p>3.Staff Development - K- Conference - depending on funding.</p> <p>4. Sync'd Solutions to align instructions.</p>	Fall 2013- Spring 2014	Principal/Academic Coach	<p>Extra materials K-5</p> <p>Blueprint Materials & Hands on Math Materials for Preschool</p>	4000-4999: Books And Supplies	Lottery: Instructional Materials	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of Instructional Strategies and materials based on scientifically-based research and including the integration of technology:</p> <ol style="list-style-type: none"> 1. Teachers will utilize Direct Instruction, Cooperative Learning throughout the day. 2. VMath/Mathletics will be utilized to help students progress to their highest level in Math during recess and at home and added personnel will help to support students in this program. 3. Teachers will observe model lessons in Math. 4. Teachers will integrate technology tools into their instructional delivery model. 5. All teachers will schedule by grade level 15 minutes of intervention for Math daily. Intervention daily for all students identified below and far below basic. Teachers will reteach students who struggled with the daily lesson and provide support for them through additional skill practice and supplemental instruction. Teachers will also target lessons that relate to the standards that are assessed on the CST. 6.. Goal setting for students and rewards will be used as incentives for growth and proficiencies. 7. Added Computers will be 	Fall 2013-Spring 2014	Instructional Aide/Principal/Teachers	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time of the following activities will provide students with an increased educational opportunity to learn and participate in a wide variety of experiences during the school day and after school:</p> <ol style="list-style-type: none"> 1.- VMath will be utilized during Lunch Recess and After School and possibly during Math Camps. 2. Afterschool program will incorporate Mad Minutes to help students learn their Math Facts. 3. Students who are identified as below and far below basic per CST data will receive 15 minutes of intervention daily. 4. K teachers will receive added support by classified personnel to target small groups of students for reading, writing and math interventions. 5. Provide for daily "Hands on lessons" for preschool students to build on their learning and development.. 	Fall 2013-Spring 2014	Afterschool Program/Aides/Principal	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>1.-Professional development, in the Common Core Math.</p> <p>2. Staff will attend and collaborate in data teams and grade level as well as vertical teams to align their curriculum with pacing calendar.</p> <p>3.A major focus of professional development in math will be instructing teachers on the strategies that assure student understanding and accelerate learning to close the achievement gap. Teachers will be trained in Direct Instruction. Substitutes will be utilized so teachers can attend training.</p>	Fall 2013-Spring 2014	Teachers	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community: (including interpretation of student assessment results to parents)</p> <p>1. Parents will receive oral and written communications in both Spanish/English.</p> <p>2. Training of students and parents in literacy and math concepts will be offered in 3 6-week sessions as well as 1 intervention workshop and 1 advanced workshop. See Appendix H - Tier 1 - RTI and Tier 2.</p> <p>3. Parent Involvement - Annually the School Accountability Report Card and School Site Plan will be published and provided to staff, parents and the school community." Phone Calls to help communication processes will be implemented via Connect Ed in both Spanish and English.</p> <p>4. School Site Council, English Learner Advisory Committee, Parent Advisory Committee, Parent Teacher Committee, Field Trip Volunteers, and Classroom Volunteers allow for parents to be involved in our school.</p> <p>5. Math workshops with manipulatives will be offered to parents of students who are struggling in Math. Teachers will conduct the workshops for parents in December.</p> <p>6. By December 2013, workshops in math will be conducted for targeted</p>	Fall 2013-Spring 2014	Principal/Library media Teacher/Office	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents: (including transition from preschool, elementary, and middle school)</p> <p>1. Administration will set Open Houses/New to School events to help with transition between preschool and elementary.</p> <p>2. Collaboration time will be given between preschool, and kindergarten and 5th grade students and Jr. High School and High School through committee called "Successful Families Building Successful Communities".</p> <p>3. Counseling is available via our social worker to help students make good choices in school.</p>	Fall 2013-Spring 2014	Principal/Teachers/Aides/Social Worker	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> 1. Teachers will collaborate with grade level to monitor student success. 2. Data Teams will collaborate and set Smart Goals for Math. 3. District Assessments which are embedded in the core curriculum will be given to progress monitor each student. 4. Surveys will be given and feedback will help to improve program for students. 5. Data team will monitor results after each District Assessment. 6. English Learner Advisory Committee and School Site Council will oversee results and help to approve research based recommendations for interventions for English Learner Students. 7. Key Data and School City will help to organize data. 8. Site monitoring will be conducted via the Walkthroughs and a District team via visitation process for assurance of the implementation of the Instructional Action Plan. 9. Newsletters and Website to help give information of data to parents and community. 	Fall 2013-Spring 2014	Principal/Academic Coach/Data Team	See Goal 1			

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:

SUBJECT: Physical Health
LEA GOAL:
For students to live in a healthy and safe environment.
SCHOOL GOAL #4:
<ul style="list-style-type: none">Physical Education For students to live in a healthy and safe environment.
Data Used to Form this Goal:
5th Grade Physical Test
Findings from the Analysis of this Data:
<ul style="list-style-type: none">Physical Education All students, including students at each grade level and in all significant subgroups will demonstrate proficiency on the California content standards in Physical Education in a clean safe environment. The number of 5th graders and in all significant subgroups who score proficient or above on the 5th Grade Physical Test will increase by 10% each year in the area of Physical Health in Aerobic Capacity. In 2011 our students were 50% proficient in Aerobic Capacity and in 201 it went down to 47.5% proficient. However, we did improve in the students that were high risk. In 2011 we had 30% of student e High Risk area and in 2012 we had only 9.9% of students in the High risk of Aerobic Capacity.
How the School will Evaluate the Progress of this Goal:
5th Grade Physical Test.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1. Students from 1-5th grade will have 200 minutes of P.E. during their 10 day schedule with a P.E. tech. and added personnel to help align standards based instruction. Common Prep will be available for 4-5th grade during Math/Music. K-3rd grade has common prep at the end of the day.</p> <p>2. Students in K-3rd grade will have a trained P.E. tech that will develop physical fitness skills through games and activities making it fun for all grades.</p>	Fall 2013-Spring 2014	District P.E. Tech and School P.E. Aide	Aide is provided for K-3rd - See Goal 1	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	
<p>Improvement of Instructional Strategies and materials based on scientifically-based research and including the integration of technology:</p> <p>1.. P.E. Techs will teach the California P.E. standards through a variety of fun games and engagement activities.</p> <p>2. Update Preschool Playground for Safety and custodial supplies to keep our environment clean from germs.</p> <p>3. Polyspots to mark areas for activities to move students for aerobic exercise.</p>	Fall - 2013 Spring 2014	District P.E./ Preschool Playground	Equipment - See Goal 1	4000-4999: Books And Supplies	Unrestricted	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time of the following activities will provide students with an increased educational opportunity to learn and participate in a wide variety of experiences during the school day and after school:</p> <ol style="list-style-type: none"> 1. Afterschool program will provide for the "Change" program which includes fun physical activities along with providing a nutritional program. 2. Preschool program allows for students to interact physically in the environment around them. 3. Cross Country and Track and Field are offered for 3-5th Grade Students. 	Fall 2013-Spring 2014	District Funded Coaches				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <p>1. On going training in P.E. will be provided by the district on the Game Day curriculum -- a standards aligned PE program.</p> <p>2. Parks and Recreation along with Save the Children will provide for additional training besides the district training for our P.E. program.</p> <p>Provide for Nutritional Program - State Preschool - to help support nutritional program at school for parent volunteers during Parent Advisory and in class programs as well as for students during cross-cultural experiences and food experiences.</p>	Fall 2013 Spring 2014	Save the Children/Parks and Recreation				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community: (including interpretation of student assessment results to parents)</p> <p>1. Parents will receive oral and written communications in both (Spanish/English).</p> <p>2. Green and White Day offers parent involvement for parents to help with physical activities and encourage students to engage in such activities throughout their life..</p> <p>3. Annually each year, the School Accountability Report Card and School Site Plan will be published and provided to staff, parents and the school community." Phone Calls to help communication processes will be implemented via Connect Ed in both Spanish and English.</p> <p>4. School Site Council, English Learner Advisory Committee, Parent Advisory Committee, Parent Teacher Committee, Field Trip Volunteers, and Classroom Volunteers allow for parents to be involved in our school.</p>	Fall 2012- Spring 2013					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program implementation and results: 1. Each year 5th grade is monitored and the results are given to the State. 2. Each trimester students are evaluated on their progress in P.E. 3. Each year Parent Surveys are reviewed on the school program.	Fall 2012-Spring 2013	Custodial /Grounds	Custodial equipment and grounds upkeep	4000-4999: Books And Supplies	Unrestricted	3,214
			Pest Control	5000-5999: Services And Other Operating Expenditures	Unrestricted	200
			Rentals/Repairs	5000-5999: Services And Other Operating Expenditures	Unrestricted	200
			Custodial - Preschool	4000-4999: Books And Supplies	Unrestricted	1000

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:

SUBJECT: Safe, Positive & Drug Free Climate
LEA GOAL:
All students to have a safe, positive and drug free climate.
SCHOOL GOAL #5:
All students to have a safe, positive and drug free climate.
Data Used to Form this Goal:
California Healty Kids Survey. Increased attendance.
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Safe, Positive and Drug Free Climate <p>For a Safe, Positive and Drug Free school we need to increase attendance by 3% and school Connectedness from 55%-57% as per California Healthy Kids Survey by 2009; Attendance in 2011/12 has improved at Washington School however we are still behind from 3 years ago. A stronger reward system will be implemented and teacher connectedness to parents when students are out will be designed.</p>
How the School will Evaluate the Progress of this Goal:
Average attendance yearly rate compared to the year prior.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <ol style="list-style-type: none"> 1. Implement Botvin Life Skills Program for 3-5th Grade. This is an in-class curriculum that supports good decision making. 2. Positive Behavior Intervention Support - PBIS will be initiated to help students succeed in school 	Life Skills Program - Spring 2014	Teachers/Principal	District Funded Program Grant Funded			
<p>Improvement of Instructional Strategies and materials based on scientifically-based research and including the integration of technology:</p> <ol style="list-style-type: none"> 1. Specific Lessons will be taught to help students make good choices. 2. RTI will be developed to include a strong Behavior Reward Model with support systems in each tier. 	Fall 2013-Spring 2014	Teachers/Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time of the following activities will provide students with an increased educational opportunity to learn and participate in a wide variety of experiences during the school day and after school:</p> <ol style="list-style-type: none"> 1. Afterschool program to help with afterschool care for safety, enrichment, tutoring and homework assistance and a healthy snack until 6:00 p.m. Students must be in attendance during the regular hours of school to attend this program. 2. Bully Free Assemblies and assemblies to encourage positive student interactions. Use of Wooden's Pyramid of Success philosophy will be used once a month or every other month when vacation time is within the month. 3. Perfect Attendance Assemblies. Students receive certificates and their name may be drawn to receive a bike donated by Reedley Sunrise Kiwanis Service Club. Weekly awards will be given for perfect attendance per class. Assemblies will be conducted every month or every other month when vacation time is within the month. 4. Student of the Month Assemblies will be held to promote positive school climate. 5. Students will be taught strategies 	Fall 2013-Spring 2014	Principal & PBIS Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration:</p> <ol style="list-style-type: none"> 1. Staff will be trained in how to teach students how to make good choices to help support struggling students in the classroom. 2. All staff along with parents will continue to be trained in "Taking Charge of Your Positive Direction" to help optimize the learning and behavioral environment to be successful. 3. CPR/Red Cross Training - Preschool 	Fall 2013-Spring 2014	Preschool Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents, and community: (including interpretation of student assessment results to parents)</p> <ol style="list-style-type: none"> 1. Parents will receive oral and written communications in both (Spanish/English). 2. Green and White Day offers parent involvement for parents to help with physical activities for students. 3. Annually each year, the School Accountability Report Card and School Site Plan will be published and provided to staff, parents and the school community." Phone Calls to help communication processes will be implemented via Connect Ed in both Spanish and English. 4. School Site Council, English Learner Advisory Committee, Parent Advisory Committee, Parent Teacher Committee, Field Trip Volunteers, and Classroom Volunteers allow for parents to be involved in our school. 5. Committee that is student led,"Successful Families Building Successful Communities" help volunteer in the community. 6. Newsletters will be sent home on a monthly basis to all preschool parents. 7. Weekly attendance reward system designed 	Fall 2013- Spring 2014					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
.Monitoring program implementation and results: 1. Daily attendance will be monitored with district monitoring monthly. 2. Discipline Suspensions will be monitored monthly and yearly through Powerschool.	Fall 2013-Spring 2014					

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development, Math and ELA
SCHOOL GOAL #1:
Student will grow 1 performance band level annually. Low Basic student will grow to high basic and advanced students will grow in scaled score. All English Learners will grow one CELDT band annually. Low intermediate will grow to high intermediate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring System to help track student needs	2013-2014	District Office	Key Data Systems, Document Tracking and School City	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,421
			EL Tech	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	9,654

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	Economic Impact Aid/Limited English	25,765.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory	19,873.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	66,515.00
1000-1999: Certificated Personnel Salaries	Unrestricted	16,765.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English	22,008.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory	13,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	27,323.00
2000-2999: Classified Personnel Salaries	Unrestricted	83,737.00
4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory	16,398.00
4000-4999: Books And Supplies	General Fund	3,160.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	11,669.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	728.00
4000-4999: Books And Supplies	Unrestricted	13,360.00
5000-5999: Services And Other Operating	Economic Impact Aid/State Compensatory	4,800.00
5000-5999: Services And Other Operating	General Fund	4,065.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,500.00
5000-5999: Services And Other Operating	Unrestricted	800.00
5800: Professional/Consulting Services And	General Fund	2,375.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	8,509.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	496.00
5800: Professional/Consulting Services And	Unrestricted	440.00
5900: Communications	General Fund	400.00
5900: Communications	Title I Part A: Parent Involvement	1,063.00
None Specified	After School and Education Safety (ASES)	96,916.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	96,916.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	47,773.00
Economic Impact Aid/State Compensatory Education (EIA-	54,371.00
General Fund	10,000.00
Lottery: Instructional Materials	11,669.00
Title I Part A: Allocation	120,347.00
Title I Part A: Parent Involvement	2,287.00
Unrestricted	115,102.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	128,918.00
2000-2999: Classified Personnel Salaries	146,368.00
4000-4999: Books And Supplies	57,815.00
5000-5999: Services And Other Operating Expenditures	15,165.00
5800: Professional/Consulting Services And Operating	11,820.00
5900: Communications	1,463.00
None Specified	96,916.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,042.00
Goal 2	42,809.00
Goal 4	4,614.00

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
Mary Stanley	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Bell- Secretary- 2010	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Kliewer- 2011	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loretta Conrad- 2010	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sue Loewen- 2010	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosalina Barajas-2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alex Elenes-2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crystal Rojas-2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vanessa Lopez-2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rachel Reyna-2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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 | _____
Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
Parent Advisory Committee- Preschool | _____
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 May 14, 2013.

Attested:

Mary Stanley		
Typed Name of School Principal	Signature of School Principal	Date

Alex Elenes		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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)**:

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Parent Advisory Committee- Preschool

Signature
Roselina Barajas

Signature

Signature

Signature

Signature

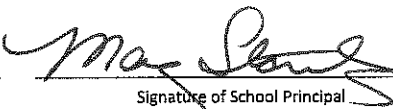
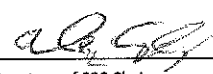
Signature

Signature
Lidia Arzate

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 May 14, 2013.

Attested:

Mary Stanley		5/24/13
Typed Name of School Principal	Signature of School Principal	Date
Alex Elenes		5/24/13
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date