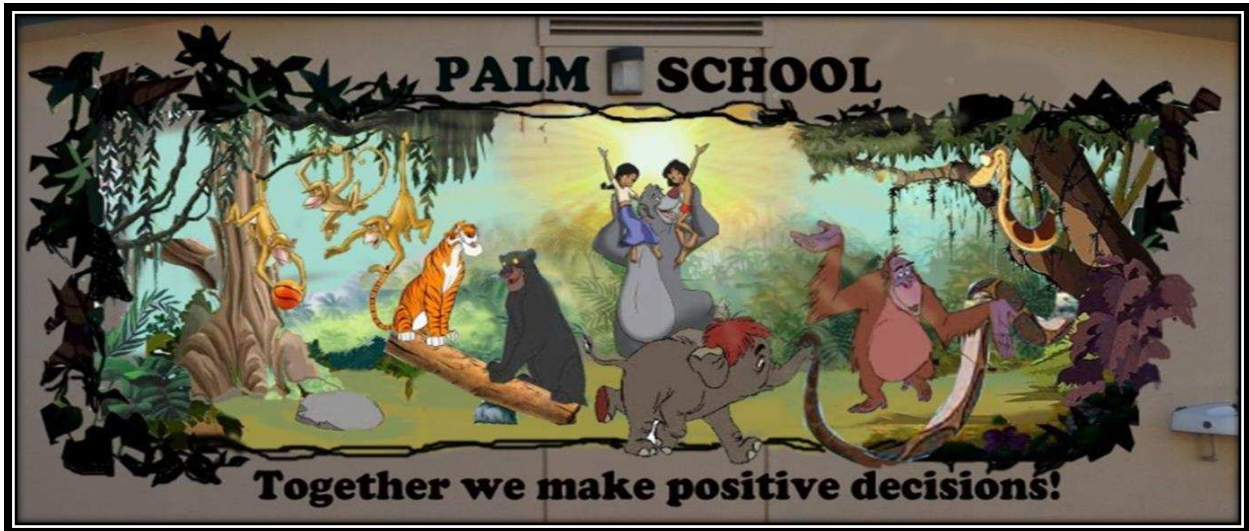


2014 Single Plan for Student Achievement

The Single Plan for Student Achievement Palm Elementary School



A Resource for the School Site Council

The Single Plan for Student Achievement

School: **Palm Elementary School**

District: **Cutler-Orosi Joint Unified School District**

County-District School (CDS) Code: **54-71860-6053938**

Principal: **Leticia Trevino**

Date of this revision: **October 18, 2013**

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

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

Contact Person: **Leticia Trevino**

Position: **Principal**

Telephone Number: **559.528.4751**

Address: **12915 Ave. 419, Orosi, California 93647**

E-mail Address: **ltrevino@cojUSD.org**

The District Governing Board approved this revision of the SPSA on 11/12/2013.

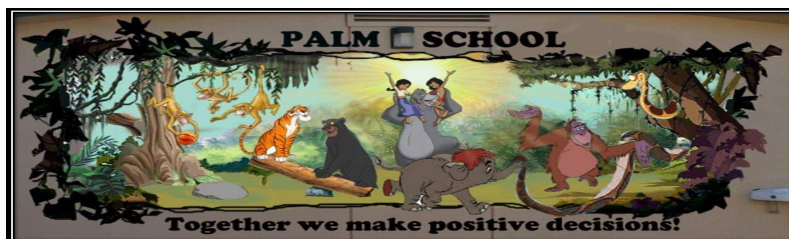


Table of Contents

| | |
|---|----|
| Legal Specifics for the SPSA | |
| SPSA Purpose | |
| Needs Assessment | |
| School and Student Performance Data | |
| Analysis of Current Instructional Program | |
| Planned Improvements in Student Performance | 10 |
| Centralized Services | 25 |
| Programs Included in This Plan | 26 |
| Budget Summary | 28 |
| Single Plan for Student Achievement Annual Evaluation | 29 |
| School Site Council Membership | 30 |
| Recommendations and Assurances | 31 |
| Appendix A: Title I Program Improvement SPSA Reference Guide | |

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.¹

Note: a direct-funded charter school may prepare either a SPSA, a Local Educational Agency Plan (LEAP), or a Single School District (SSD) plan.

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.²
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan.³ Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.⁴
4. School goals must be based upon "an analysis of verifiable state data, including the API...and the California English Language Development Test (CELDT)," and may include any data voluntarily developed by districts to measure student achievement.⁵ In addition, schools should include an analysis of school progress on the AYP and other measures of student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.⁶
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the API."

¹ EC Section 64001(g)

² EC Section 64001(a)

³ EC Section 64001(d)

⁴ EC Section 64001(g)

⁵ EC Section 64001(f)

⁶ EC Section 64001(f)

8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.⁷

The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.⁸

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math. It is critical that each school's SPSA:

- Builds on a premise that students are capable of learning with effective instruction.
- Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts.

- Is based on verifiable data analysis.
- Focuses on student achievement and academic interventions.
- Implements high leverage school improvement actions.
- Directs resources where they will most directly improve student academic achievement.
- Ensures that all resources are aligned to serve identified students' needs.
- Uses research-based strategies.
- Implements strategic coordination of resources.

To set school goals, the SSC should carefully review district priorities as stated in the LEA Plan, and assess both state and local quantitative and qualitative student achievement data to evaluate the effectiveness of the instructional program.

⁷ *EC* Section 64001(h)

⁸ *EC* Section 64001(g)

Needs Assessment

School and Student Performance Data

These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Student Group
- Table 2: English-Language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Student Group (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api.>)

| | ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|--|----------|-----------|-----|--|----------|-----------|-----|-----|----------|-----------|-----|-----|-----------|----------|-----|---------------|-----------|-----------|-----|--------------------------------|-----------|------------|------|
| | All Students | | | | NUMERICALLY SIGNIFICANT STUDENT GROUPS | | | | | | | | | | | | | | | | | | | |
| | | | | | Hispanic | | | | SED | | | | EL | | | | Filipino (19) | | | | Student with Disabilities (22) | | | |
| | Y1 | Y2 | Y3 | Sum | Y1 | Y2 | Y3 | Sum | Y1 | Y2 | Y3 | Sum | Y1 | Y2 | Y3 | Sum | Y1 | Y2 | Y3 | Sum | Y1 | Y2 | Y3 | Sum |
| API Growth Values | 788 | 784 (-2) | 764 (-20) | -22 | 782 | 779 (-3) | 761 (-18) | -21 | 790 | 784 (-6) | 764 (-20) | -26 | 754 | 770 (-16) | 746 (-8) | -26 | 935 | 897 (-38) | 848 (-49) | -87 | 630 | 599 (-31) | 467 (-132) | -163 |

Trends indicated by the data: possible challenges, if any, and additional information needed

1. API performance results school wide and all significant groups have decline in the last three years.

Table 2: English-Language Arts AYP (Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp/>.)

| AYP PROFICIENCY | All Students | | | | NUMERICALLY SIGNIFICANT STUDENT GROUPS | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--------------|------|------|------|--|------|------|-----|------|------|------|------|------|------|------|------|----------|------|------|-----|----------------------------|------|------|-----|
| | | | | | Hispanic | | | | SED | | | | EL | | | | Filipino | | | | Students with Disabilities | | | |
| | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif |
| AYP Target | 67.6 | 78.4 | 89.2 | | 67.6 | 78.4 | 89.2 | | 67.6 | 78.4 | 89.2 | | 67.6 | 78.4 | 89.2 | | 67.6 | 78.4 | 89.2 | | 67.6 | 78.4 | 89.2 | |
| Percent At or Above Proficient | 51.2 | 50.4 | 45.8 | -5.4 | 49.3 | 49.6 | 45.3 | -4 | 51.4 | 50.4 | 45.8 | -5.6 | 39.3 | 43.9 | 42.0 | +2.7 | 78.9 | 82.4 | 63.2 | | 31.6 | 37.5 | 0.0 | |
| Met AYP Criteria | S | S | N | | S | S | N | | S | S | N | | S | S | N | | | | | | | | | |

Trends indicated by the data: possible challenges, if any, or additional information needed

1. Levels of student proficiency in ELA, school wide and for Hispanic and SED student subgroups, has increased over past four years. Levels of proficiency for English Learners and SWD have decreased over that time, consistent with API performance.
2. Though performance level data are needed, AYP and API data suggest that, as proficiency levels for EL and SWD are declining, FBB and BB levels may be increasing.
3. The gap between school wide performance and English Learner performance in ELA has widened from 12.7% in 2009 to 25.3% in 2012.
4. As with API, there were large jumps in student proficiency levels in both ELA and math from 2010 to 2011, followed by decline from 2011 to 2012.
5. Levels of student proficiency in math, school wide and for Hispanic and SED student subgroups, has increased over past four years. Levels of math proficiency for English Learners have decreased significantly over that time.
6. There are large achievement gaps between the math proficiency levels of all other subgroups and that of English Learners.

Table 3: Mathematics AYP (Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.)

| AYP PROFICIENCY | NUMERICALLY SIGNIFICANT STUDENT GROUPS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|------|------|-----|----------|------|------|-----|------|------|------|------|------|------|------|------|----------|------|------|-----|----------------------------|------|------|-----|----|----|----|-----|
| | All Students | | | | Hispanic | | | | SED | | | | EL | | | | Filipino | | | | Students with Disabilities | | | | | | | |
| | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | 2011 | 2012 | 2013 | Dif | Y1 | Y2 | Y3 | Dif |
| AYP Target | 68.5 | 79.0 | 89.5 | | 68.5 | 79.0 | 89.5 | | 68.5 | 79.0 | 89.5 | | 68.5 | 79.0 | 89.5 | | 68.5 | 79.0 | 89.5 | | 68.5 | 79.0 | 89.5 | | | | | |
| Percent At or Above Proficient | 67.3 | 68.8 | 62.3 | -5 | 65.6 | 67.3 | 62.6 | -3 | 67.7 | 68.8 | 62.6 | -5.1 | 57.4 | 67.9 | 59.2 | +1.8 | 94.7 | 94.1 | 68.4 | | 33.3 | 23.3 | 13.0 | | | | | |
| Met AYP Criteria | S | H | N | O | S | H | N | O | S | H | N | O | S | H | N | O | | | | | | | | | | | | |

Trends indicated by the data: possible challenges, if any, or other information needed

1. For the last couple of years, we achieved a Safe Harbor distinction for all subgroup.
2. In the last year, there was a decline in all subgroup meeting the proficiency level or higher.
3. Palm School had a gain of 1% in the English Language Subgroup.

Table 4: CELDT Data

Note: The English Learner Subgroup Self-Assessment (ELSSA) will provide a better snapshot of English learner cohort data.

CELDT Results -2010

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | Total |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Advanced | (0.0%) | 1 (2.0%) | 2 (2.0%) | 11 (17.0%) | 7 (12.0%) | 3 (5.0%) | 24 (6.0%) |
| Early Advanced | 1 (1.0%) | 16 (28.0%) | 21 (25.0%) | 12 (19.0%) | 15 (26.0%) | 16 (26.0%) | 81 (20.0%) |
| Intermediate | 18 (20.0%) | 27 (47.0%) | 26 (31.0%) | 17 (27.0%) | 21 (37.0%) | 27 (44.0%) | 136 (33.0%) |
| Early Intermediate | 23 (25.0%) | 12 (21.0%) | 23 (28.0%) | 11 (17.0%) | 6 (11.0%) | 8 (13.0%) | 83 (20.0%) |
| Beginning | 49 (54.0%) | 2 (3.0%) | 11 (13.0%) | 12 (19.0%) | 8 (14.0%) | 7 (11.0%) | 89 (22.0%) |
| Number Tested | 91 (100.0%) | 58 (100.0%) | 83 (100.0%) | 63 (100.0%) | 57 (100.0%) | 61 (100.0%) | 413 |

CELDT Results -2011

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | Total |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Advanced | (0.0%) | 3 (3.0%) | 2 (3.0%) | 4 (5.0%) | 3 (6.0%) | 3 (6.0%) | 15 (3.0%) |
| Early Advanced | 1 (1.0%) | 24 (26.0%) | 13 (21.0%) | 19 (22.0%) | 16 (33.0%) | 19 (38.0%) | 92 (21.0%) |
| Intermediate | 15 (15.0%) | 31 (34.0%) | 25 (40.0%) | 27 (32.0%) | 16 (33.0%) | 16 (32.0%) | 130 (30.0%) |
| Early Intermediate | 22 (22.0%) | 24 (26.0%) | 14 (22.0%) | 25 (29.0%) | 11 (22.0%) | 9 (18.0%) | 105 (24.0%) |
| Beginning | 61 (62.0%) | 9 (10.0%) | 9 (14.0%) | 10 (12.0%) | 3 (6.0%) | 3 (6.0%) | 95 (22.0%) |
| Number Tested | 99 (100.0%) | 91 (100.0%) | 63 (100.0%) | 85 (100.0%) | 49 (100.0%) | 50 (100.0%) | 437 (100.0%) |

CELDT Results -2012

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | Total |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| Advanced | (0.0%) | 4 (4.0%) | 9 (10.0%) | 6 (11.0%) | 4 (6.0%) | 5 (13.0%) | 28 (6.0%) |
| Early Advanced | 6 (6.0%) | 37 (37.0%) | 23 (26.0%) | 11 (20.0%) | 19 (27.0%) | 10 (25.0%) | 106 (24.0%) |
| Intermediate | 24 (26.0%) | 35 (35.0%) | 35 (39.0%) | 21 (38.0%) | 26 (37.0%) | 19 (48.0%) | 160 (36.0%) |
| Early Intermediate | 23 (24.0%) | 18 (18.0%) | 17 (19.0%) | 13 (24.0%) | 9 (13.0%) | 3 (8.0%) | 83 (19.0%) |
| Beginning | 41 (44.0%) | 5 (5.0%) | 5 (6.0%) | 4 (7.0%) | 13 (18.0%) | 3 (8.0%) | 71 (16.0%) |
| Number Tested | 94 (100.0%) | 99 (100.0%) | 89 (100.0%) | 55 (100.0%) | 71 (100.0%) | 40 (100.0%) | 448 (100.0%) |

Conclusions indicated by the data:

1. There was an increase of students that are in the early intermediate and advanced in the past three years of data.
2. In the last three years of data, there were many students that are in the intermediate level and seeing a decrease as students move to the next grade level.
3. There is an increasing number of reclassified students at 3rd grade level.

Table 6: Discipline Data

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---|-----------|-----------|-----------|
| EC48900.a.1 Attempt/Cause/Threaten physical injury to another | 11 | 3 | 12 |
| EC48900.2 Sexual Harassment (Gr. 4-12) | 0 | 1 | 0 |
| EC48900.a.2 Used force/violence on another (not self-defense) | 2 | 5 | 1 |
| EC48900.b Weapons/Dangerous objects possessed/sold/furnished | 1 | 3 | 1 |
| EC48900.f Vandalism/Damage school/private property | 0 | 3 | 0 |
| EC48900.g Theft of school/private property | 1 | 0 | 0 |
| EC48900.i Profanity/Vulgarity | 1 | 2 | 3 |
| EC48900.k Disruption/Defiance | 16 | 8 | 10 |
| EC48900.r Bullying | 9 | 2 | 0 |
| PBIS | 1 | 16 | 9 |
| EC48901.5.a Electronic Devices | 2 | 1 | 0 |

Conclusions indicated by the data:

1. Three years data indicate that we have not suspended or expelled any students.
2. There is an increase of students being referred to the office for violation of Attempt/Cause/Threaten physical injury to another and Disruption/Defiance
3. Positive Behavior Support Plan has improved the discipline referral for students at Palm School.

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

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment (Benchmark), and Accountability

1. **Use of state and local assessments to modify instruction and improve student achievement (ESEA).** The leadership team and grade level teachers meet regularly to analyze data (from state and local assessments). Classroom instruction, interventions, and student groups are based on this on-going data analysis. Discussions about best instructional practices take place during data analysis, benefiting all students.

2. **Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)** Teachers monitor student progress on formative and benchmark assessments. Student assessment data is discussed/analyzed during weekly collaborations. Teachers reteach skills/concepts in which students are not demonstrating mastery according to the data. Students may also be placed in interventions based on assessment data.
3. **Status of meeting requirements for highly qualified staff (ESEA)**
100% of teachers are highly qualified.
4. **Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)** The district provided training in teaching the Common Core Standards prior to the beginning of the school year. There has been on-going professional development on using the core curriculum to teach the common core standards/units of study.
5. **Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA).** Staff professional development needs are constantly being analyzed by the leadership team. As we see a need or as a request is stated, the leadership team strives to provide the professional development required.
6. **Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)** The leadership team meets regularly, and makes frequent instructional rounds together. During these meetings and visits, the team discusses where there are needs for coaching. The coaches meet with and observe teachers to determine what the needs are. The coaches may provide demo lessons, step-in coaching, professional development, or coverage for the teacher so they can observe other teachers.
7. **Teacher collaboration by department. (EPC)** Teachers at each grade level meet weekly to collaborate (Wednesday late start).
8. **Alignment of curriculum, instruction, and materials to content and performance**
Grade level teachers have created Units of study in ELA and math for each grade, which incorporate the common core standards with the curriculum. These units of study focus on social studies and science. Language arts skills are embedded into these units. Writing is required across all content areas.
9. **Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)**
A required schedule for each grade level has determined an adherence to the recommended instructional minutes for reading/language arts and mathematics.
10. **Lesson pacing schedule (6–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)**
11. **Availability of standards-based instructional materials appropriate to all student groups (ESEA)**

Every student has access to standards-based, COJUSD Governing Board-adopted instructional materials in ELA, math, and ELD, if appropriate.

Opportunity and Equal Educational Access

12. **Services provided by the regular program that enable underperforming students to meet standards (ESEA)** Classroom teachers provide a universal access time daily to ensure students are understanding/meeting instructional goals. Students who need more support also can receive help from the learning center. Instructional aides use additional support materials provided in the Treasures curriculum to support student learning. Strategic intervention is also provided for those with continuing needs in ELA and math. Many teachers works with students during recess, lunch and after school to ensure that they are attaining the skills needed to succeed.

13. **Research-based educational practices to raise student achievement** - The district has provided on-going professional development to teachers to ensure that educational practices are continually improving. District instructional rounds play an important part in monitoring the instructional practice, and finding the next steps based on the needs as seen during the rounds.

Parental Involvement

14. **Resources available from family, school, district, and community to assist under-achieving students (ESEA)** Our school provides monthly Family Math Nights/Reading Nights to help parents learn how to help their children achieve in these areas. The district provides the after school program, and SES (Supplemental Educational Services) to students needing further support. The Family Education Center also provides parents with classes on learning English, reading and parenting skills.

15. **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 has a School Site Council, English Advisory Committee, and School Advisory Committee which includes parents, teachers and administrators. These committees oversee the planning, implementation, and evaluation of ConApp programs in our school. These committees meet four times a year to provide assistance and guidance to our school.

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

See Categorical Budget Summary

17. **Fiscal support (EPC)**

See Categorical Budget Summary

Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

LEA GOAL 1: All students will reach high standards at a minimum, attaining proficiency or better in Reading/English Language Arts by 2013-2014

SCHOOL GOAL: By June 2014, there will be a 10% growth in English Language Arts as measured by the fall 2013, AIMS web, Rigby, and writing baseline benchmarks.

| | | |
|--|--|---|
| <p>What data did you use to form this goal? CST data Aims web Rigby District Writing Benchmarks</p> | <p>What were the findings from the analysis of this data?</p> <p>According to CST data, there was a decrease of students scoring Far Below Basic and Below Basic for the past three years.</p> <p>The number of students that scored proficient or advanced level stayed about the same according to data for the past three years.</p> | <p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and yearly monitoring and evaluation of classroom instruction. Teachers will meet regularly in their Professional Learning Communities (PLC's) to assess/analyze student learning.</p> <p>The School Site Council will use data from state testing, district assessments, and site monitoring to annually evaluate the action plan and revise as necessary.</p> <p>Leadership team evaluates benchmark data and conduct data chats with teachers.</p> <p>Monitor AIMS web, Rigby, and District Writing benchmarks.</p> |
|--|--|---|

STRATEGY: Palm Elementary implemented a Learning Center for students in grades K-5 where students are served at their instructional level in reading. We have also modified our strategic intervention with a focus on reading. Our fourth and fifth grade students are given 20 minutes daily to read books of choice at their instructional level with teacher monitoring their progress through AR quizzes. All students have access to LEXIA supplemental reading curriculum to support them in their reading skills. The after school program has been restructured to focus on reading and writing. The after school program supports the lowest performing students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---|---|---|
| 1. Ensure student participation in extended learning day and extended school year programs (August 2013 – June 2014) | Principal, Learning Director, Teachers | Ensure student participation in extended learning day and extended school year programs that are standards based, using vocabulary and experience rich curriculum. (August 2013 – June 2014) | |
| 2. Purchase Supplemental Materials and Supplies, Reference materials, Copies and rental (August 2013 – June 2014) | District – Asst. Supt. Of Curriculum, (Aug. 2011 – June 2012) | Supplementary materials (including agendas, student binders, paired passages, printing, and technology) will be provided for use with at-risk students on targeted needs. | Materials & Supplies \$9,347 EIA-SCE-70900 \$500 Special E. State-65000 \$10,260 Common Core-74050 |
| 3. Purchase Supplemental Books & Reference materials (August 2013 – June 2014) | Teachers, Learning Director, Principal, ELA Coach | Supplementary books and reference materials will be provided for use with students that are below grade level on targeted skills. | Books & Reference Materials \$27,949-Lottery-63000 |
| 4. Salary and Benefits for Cabinet and Administrative Assistant (August 2013 – June 2014) | District cabinet and Administrative Assistant | A cabinet level position and administrative assistant will be provided to fully implement, monitor and be held accountable for all areas needed to improve teaching and learning, including the implementation of the plan, approving materials and the use of resources. | |
| 5. Accelerated Readers Software and Licensing (August 2013 – June 2014) | Teachers, Learning Director, Principal, ELA Coach | Teachers in classrooms will implement Accelerated Reader technology-based programs as supplemental resource to help students with literacy skills. | \$5,431 Lottery-63000 |
| 6. Computers, printers, software (August 2013 – June 2014) | Teachers, Principal, Learning Director, ELA Coach, | New technology will be purchased as needed to optimize instruction and strategies in each classroom to support English Language Arts including intervention. | \$1,827 EIA-SCE-70900 \$5,000 Common Core-74050 |
| 7. Salary and Benefits for Technology Technician | Principal, Learning Director, ELA Coach | Provide a technology technician to assist with supplemental programs and technology. | \$7,872 EIA-SCE-70900 \$ 24,123 LCFF |

| | | | |
|---|--|--|--|
| (August 2013 – June 2014) | | | |
| 8. Salary and Benefits for Resource Specialist (August 2013 – June 2014) | Principal, Learning Director, Resource Specialist | Resource Teacher will support students below grade level and identify students for participation in Early Literacy Intervention by utilizing AIMS WEB as a diagnostic instrument. | Salary & Benefits \$101,636 Sp. Ed. Federal-33100 \$81,087 Sp. Ed. State-65000 |
| Purchase Student Virtual PC Server | Computer Technician | Increase student exposure to technology by adding computers and updating the server and infrastructure. | \$19,977 Title 1-30100 (Contingency) \$46,155 Common Core-74050 \$73,456 Common Core-74050 (Contingency) |
| 9. Salary and Benefits for Interventionist Aide (August 2013 – June 2014) | District, Principal, Learning Director | Provide staffing for intervention based on the needs for intervention at each school and move to meet the needs of students. | Salary & Benefits \$1,976 EIA-SCE-70900 \$17,829 LCFF |
| 10. Contract Agreement with Illuminate, Key Data Systems and AERIES (August 2013 – June 2014) | District Personnel – Scott Norvell/Sam Huerta | Data collected will be inputted into Illuminate, Key Data Systems, and/or EARIES data collection system for retrieval and appropriate data analysis of student’s achievement patterns and program effectiveness. | \$100 EIA-SCE-70900 \$1,087 EIA-LEP-70910 |
| 11. Salary, benefits, subs and auxiliary for Interventionist Aide, clerical Support Personnel (August 2013 – June 2014) | District, Principal, Learning Director, ELA/ELD Coaches, Teachers, Resource Teachers | Classified instructional (Interventionist Aide) and clerical support personnel (including instructional aides, Library Aides, Computer Technicians, etc.) will be provided for targeted assistance for lowest in performing student group. | Salary & Benefits \$38,002 Title 1-30100 \$3,832 EIA-SCE -70900 \$15,515 EIA-LEP-70910 \$17,451 LCFF \$38,788 Special Ed. Federal-33100 \$53,015 Special Ed. State-65000 |
| 12. Staff Collaboration (August 2013 – June 2014) | Principal, Learning Director, ELA/ELD Coaches, Teachers | Regular staff collaboration will focus on improving student achievement. | |
| 13. State required instructional minutes for ELA. (August 2013 – | Principal, Learning Director, ELA/ELD Coaches, Teachers | Ensure the state required instructional minutes for ELA. | |

| | | | |
|---|--|---|--|
| June 2014) | | | |
| 14. Palm School provides consistent uninterrupted instructional time in ELA. (August 2013 – June 2014) | Principal, Learning Director, ELA/ELD Coaches, Teachers | Ensure Palm School provides consistent uninterrupted instructional time in ELA. (August 2013 – June 2014) | |
| 15. Instructional Rounds/AGB/Internal Walkthrough (August 2013 – June 2014) | District Personnel, Principal, Learning Director, ELA/ELD Coaches | Increase the number as well as the consistency of principal walkthroughs followed by reflective questions/feedback which would support teachers in improving both the quality and consistency of classroom instruction. | |
| 16. Learning Center and Universal Access in the Classroom (August 2013 – June 2014) | Resource Specialist, Interventionist Aide, Principal, Learning Director, ELA/ELD Coaches | Ensure a fully developed intervention plan based on student needs with state approved materials for intensive and strategic intervention in LA. | |

LEA GOAL 2: All limited-English proficient students will become proficient in English and reach high academic standard, at a minimum attaining proficiency or better in reading/language arts and math.

SCHOOL GOAL: By June 2014, English Language Learners will grow by 10% on the ELLA as measured by the fall CELDT baseline data.

LEA GOAL 2 (a): All limited-English proficient students will become proficient in English and reach high academic standard, at a minimum attaining proficiency or better in reading/language arts and math.

SCHOOL GOAL (a): In addition, English Language Learners will grow by 15% in Mathematics as measured by the fall 2013, AIMS Web, and local benchmark assessments.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|---|
| CELDT scores CST scores ELLA AIMS web | <ul style="list-style-type: none"> • CELDT Data for the last three years indicate that there was an increase of students that are performing at Early Intermediate and Advanced levels. • There is a growing number of students that are fixed in the intermediate level. | Leadership will conduct walkthroughs during ELD deployment, ELD coach will support. Leadership will look at ELLA results. |

STRATEGY: Palm Elementary conducts English Language Development deployment daily and students are grouped by ELD level based on ELLA results. All students in grades 1-5 receive 40 minutes of ELD instruction daily. All kindergarten students receive 30 minutes of ELD instruction daily. Our Leadership team analyzes CELDT and ELLA data and focuses on insuring that students are properly placed in the correct ELD level and works with teachers to provide ELD strategies. All teachers are trained in GLAD (guided language acquisition design) and use GLAD strategies throughout the day.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---|---|--|
| 17. Contract with Service provider with Illuminate | District, Principal, Learning Director, ELD Coach, Teachers | The District will identify and the school will implement ELD benchmarks for each ELD level in the areas of listening, speaking, reading, and writing, along with expectations for English Language proficiency in | \$2,900 EIA-SCE- 70900 |

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| | | English as rapidly and effectively as possible. | |
| 18. ELD Test Prep Materials | District, Principal, Learning Director, ELA Coach, ELD Coach, Teachers | CELDT and CST test prep materials will be purchased annually to prepare students for the assessment in the fall | |
| 19. Supplemental Materials and Supplies | District, Principal, Learning Director, ELA Coach, ELD Coach, Teachers | Supplementary materials (including agendas, student binders, paired passages, printing etc.) will be provided for use with at-risk students on targeted needs. | Materials & Supplies \$1,051 Title III Immigrant-42010 |
| 20. ELD Intervention | District, Principal, Learning Director, ELA Coach, ELD Coach, Teachers | Provide English Language Development through extended day to assist to English Learners and Immigrant students in learning English through supplemental curriculum. | Auxiliary \$3,467 Title III-Immigrant- 42010 \$3,923 Title III-LEP-42030 |
| 21. School required minutes for CELDT Levels 1- 3 | District, Principal, Learning Director, ELA Coach, ELD Coach, Teachers | All ELD students in grades 1-5 will receive 45 minutes of ELD instruction. All Kindergarten ELD students will receive 1 hour of ELD instruction. | |
| 22. ELLA Assessment | ELD Coach, Teachers | All English Learners will have their ELD assessed twice a year utilizing the ELLA assessments | |
| 23. ELD Program and Curriculum | District, Principal, Learning Director, ELA Coach, ELD Coach, Teachers | A Content Specialist will oversee the school's ELD program, providing staff with ELD strategies, overseeing student placement, language testing, and ELD curriculum and records. This person will assist in developing the sites ELD master schedule. | |
| 24. Implementation of ELD Deployment | Resource Teachers Principal, Learning Director, ELD Coach, Teachers, | Each EL student will receive a program of instruction for English Language Development in order to develop proficiency in English as rapidly and effectively as possible. | |
| 25. Implementation of CELDT Testing and appropriate EL placement | Principal, Learning Director, ELA Coach, ELD Coach, Teachers, | The California English Language Development Test (CELDT) is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of | |

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| | | the test results and recommended program placements in writing in a language they can understand. English Learners who score at the beginning to early intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. English Learners with reasonable fluency, scoring at the intermediate to early advanced levels, are placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement. | |
| 26. Professional Development | Content Coach | Content Specialists will provide support for teachers to ensure best practice strategies by facilitating collaboration meetings around student data. Specialist will assist in daily instruction of Treasure. The ELD Specialist will provide staff development to teachers of EL students. This must include reviewing the data of ELLA /Units of Studies formative and benchmark assessments. | Salary & Benefits \$33917 EIA-LEP-70910 \$68,837 LCFF |
| 27. Program Notification to Parents | | The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program. | |
| 28. Computers, printers, software (August 2013 – June 2014) | Teachers, Principal, Learning Director, ELA Coach, | New technology will be purchased as needed to optimize instruction and strategies in each classroom to support English Language Arts including intervention. | Technology \$2,102 EIA-LEP-70910 |

LEA GOAL 3: All students will reach high standard at a minimum, attaining proficiency or better in Mathematics by 2013-14.

SCHOOL GOAL: By June 2014, there will be a 15% growth in Mathematics as measured by the fall 2013, AIMS Web, and local benchmark assessments.

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| <p>What data did you use to form this goal? CST Data District Formative and Benchmark</p> | <p>What were the findings from the analysis of this data? Teachers create an intervention list of students that needed extra assistance and challenged students that exceeded their formative and benchmark assessment.</p> | <p>How will the school evaluate the progress of this goal? Teacher review their formative and benchmark data every Wednesday. Each grade level completes a Department log that they turn in to the leadership team. In their logs, contain a smart goal, names of students that needed intervention, challenged and strategies to meet students' needs.</p> |
|--|--|--|

STRATEGY: Palm Elementary has restructured our classes in (3-5 grade) blocks. Each grade level will provide intervention for students at risk during strategic intervention for 30 minutes as needed.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|---|
| 29. Travel and Professional Development cost for teachers and Instructional Aides | Principal, Learning Director, Math Coach, Teachers | Provide professional development that supports research-based instructional strategies and assist teachers and aides to fully implement the strategies in their classroom practices. | Substitute Teachers \$5,614 Title 1-30100 Auxiliary for Teachers \$285 EIA-SCE- 70900 Substitutes Aides \$2,479 Special Ed. State-65000 \$930 Special Ed. Federal-33100 Auxiliary for Aides \$930 Special Ed. State-65000 \$930 Special Ed Federal-33100 |
| 30. Instructional Minutes | Principal, Learning Director, Math Coach, Teachers | Ensure uninterrupted instructional 60 minutes math time. | |

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| 31. Develop and intervention program for all students based on data. | Principal, Learning Director, Math Coach, Teachers | Ensure a fully developed intervention plan at all schools based on student needs with state approved materials for intensive and strategic intervention models across the district. | |
| 32. Technology Software | | Supplemental benchmarks will be inputted into Eclipse collection system for retrieval and appropriate data analysis of student's achievement patterns and program effectiveness. | Services and Operating \$2,929 Title I-30100 |
| 33. Materials and Supplies in each classroom | Math Content Specialist, Learning Director | Ensure that Math Content Specialist receives all mathematics materials for all classrooms and assure that all materials are being utilized. The principal and learning director will assist in implementation of all core curriculums. | |
| 34. Implementation of current curriculum | District, Principal, Learning Director, Math Coach | Ensure the current mathematics adoption is being fully implemented in every classroom. | |
| 35. Alignment of benchmark/formative assessment data | District, Principal, Learning Director, Math Coach, teachers | Ensure a closer alignment of benchmark/formative assessments to Units of Studies. Adjust local assessments to ensure a higher predictor rate for achievement on the Smarter Balance Assessment. | |

LEA GOAL 4: All students will be taught by highly qualified teachers.

SCHOOL GOAL: During the 2013-2014 school years, staff development (CCSS, GLAD, and Step-up-to-Writing) will be provided so that all students can be taught by highly qualified teachers.

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| <p>What data did you use to form this goal?</p> <p>PD Data (attendance sheets) Classroom Observations AGB Data/Instructional Rounds Internal Instructional Rounds</p> | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Continue with the development of Unit of Studies. • Continue providing teachers Professional Dev. on Common Core and district recommendation during Instructional Rounds. | <p>How will the school evaluate the progress of this goal?</p> <ol style="list-style-type: none"> 1. Leadership team has a weekly walkthrough. 2. District Instructional Rounds are done quarterly. 3. Wednesday district meeting for each grade level throughout the year. |
|--|---|---|

STRATEGY: Palm Elementary School will provide and maintain teacher training regarding best practices such as GLAD, Step-up-to-writing and CCSS. Newly hired teachers will participate in the BTSA training. Content Coaches will provide support for teachers that needed assistance and for all staff.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---|---|--|
| <p>Salary and Benefits for Instructional Data Specialist</p> | <p>Instructional Data Specialist – Sam Huerta/Scott Norvell</p> | <p>The Instructional Data Specialist (under the direction of the Assistant Superintendent-Program Improvement) will provide support in curriculum and professional learning by:</p> <ol style="list-style-type: none"> a) providing leadership and support for assessment, implementation and evaluation of the curriculum and instruction programs to improve student achievement and eliminate the achievement gap; b) coordinating data processing activities and communications between the District Office and school-site personnel; c) Facilitating the computerized collection, management, manipulation and distribution of data used for analysis. | |

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| Stipend for Grade Level Leads | Grade Level Leads | Grade levels leads will help with the organization of grade level collaboration Wednesdays. They will provide an agenda and plan collaboration with the use of the grade level Unit of Studies and identifying students below grade level that need intervention. They will also participate in Instructional Leadership Council meetings with the leadership team. | \$4,560 Title I-33100 |
| Professional Development for Administrators, teacher and Content Specialist (Common Core/GLAD/Step Up To Writing/Unit of Studies Training) | Administrators, teacher and Content Specialist | Administrators, Content Specialists, and teachers will participate in professional development to improve instructional practices ensuring improved student literacy in academic language, writing and content comprehension and mathematics. | Travel & Conference \$600 EIA-SCE-70900 \$52 Title III Immigrant-42010 \$7,570 Common Core-74050 |
| CCSS/GLAD Professional Development | District, Principal, Learning Director, ELA/ELD/Math Coaches, Teachers | Palm School or the district will provide teachers in all grade levels Common Core Professional Development Program through Tulare County Representative. The professional development features the district's Unit of Studies for English Language Arts, English Language Development and Mathematics. In addition, the district will provide all teachers in all grade levels training on GLAD strategies. | |
| Continue Partnership with Tulare County office of Education | District, Principal, Learning Director, ELA/ELD/Math Coaches, Teachers | The District will partner with Tulare County Office of Education to provide tutoring locally in subject matter competency in English/language arts, mathematics, science, and English language development. | |
| In house Training for all staff through Content Coaches | District, Principal, Learning Director, ELA/ELD/Math Coaches, Teachers | The school/district will provide instructional assistance and support to teachers of English language arts, mathematics, and English language development through coaches/content experts who: <ul style="list-style-type: none"> • are knowledgeable about the adopted program; • work inside the classroom to support the teacher and deepen their knowledge about the content and the delivery of instruction; and | Salary & Benefits \$112,969 Title 1- 30100 |

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| | | <ul style="list-style-type: none"> • Have experience coaching teachers. | |
| Implementation of Wednesday Collaboration | Principal, Learning Director, ELA/ELD/Math Coaches, Teachers | Teacher collaboration meetings will focus on results from benchmark and curriculum-embedded assessments of focal standards and review of student work, including planning for addressing diverse student needs, student behavior management, and providing interventions for students not progressing towards mastering. | |
| Teacher Orientation | Assistant Superintendent of Curriculum | Provide a New Teacher Orientation. | |
| BTSA training | Teachers/ Content Coaches | Participate in the BTSA program for all new teachers | |

LEA GOAL 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SCHOOL GOAL: By June 2014, school violence and gang-related activities will decrease 10% as measured by discipline, and suspension and expulsion records. All stakeholders will create a staff environment that creates academic achievement and social development.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|---|--|
| Aeries Discipline Records | Decreased discipline referrals. | Teacher Referrals Monthly Discipline Data Reports |

STRATEGY: Palm Elementary school will participate in Positive Behavior Support Plan training. A full time counselor, coupled with Dinuba Children Services program will assist students with emotional and behavioral difficulties. Continue to maintain positive reinforcements such as monthly awards assemblies, and weekly drawing of students that received Panther tickets. A Resource Probation officer from G.R.E.A.T. program will on be campus meeting with 4-5 grade classes providing gang prevention services.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|--|--|
| Salary and Benefits for Conflict Resolution Counselor (August 2013 – June 2014) | Counselor | Conflict resolution and mediation counseling will be available for students at each school site from the Conflict Resolution Counselors. | |
| Supplemental Copies and rental (August 2013 – June 2014) | Principal, Learning Director, teachers | Supplemental reference materials will be copied to support lessons and aide students that are below grade level. | \$500 Special Ed. State -65000 |
| Incentive for students (August 2013 – June 2014) | Principal, Learning Director | As part of PBIS, purchase and provide incentives for classes that “Makes us Smile” (i.e. ice cream parties for each grade level every two weeks). | |
| Positive Behavior Support Plan training (August 2013 – June 2014) | Principal, Learning Director, teachers | Provide Positive Behavior Intervention Support (PBIS) training to staff. | Substitutes \$570 Title 1-30100 |
| Communication between Community and school | District, Principal, Learning Director, ELA/ELD/Math Coach, Teachers, parents | Regular communications begin each year with District Information Handbook which includes the Superintendent’s welcome message, parent’s right notification, and student conduct code as well as other important information such as Student Attendance Behavior Review Board (SARB) information, student dress code, and policies on drinking and possession of alcoholic beverages and/or illegal drugs, fighting, threats, smoking, sexual harassment and violence. Other notification procedures on such issues as “Parent Choice Options” and Safe School Status are in place to meet required timelines indicated by NCLB. Letters will be mailed to every parent in the District yearly to notify them of their options. | |
| Formation of Parent Teacher Association (August 2013 – June 2014) | Principal, Learning Director, Teachers and Parents | A Parent Teacher Association (PTA) has been formed. | |
| Continue with GREAT program | In campus Probation officer | The District will contract with the Tulare County Office of Education to provide comprehensive program of | |

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| | | prevention education, alternative activities, and community leadership opportunities for students through G.R.E.A.T. program. | |
| Campus Security Personnel | Principal, Learning Director, Campus Security | Campus Security personnel will be provided to supervise students during lunch and recess periods. | |
| Continue with District Outreach worker position | Erika Quevedo | Outreach workers for high risk families and truant students. | |
| Connect program implementation | Betty Alaniz | Fourteen years ago a group of concerned citizens, school staff and sheriff's representatives began meeting informally to discuss the escalating gang problem in the schools and community. The grassroots desire to create change resulted in CONNECT. CONNECT consists of members of representing school, business, law enforcement, migrant workers, probation officers, churches, community-based organizations and county agencies. Members exhibit a deep commitment to the communities and the collaborative process. CONNECT is linked to county agencies and has begun implementing a system of comprehensive, school integrated support and services. | |

LEA GOAL 6: All students will graduate from high school

SCHOOL GOAL: By June 2014, 100% of students will receive high quality instruction. The Rtl model will be used to ensure that all student needs are met and successful.

| | | |
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| <p>What data did you use to form this goal?</p> <p>AIMS web. LC Rigby</p> | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Students in grades K -3 that needed assistance were intervene by interventionist during Universal access Time for thirty minutes four times a week. • For Grade 4-5, student that needed assistance are provided intervention through Learning Center. | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Student that are receiving intervention are progress monitored bimonthly. • AimsWeb assessment for all students a given three time a year. • K-2 Rigby is given four times a year for fluency. • Fountas and Pinnel is given to 3rd |
|--|--|---|

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| | | grader four time a year for fluency |
|--|--|-------------------------------------|

STRATEGY: Palm Elementary School’s focus is providing appropriate intervention to students that are below grade level. In addition, students that are on grade level are provided with enrichment and challenging instructions to meet their needs. Students that are below grade level will be intervene by our Interventionist in K-3 classes. Students in 4-5 grades will be in our Learning Center.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|--|
| Salary and Benefits for Learning Director | Learning Director | The Learning Director will coordinate site program improvement efforts and monitor strategic interventions to support students below grade level. | Salary & Benefits \$58,102 Title 1-30100 \$29,054 Sp. Ed State-65000 |
| Services and materials and supplies for homeless children | District, Principal, Learning Director, Teachers, | Direct and indirect services will be provided for homeless children, as needed. | |
| Professional Development on the District RtI model | District, Principal, Learning Director, Teachers, content coaches | Provide personnel and support in the use of data to monitor diagnosis, placement and acceleration of learning for the tiered RTI Intervention model across the District. | |
| Develop achievement goals for all student, | District, Principal, Learning Director, Content Coaches, Teachers, | District administrators will use state and local assessment data to set student achievement goals district-wide, by school and by subgroup, and will adjust district and site budgets based on student data analysis and revision of achievement goals as set forth in the LEA Plan. | |
| Monitor data | Principal, Learning Director, Instructional Data Specialist | Site administrators, along with assistance from the Instructional Data Specialist and Content Specialist, will use available data to monitor diagnosis, placement and acceleration of learning. | |
| Review and design instructional and assessment plans for all students | Principal, Learning Director, content coaches, teachers, | District administrators, teachers, content coaches and resource specialist will review the design and funding of the curricular, instructional and assessment plans for all | |

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|----------------------------|--|--|-----------------------|
| | resource specialist | student groups. | |
| Communication with parents | Principal, Learning Director, content coaches, teachers, resource specialist | Send notices to parents concerning progress; hold conferences as needed. | |
| Wednesday Collaboration | Resource Specialist | All teachers of students with disabilities collaborate weekly with regular education teachers. | |
| Parental Involvement | Principal, Learning Director, content coaches, teachers | Implement parental involvement strategies so that parents work collaboratively with school personnel and help encourage students to connect with school. | \$2,500 Title I-30100 |

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 Form B must be aligned with the Consolidated Application.

School Goal #:

| Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ¹⁰ Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|---|--|----------------|--|
| Direct and indirect services will be provided for homeless children, as needed. | | Materials and Supplies for Homeless Students in district. | \$ 10,000 | Title I -30100 Local 3011 |
| Professional Development for Administrators, Teacher and Content Specialist (Common Core/GLAD/Step Up To Writing/Unit of Studies Training) | | Provide professional development for staff, expenses for substitute cost and auxillary costs for teachers. | \$ 31,153 | Title I -30100 Local 3012 |

⁹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken, or will begin, and the date it will be completed.

| | | | | |
|---|--|---|--|--|
| <p>Extended School Year</p> | | <p>Provide Summer School for below grade level students, teacher's salary and materials and supplies.</p> | <p>\$ 38,759 \$ 5,700 \$ 41,408</p> | <p>Title I -30100 Local 3015 Title II- 40350 Teacher Quality Title I -30100 Local 3019</p> |
| <p>The Assistant Superintendent of Program Improvement will provide leadership and support to administrators, teachers, content coaches by implementing and evaluating the curriculum and instruction programs to improve student achievement and eliminate the achievement gap</p> | | <p>Assistant Superintendent of Curriculum and Instruction and Administrative Assistant.</p> | <p>\$ 36,053 \$ 36,729 \$ 63,768 \$ 97,890</p> | <p>Title I -30100 Local 3012 Title I -30100 Local 3015 Title I -30100 Local 3018 Title II-40350 Teacher Quality</p> |
| <p>The Instructional Data Specialist (under the direction of the Assistant Superintendent-Program Improvement) will provide support in curriculum and professional learning by:</p> <ul style="list-style-type: none"> a) providing leadership and support for assessment, implementation and evaluation of the curriculum | | <p>Data Specialists and Administrative Assistant.</p> | <p>\$ 17,813 \$ 74,171 \$ 39,593</p> | <p>Special Ed State - 65000 Title I -30100 Local 3015 Title I -30100 Local 3018</p> |

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| <p>and instruction programs to improve student achievement and eliminate the achievement gap;</p> <p>b) coordinating data processing activities and communications between the District Office and school-site personnel;</p> <p>c) Facilitating the computerized collection, management, manipulation and distribution of data used for analysis.</p> | | | \$ 131,624 | Title II- 40350 Teacher Quality |
| <p>Provide services to students that reside in our district that attend a private school.</p> | | Private Schools | \$1,996 | Title I -30100 Local 3022 |
| <p>Provide Supplemental Educational Services through state approve providers to students in Program Improvement schools that are below grade level.</p> | | Supplemental Education Services to below grade level students | \$414,080 | Title I- 30100 Local 3014 |
| <p>Provide training to parents and include parents, when possible, as a part of the school's and LEA's support team, designed to assist the LEAs and schools in increasing student achievement.</p> | | Parent Involvement and Training | \$ 1,035 | Title I- 30100 Local 3016 |
| <p>Provide professional development and supports research-based instructional strategies and assist teachers and aides to fully implement the strategies in their classroom practices (i.e. Common Core/GLAD/Step Up To Writing/Unit of Studies Training).</p> | | Contracts with Tulare County Office of Education, AGB and GLAD Contracts | \$ 33,200 | Title I -30100 Local 3012 |
| <p>Provide supplemental materials and supplemental reference materials to assist teachers and support staff in supporting students that are below grade.</p> | | Reference Materials, Materials and Supplies, and Non Cap | \$ 60,800 | Title I -30100 Local 3015 |
| | | | \$ 3,000 | Title II- 40350 Teacher Quality |
| | | | \$ 4,975 | Title I -30100 Local 3012 |
| | | | \$ 7,142 | Title I -30100 Local 3015 |

| | | | | |
|--|--|---|-----------|------------------------------------|
| | | | \$ 305 | Title I -30100 Local 3018 |
| | | | \$ 7,854 | Title II- 40350 Teacher Quality |
| Teacher Incentive | | Teacher Incentives | \$ 20,704 | Title I -30100 Local 3017 |
| Provide professional development to teachers which supports research-based instructional strategies and assist support staff in supporting students that are at-risk (i.e. AVID and Aeries). | | Travel and Conferences for Professional Development | \$ 5,200 | Title I -30100 Local 3012 |
| | | | \$11,750 | Title I -30100 Local 3015 |
| | | | \$5,500 | Title II--40350 |

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Programs Included in this Plan

The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

| State Programs | Allocation |
|---|-------------------|
| <input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school | \$ |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ 28,739 |
| <input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners | \$ 52,621 |
| <input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring | \$ |
| <input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ |
| <input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school | \$ |
| <input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ |
| <input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs | \$ |
| <input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety | \$ |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ |
| <input type="checkbox"/> List and Describe Other State or Local Funds (Lottery, Special Ed-State, and Common Core]) | \$ 345,626 |
| Total amount of state categorical funds allocated to this school | \$ 426,986 |

| Federal Programs | | Allocation |
|--|----|-------------------|
| <input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | | \$ 245,793 |
| <input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$ | |
| <input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | |
| <input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | | \$ |
| <input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | | \$ 3,923 |
| <input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | | \$ |
| <input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | | \$ |
| <input type="checkbox"/> Other federal funds Title III, Part A: Immigrant | | \$ 4,570 |
| <input type="checkbox"/> Other federal funds Special Ed-Federal | | \$ 143,424 |
| <input type="checkbox"/> Other federal funds (list and describe) | | \$ |
| Total amount of federal categorical funds allocated to this school | | \$ |
| Total amount of state and federal categorical funds allocated to this school | | \$ 397,710 |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Single Plan for Student Achievement Annual Evaluation

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, the SSC and LEA will consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Outcomes

- Based on this information, what might be some recommendations for future steps to meet the SPSA goals for student achievement?

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.¹¹ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------------|
| Leticia Trevino | x | | | | |
| Jayboy Camaquin | | | x | | |
| Karina Milligan | | x | | | |
| Elizabeth McKercher | | x | | | |
| Corine Gonzalez | | x | | | |
| Becky Quintana | | | | x | |
| Yvette Alvarez | | | | x | |
| Shanna Chavez | | | | x | |
| Merideth Moreno | | | | x | |
| Anabel Rocha | | | | x | |
| | | | | | |
| | | | | | |
| Numbers of members in each category | 1 | 3 | 1 | 5 | <input type="checkbox"/> |

¹¹ EC Section 52852

School Site ELAC Members

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------------|
| Leticia Trevino | x | | | | |
| Jayboy Camaquin | | | x | | |
| Karina Milligan | | x | | | |
| Maria Ascencio | | | | x | |
| Florencia Delgado | | | | x | |
| Ericka Carmona | | | | x | |
| Meliza Zamora | | | | x | |
| Meridith Moreno | | | | x | |
| Leticia Rodriguez | | | | x | |
| Abigail Hernandez | | | | x | |
| | | | | | |
| | | | | | |
| Numbers of members in each category | 1 | 1 | 1 | 7 | <input type="checkbox"/> |

School Site SAC Members

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| Leticia Trevino | x | | | | |
| Jayboy Camaquin | | | x | | |
| Meliza Zamora | | x | | | |
| Maria Ascencio | | | | x | |

| | | | | | |
|-------------------------------------|---|---|---|---|--------------------------|
| Maribel McCall | | | | x | |
| Ericka Carmona | | | | x | |
| Numbers of members in each category | 1 | 1 | 1 | 3 | <input type="checkbox"/> |

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **November 12, 2013.**

Attested:

Leticia Trevino _____

Typed name of School Principal

Signature of School Principal

Date

Maribel McCall

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix A: Title I Program Improvement SPSA Reference Guide

Elements specified in the Elementary and Secondary Education Act (ESEA) of 1965 Title I, Part A, Section 1116 for Program Improvement (PI)

| Specified PI Plan Elements | Page(s) Addressed in SPSA |
|--|---------------------------------|
| <input type="checkbox"/> Scientifically-based Research—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI | 1 - 19 |
| <input type="checkbox"/> Successful Policies and Practices—Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient | 1 -19 |
| <input type="checkbox"/> Professional Development (PD) | 9 -12 |
| <input type="checkbox"/> A minimum of 10 percent of Title I funds will be used for schools in PI years 1 and 2 for the purpose of providing high-quality professional development of teachers and administrators | |
| <input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals) | |
| <input type="checkbox"/> PD affords increased opportunity for participation | |
| <input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI | |
| <input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status | 20-21 |
| <input type="checkbox"/> Description of Specific Annual Measurable Objectives—Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress | 1-19 |
| <input type="checkbox"/> Parent Notification—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format | |
| <input type="checkbox"/> Shared Responsibility for Improvement—Specify the responsibilities of the school, the Local Educational Agency (LEA), the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA | 23 -33 |
| <input type="checkbox"/> Parent Involvement—Strategies to promote effective parental involvement | 12, 27 -33 |
| <input type="checkbox"/> Extended Learning—As appropriate, activities before school, after school, during the summer, and during any extension of the school year | 1-19 |
| <input type="checkbox"/> Incorporation of a Teacher Mentoring Program—See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program” | 10 |

Elements specified in ESEA Title I, Part A, Section 1114 for Program Improvement
SPSA Title I School wide Requirements

| Specified Elements of the ESEA | Location (by Page) in SPSA |
|--|----------------------------------|
| <input type="checkbox"/> Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards | 1-19 |
| <input type="checkbox"/> School wide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels <input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> <input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and after-school and summer school programs, and help provide an enriched and accelerated curriculum <input type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input type="checkbox"/> Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at risk of not meeting the state content standards <input type="checkbox"/> Description of a process for evaluating whether the needs of students have been met <input type="checkbox"/> Are consistent with the LEA Plan | 1-19 |
| <input type="checkbox"/> Instruction by highly-qualified teachers | 9 -10 |
| <input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children to meet the state's academic achievement standards | 8 -10 |
| <input type="checkbox"/> Strategies to attract high quality highly-qualified teachers to high-need schools | |
| <input type="checkbox"/> Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services | 12, 27 - 33 |
| <input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs | |
| <input type="checkbox"/> Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information and to improve student achievement and the overall instructional program | 12, 1- 19 |
| <input type="checkbox"/> Strategies for timely and effective assistance to students that need additional help | 1 -19 |
| <input type="checkbox"/> Coordination and integration of federal, state, and local services and programs | 16-19 |

Elements specified in ESEA Title I, Part A, Section 1115 for Program Improvement
SPSA Title I Targeted Assistance (TAS) Requirements

| Specified Elements of the ESEA | Location (by Page) in SPSA |
|---|----------------------------------|
| <input type="checkbox"/> Use of Title I funds to help eligible children meet such state’s challenging student academic achievement standards expected for all students | 16-19 |
| <input type="checkbox"/> Ensure that planning for students served under Title I is incorporated into existing SPSA | |
| <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that: <ul style="list-style-type: none"> <input type="checkbox"/> Increases the amount and quality of learning time such as through an extended school year, before- and after-school programs, and summer school <input type="checkbox"/> Helps provide an accelerated, high quality curriculum including application of learning <input type="checkbox"/> Minimizes removing children from the regular classroom during regular school hours for instruction provided under Title I | 14, 1-19, 20-21 |
| <input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs | |
| <input type="checkbox"/> Instruction by highly-qualified teachers | 12 |
| <input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals, and other staff to enable all children to meet the state’s academic achievement standards | 10-12 |
| <input type="checkbox"/> Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services | 27-33 |
| <input type="checkbox"/> Coordination and integration of federal, state, and local services and programs | 20-21 |
| <input type="checkbox"/> On-going evaluation of the targeted assistance program and revision of the program to better meet student needs | 20-21 |