

The Single Plan for Student Achievement

School: Kennedy Gardens Elementary School

CDS Code: 13-63099-6099485

District: Calexico Unified School District

Principal: Elisa Ramirez

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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.

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

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

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Calexico Unified School District

*"We must have one single driving priority:
The academic achievement of our students."*

VISION

We will create academic pathways and a supportive environment that empowers our students to realize their potential and dreams.

MISSION

We are committed to increase student achievement through a purposeful and effective instructional program that engages all students in academically rigorous learning.

All staff will be supported in the development of knowledge and skills to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social and career goals.

School Vision and Mission

Kennedy Gardens Elementary School's Vision and Mission Statements

Kennedy Gardens Elementary School provides all students with a bicultural integrated curriculum that focuses on the process of learning. It is our ultimate goal to ensure that every student has the maximum opportunity for academic and social growth. We are committed to raising the academic achievement of all students in all areas of the curriculum in an environment of high expectations and a climate where they can develop positive self-esteem. Instructional techniques are used based on current research, recommended best practices, and appropriate student engagement strategies for the mastery of the California academic standards.

At Kennedy Gardens Elementary School we provide the best education possible for our students. We do so in an environment where all students feel safe and supported by a caring staff. Students are expected to be responsible for their learning, respectful of others, and reliable in their good behavior. With the support and participation of parents/family and community members, we strive to prepare the students for a demanding and ever-changing world. Kennedy Gardens' students will have the knowledge and skills that will allow them to become productive citizens and contributing members of our society.

Development of the School Vision and Mission

The Kennedy Gardens Leadership Team is comprised of the Principal, Assistant Principal, Resource Teacher, Literacy Coach, ELD Coach, and the School Curriculum Task Force which is made up of representatives from each focus area. They met to work on the Single Plan for Student Achievement. Committees were formed within this group to work on the different components of the plan. One committee worked specifically on the school vision and mission. They presented their first draft to the Leadership Team. They revised and presented their final draft to the committees. Once approved by the Leadership Team, the document was presented to all staff for input. Revisions were made and the vision and mission was again presented to all staff. Staff approved the document unanimously at a staff meeting. The vision and mission were presented to School Site Council and the ELAC committees. Both groups of parents contributed to the development of the vision and mission. The school vision and mission will be revisited in the same process on a yearly basis.

The original School Vision and Mission statement was completed on April 28, 2004. It was revisited and approved in the same manner in May 2007. No further recommendations were made.

School Profile

Kennedy Gardens Elementary School is located in the border town of Calexico, California in Imperial County. It is a small town with a mostly low socio-economic population. The Calexico Unified School District consists of 12 schools, five secondary and seven elementary, serving a population of approximately 40,000 residents. Established in 1979, Kennedy Gardens serves pre-school through sixth grade students.

The school has an average of 600 students (K-6 600, Pre K 85). The ethnic make-up consists of 99.7% Hispanic/Latino, 0.3% White (Non-Hispanic). All students qualify for Free-Reduced Lunches. At our site we have three kindergarten classes, one transitional kinder class, three first grade classes, three second grade classes, three third grade classes, two fourth grade classes, three fifth grade, and three six grade classes. We offer one K-3 SDC class, one 4-6 SDC class and one K-6 RSP class. In addition, we have a state-funded preschool program with three preschool teachers and five assistants (2 in a.m. and 3 in the p.m. session). In 2013 Kennedy Gardens continues to be a Program Improvement Year 6 School along with seven out of the twelve CUSD schools in the district.

Kennedy Gardens' facilities include: one permanent building housing 10 classrooms, one main office, one kitchen, and one multipurpose room. In addition, there are 26 portable buildings, which include: pre-school, 1st– 6th grade classrooms, a library, and a resource center.

Kennedy Gardens Elementary School has a certificated staff of 29. This includes a site Principal, 1 Academic Support Teacher, 1 Psychologist, 1 Speech Therapist and 25 teachers with a BCLAD or equivalent teaching authorization. 22 of the 25 teachers are highly qualified according to the No Child Left Behind Act. RSP teacher provides special education services to students using a consultation/pull-out model. SDC services are provided in self-contained classroom setting.

Students at Kennedy Gardens Elementary School receive support services from a highly qualified staff. Support services include: a full time and a part-time speech therapist, one part-time speech aide, a full time library technician, a part time computer technician, a health technician, three full-time special education instructional assistants, and a psychologist twice a week. All students at The Single Plan for Student Achievement

Kennedy Gardens have access to extended day services through the After School Education and Safety Program (ASES) which offers daily Extracurricular Activities, and academic enrichment opportunities. Tutoring is also available to at-risk students provided by individual teachers at various grade levels.

In 2012-13, 507 (85%) students were identified as English Language Learners at Kennedy Gardens Elementary School. 43 (7%) students were English Only, 4 (1 %) students were Fluent English Proficient, and 44 (7%) students were re-designated to RFEP. There were 81 (13.5 %) students classified as Migrant students. Special Education services included an SDC program of 26 students (4%). The K-6 Resource Specialist Program had a total of 19 students (2%) and there were 18 students (2%) receiving Speech (DIS) services also.

Kennedy Gardens Elementary School has a School Site Council and an English Learner Advisory Committee, which meet on a monthly basis. A General Parent Meeting is held once a month where information is disseminated and input is generated from parents. Students are recognized for achievements such as, Student of the Month or Citizen of the Month at these meetings. Back to School Night in September and Open House in April are opportunities for parents to visit school and talk to staff about their children. Parent Conferences in December give teachers and parents an opportunity to discuss students' academic progress. Kennedy Gardens has an active Student Council that monitors and approves all fundraising and provides extracurricular activities for all students. Parents are strongly encouraged to participate in school functions. Literacy events such as Pajama Night and Book Fairs are held to invite parents to learn tips for use at home with their children. A parent/teacher/student compact is sent home at the beginning of the school year and signed by all stakeholders.

Kennedy Gardens Elementary School has participated in the Immediate Intervention/ Under Performing School Program and the High Priority School Grant in past years. As a result of the development of the Action Plan and ongoing data analysis, focus points were established for staff development and student interventions. Over the past several years, staff members at Kennedy Gardens Elementary School have participated in a variety of workshops and training to build on their teaching skills and acquire new knowledge and concepts. Staff members are provided with staff development days that offer a variety of professional growth opportunities as identified by ongoing needs assessments. Our focus for staff development is in the areas of Language Arts, English Language Development, Mathematics, Professional Learning Communities and technology. Teachers have also received training on Explicit Direct Instruction through faculty meetings, learning walks, demonstration lessons, and coaching cycles. Grade level team meetings allow collaboration on lesson planning and design. Lesson Study provides support and training while planning and delivering lessons together. A minimum of 10% of Title I funds are set aside for staff development. Other funding sources include Title I, and EIA. All K-6 teachers have attended follow-up training sessions of AB466 summer institutes.

Instruction is based on California Content Standards using State Board of Education adopted instructional materials as a vehicle in the areas of Language Arts, ELD and Mathematics. Standards based textbooks in Mathematics were adopted during the 2008-2009 school year. During the 2012-13 school year teachers agreed to once again, bank instructional minutes as a means to find common time for them to meet to plan and develop EDI lessons aligned to the standards and analyze Benchmark Assessment data.

The School Principal meets with grade level teams during the day to analyze data from DATA Director, to make instructional decisions based on data results from Essential Standards assessments and Benchmark Assessments, to plan instruction, to identify at risk students and plan interventions for these students and to review pacing of the content area programs. Students who are identified at risk receive timely assistance through SST, IEP, RTI in LA, Math and ELD, focused tutoring, Saturday School and in-class interventions.

On site there is a Library, which annually hosts a Book Fair for students, parents, and community members. The students have access to the Accelerated Reading Program (AR) during lunch, designated class schedule and after school. Students at Kennedy Gardens Elementary School are dismissed at 1:00 p.m. during the twenty professional preparation days scheduled by the district and during bank days. Students are also dismissed at 1:45 p.m. on the days of Back to School Night and Open House. During Parent Conference Week, students are released at 12:00 p.m.

Kennedy Gardens Elementary School provides services for all of its students made possible through various compensatory programs. Under its school based coordinated program, Kennedy Gardens coordinates the Title I, School Improvement Program, Economic Impact Aid, Migrant Program, and Special Education Services. Other sources of funding that provide services are ELAP (English Language Acquisition Program) and Reading First Grant.

Kennedy Gardens is the site for a State preschool Program. We service 85 students who meet the criteria for admittance. The staff at the preschool has been trained on Kindergarten English Language Arts standards. The staff focuses on preparing the 3 and 4 year olds for their transition into Kindergarten. The staff has also been trained on the Alpha Friends (Alfa Amigos) used by the Kindergarten teachers as part of the Houghton-Mifflin Language Arts Program. They implement this part of the program with the

preschoolers for easy transition to the kindergarten curriculum. Preschool students eat at the Kennedy Gardens' main cafeteria to prepare them for their attendance at an elementary school. The site principal handles all discipline at the preschool. These students are introduced to elementary school rules at Kennedy Gardens, therefore, making the transition easier for the following year. Preschool students follow the prescribed uniform policy of the elementary schools they will be attending.

Kennedy Gardens Elementary School is highly committed to attracting highly qualified teachers. All new staff members being hired are required to meet the HOUSS criteria before attaining employment. It is our goal that our students will have only highly qualified teachers that meet the NCLB criteria.

Kennedy Gardens Elementary School is committed to providing all of our students a bicultural integrated curriculum that focuses on the process of learning. It is our goal that every student has the maximum opportunity for academic and social growth. We celebrate these achievements through Student of the Month, Citizen of the Month, monthly and yearly Perfect Attendance, re-designation to FEP, and Accelerated Reader parties. Rewards include recognition, free-dress day coupons, eagle tickets, and awards provided by the community. We intend to reach this goal by providing our students with an environment of high expectations and a climate where they can develop a positive self-esteem. We are committed to raising the academic achievement of all students in all areas of the curriculum. We stress that all of our students acquire the skills and knowledge necessary to be successful in life

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).

Classroom Observations

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

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)

At the State level we administer CELDT, CST/SBAC, CMA, CAPA and FIT. At the school district level we administer Benchmarks and Essential Standards in ELA and Math based on State Standards, and ADEPT. Each trimester students are administered a Benchmark assessment as a mid trimester exam, and an Essential standards exam at the end of each trimester that mirrors the CST format, rigor and academic language to show academic progress. Data is used to make instructional and curricular decisions and improve student achievement.

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

Data is monitored through Data Director via item analysis reports: 1) Overall Grade Level Report (item by item) 2) Teacher reports, and 3) Individual student reports. Schools have additional data collected from SRI and SPI, AR and AM, English in a Flash, Math Facts in a Flash, and ADEPT.

Staffing and Professional Development

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

Monitored by District Level and TAR report

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

Monitored by District level and TAR report

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

Staff development has been aligned to standards, assessed student performance and professional needs through the following means: Bloom's Taxonomy, Parts 1 & 2, Houghton Mifflin Reading/Lectura initial and advanced training, Intervention Program training for High Point and REACH (Corrective Reading), ELD Summer Academy, Writing Rubric Training, ELA Training (Skill Sets and Checklists), ELD training (Skill Sets and Checklists), ELD Strategies Training, Universal Access Training, Vocabulary strategies training, ADEPT training, and Summer Writing Academy. Student Engagement, Front Loading, Vocabulary Development, MELDT, VIPS, Math Matters, CGI, Lesson Study groups, Reading First, Word Wall Use, Accelerated Reader, Accelerated Math, English in a Flash, Math Facts in a Flash, Explicit Direct Instruction, Read 180, System 44, GENESIS, DATA Director, and Brokers of Expertise. Training is provided to all current staff members as needed on Lesson Study, Learning Walks, Explicit Direct Instruction and Mapping of Standards to the Curriculum.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Academic support teacher provides support on the following: Classroom observations, lesson study, data analysis, creation of benchmark assessments, grade level discussions, Read 180 and System 44 trainings, AR and AM coordinator, and individual teacher coaching.
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

This year teachers voted and approved to bank minutes to build time into their schedule for grade level collaboration. Teachers meet and collaborate in professional learning communities to evaluate data, make instructional decisions, generate lessons and create a plan to monitor student academic progress.

Teaching and Learning

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

The curriculum, instruction, and materials in the content areas of Language Arts, Mathematics, Science and Social Studies are aligned to content and performance standards with the use of the state- and district-adopted programs which are as follows: Key State Standards, Blue Prints, Release Item Questions, Technical Report, Item Analysis Report,

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

All schools follow the recommended instructional minute schedule as established by California Education Code. Instructional minutes are monitored at the site and district level for compliance.

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

Intervention courses are built into our daily master schedule. ELD - 45 minutes. Supplemental Hour - 60 minutes. Pacing schedules are guided by CELDT and ELA/Math blue prints.

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

CUSD is a Williams compliant district. Each student has access to core curriculum text books and materials.

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)

Language Arts: Core Program
Houghton Mifflin – K-6th Grade
Reading – A Legacy of Literacy

Alternative Program:
Houghton Mifflin – K-2nd Grade
Reading – Lectura

Mathematics: Core Program
Harcourt Math – K-5th Grade
College Preparatory Math Course 1 - 6th Grade

Intervention Programs
Language Arts and Mathematics
Standards Plus - K-6th Grade
Buckle Down – K-6th Grade
Read Naturally – K-6th Grade
Read 180

Science:
MacMillan McGraw Hill – K-6th

English Language Development
SRA – K-2nd Grade

A Carousel of Ideas – 3rd – 6th Grade
Language for Learning
Language for Thinking

Social Science
Houghton Mifflin – K-6th Grade

Opportunity and Equal Educational Access

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

Services provided by the regular program to enable underperforming students to meet standards include the intervention programs: English in a Flash, Math Facts in a Flash, System 44, Read 180, (Corrective Reading), after school tutoring for Language Arts (at-risk) and Math (Title 1), Homework Center (Title 1), ELD Summer Academy, District Summer School, Extended Learning Center (Title1, ELAP).

Students are grouped homogenously and rotated through various intervention research based curriculum.

14. Research-based educational practices to raise student achievement

Intervention Programs:

Standards Plus -- K-6th Grade

Buckle Down – K-6th Grade

Read Naturally – K-6th Grade

Read 180/System 44

Renaissance Learning (AR, AM, English in a Flash)

Carousel & SRA English Language Development Program

Brokers of Expertise

Explicit Direct Instruction

Cognitive Guided Instruction

Front-Loading Strategies

Curriculum Spiral Instruction

Response to Intervention

Language Power - K-6th Grade

Parental Involvement

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

Resources: Family, school, district, and community resources available to help these students include some of the following agencies: Family Resource Center (Behavioral Health, Social Services, Vista Sands, Probation), Kindergarten/Sixth Grade Parent Trainings, Neighborhood and Community Center Tutoring Services, after school tutoring, Saturday Academy, Homework Center, SSTs (Student Success Team), SARB Student Study Teams Special Education classes, SMART Discipline, Adult ELD classes, School Site Council, English Learner Advisory Council, Child Protective Services, and District Council, IC Health Fair, IC Behavioral Health, Global Connect Communication

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)

Parents are informed about their child's academic achievement through the following:

- Weekly progress reports
- Trimester deficiency notice
- Trimester report cards
- Parent Conferences
- Student Success Team Referrals
- IEP
- Synergy Parent Vue
- Agendas

Parents are involved in the school through monthly General Parent meetings, School Site Council, English Learners Advisory Committee and informal meetings.

Parents are offered mandatory trainings at the Kindergarten and Sixth grade levels. Trainings for all parents in standards, attendance, curriculum and assessment are offered to all parents during the school year.

School, district, and community barriers to improvements in student achievement include some of the following: language barriers, socio-economic barriers (95.0% socio-economically disadvantaged), limited educational backgrounds (25% non-high school graduates, and STAR average parent educational level is 2.3), and family dynamics.

Funding

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

Focused After School Tutoring (ASES) is being funded through At-Risk monies and Title I. The focus is to assist students who are not meeting academic standards as assessed by the CST. Also included are Supplemental Hour, After-school Tutoring, Saturday Academies

18. Fiscal support (EPC)

State Programs: EIA, ELAP

Federal Funding: Title I (School-Wide Program), General Fund

Description of Barriers and Related School Goals

Needs/Areas of Concern (Use data to support identification of these needs and/or areas of concern):

- Limited English proficiency of many students impacts level of comprehension/fluency/writing conventions
- Limited English proficiency of many students requires focus on mastery of language structures
- Inadequate time to review data from assessments, adjust instruction or plan with colleagues.
- Large number of at-risk students in reading/language arts requiring structured intervention
- Large number of students with significant vocabulary deficits
- Lack of high-interest, leveled resources to encourage independent reading across content areas
- Insufficient budgetary funds to purchase supplementary materials.
- Lack of parental involvement in education.
- Staff needs training in student intervention tools and strategies; the training must be ongoing, as interventions change to address changing student needs.
- Curriculum and assessment need continuous review and revision to better address student learning needs.
- Incomplete curricular guides, resources, and assessments.
- Lack of access to technology
- In need of a comprehensive discipline plan
- In need of mathematics, language arts, and science academic vocabulary
- In need of vertical alignment and instruction of core content curriculum from K-6th.
- The increasing number of overweight and obese students.
- The extreme heat during several school months where physical education outside is not feasible.
- Lack of appropriate equipment and facilities
- Lack of a structure Response to Intervention Program
- Lack of a homework center built in the school day.

NCLB and API Goals:

- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013.
- The school will achieve or exceed its annual API growth targets both school-wide and for all numerically significant subgroups.
- Students will meet their AMAO targets annually.
- Students will meet their API and AYP (or new SBAC) targets annually.
- Students will have access to a standards-based, assessment driven Science curriculum as mandated by state adoption cycles.
- Students will have access to a standards-based, assessment driven Social Science curriculum as mandated by state adoption cycles.
- Improve the physical condition and health awareness of all of our students.
- To actively involve parents in the educational process of their child or children.

- To improve communication with home and school.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	386	391		1	1		0	0		0	0	
Growth API	677	672										
Base API	700	678										
Target	5	6										
Growth	-23	-6										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	385	390		338	367		384	391		56	63	
Growth API	677	672		662	669		678	672		615	546	
Base API	699	679		696	664		688	680		593	615	
Target	5	6		5	7		6	6				
Growth	-22	-7		-34	5		-10	-8				
Met Target	No	No		No	No		No	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		--			--		
Number At or Above Proficient	95	98		--			--			--		
Percent At or Above Proficient	24.7	25.1		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		95	100	
Number At or Above Proficient	95	98		71	90		95	98		15	14	
Percent At or Above Proficient	24.8	25.1		21.1	24.5		24.9	25.1		27.8	22.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			--		
Number At or Above Proficient	153	139		--			--			--		
Percent At or Above Proficient	39.6	35.5		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	153	139		132	130		152	139		19	14	
Percent At or Above Proficient	39.7	35.6		39.1	35.4		39.6	35.5		33.9	22.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	*****
1			3	5	17	28	9	15	32	52	61
2			5	7	24	34	19	27	23	32	71
3	4	5	11	15	25	34	20	27	13	18	73
4			11	18	31	50	7	11	13	21	62
5	4	8	17	35	13	27	7	15	7	15	48
6	1	2	8	16	25	51	9	18	6	12	49
Total	9	2	55	15	135	37	71	19	97	26	367

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	1	5	6	7	9	66	84	79
1			4	5	18	23	9	12	46	60	77
2			5	6	25	30	19	23	34	41	83
3	4	5	11	14	26	34	20	26	15	20	76
4			12	18	32	48	7	10	16	24	67
5	5	9	17	30	14	25	8	14	12	21	56
6	1	1	9	12	25	33	11	15	29	39	75
Total	10	2	59	12	145	28	81	16	218	42	513

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	430	396	367
Percent with Prior Year Data	99.8%	100.0%	100.0%
Number in Cohort	429	396	367
Number Met	215	201	160
Percent Met	50.1%	50.8%	43.6%
NCLB Target	56.0	57.5	59.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	435	103	407	102	417	79
Number Met	49	39	43	39	35	27
Percent Met	11.3%	37.9%	10.6%	38.2%	8.4%	34.2%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	5,499	5,197	5,103
Percent with Prior Year Data	99.8	100.0	100.0
Number in Cohort	5,490	5,197	5,102
Number Met	3,081	2,461	2,392
Percent Met	56.1	47.4	46.9
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3,663	2,729	3,607	2,561	3,735	2,403
Number Met	522	1,206	384	1,051	379	933
Percent Met	14.3	44.2	10.6	41.0	10.1	38.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	No	No	No

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

Conclusions based on this data:

1.

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: English Language Arts
LEA GOAL:
SCHOOL GOAL #1:
English Language Arts
Data Used to Form this Goal:
CST/SBAC, CELDT, NWEA-MAP and District Assessments
Findings from the Analysis of this Data:
Efforts were made to increase the number of students at Proficient and Advanced levels in language arts to meet the increased AYP target of 89.2% in 2012-2013, but only 25.1 % of students scored at proficient and advanced. During the 2012 school year Kennedy Gardens had a decrease in its API of 7 points.
How the School will Evaluate the Progress of this Goal:
Students will take CST/SBAC, CELDT, NWEA-MAP and District Assessments annually. Data will be monitored through Data Director via multiple reports. Students' scores will be used to evaluate and refine instruction to meet all students' needs.
District Benchmark Assessments
District Essential Standards Assessments
NWEA-MAP
Teacher-Created Assessments
San Diego Office of Education (SCOE) Assessment
Grade-level teams will monitor and evaluate data during collaborative meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Purchase supplies needed to supplement the core curriculum such as journals, binders, folders, white boards, dry erase markers, chart paper, permanent markers, crayons, writing paper, construction paper, duplicating paper, pencils, ink cartridges, toner, copy allotment, glue, sheet protectors, etc.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	4000-4999: Books And Supplies	Title I	10,100
Students in grades K – 6th will be grouped for reading/language arts intervention (RTI) using specific criteria that includes CELDT, CST and other District Approved Assessments results.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	4000-4999: Books And Supplies	EIA - LEP	13,000
Purchase curricular materials needed to supplement the core curriculum such as Standard Plus, Buckle Down, Ready Common Core, Skill Bridge, Curriculum Associates, Comprehension Plus, dictionaries, thesauruses, workbooks, magazine subscriptions, etc. (RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	4000-4999: Books And Supplies	EIA - SCE	3,000
Purchase Software and equipment needed to supplement (including Assessment Programs such as NWEA and Data Director) the core curriculum such as Brain Pop, English in a Flash, Accelerated Reader, Scholastic (Read 180/Sys 44), Classworks, computers, scantrons, scanners, printers, laptops, i-Pads, overhead projectors, Poster Machine with supplies, etc. (RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, Computer Technician	cost of duplicating	5000-5999: Services And Other Operating Expenditures	Title I	100
			cost of duplicating	5000-5999: Services And Other Operating Expenditures	Title I	200
			workbooks	4000-4999: Books And Supplies	Title I	10,000
			workbooks	4000-4999: Books And Supplies	EIA - LEP	7,000
			workbooks	4000-4999: Books And Supplies	EIA - SCE	4,000
			programs, equipment	4000-4999: Books And Supplies	Title I	20,502.68
			programs, equipment	4000-4999: Books And Supplies	EIA - LEP	13,000
			programs, equipment	4000-4999: Books And Supplies	EIA - SCE	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Employ trained RTI providers to deliver instruction as an added intervention during Language Arts for 30 minutes daily and to reduce class size during RTI time (60 min) - (RIF teachers, SDSU students, etc.).	8/2014 6/2015	Principal, Academic Support Teacher, District Office	Providers	None Specified	None Specified
Provide teachers with staff development training in areas such as EDI strategies, Accelerated Reader, curriculum backwards mapping, WRITE Institute, RTI, Academic Vocabulary, instructional strategies, Professional Learning Communities, PIVOT, NWEA, Scholastic, technology and new software programs, supplemental curricular programs, Synergy, Common Core, etc.	8/2014 6/2015	Principal, Academic Support Teacher	staff development costs (sub, hotels, gas, per diem)	1000-1999: Certificated Personnel Salaries	Title I EIA - LEP
			staff development costs (sub, hotels, gas, per diem)	1000-1999: Certificated Personnel Salaries	2,000
			staff development costs	5800: Personnel Salaries	Title I Professional/Consulting Services And Operating Expenditures
			staff development costs	5800: Professional/Consulting Services And Operating Expenditures	EIA - SCE
			staff development costs	5800: Professional/Consulting Services And Operating Expenditures	EIA - LEP
			staff development costs	5800: Professional/Consulting Services And Operating Expenditures	EIA - SCE
Continue to implement Accelerated Reader and purchase library books, licenses, quizzes, and other materials needed to support the program as well as incentives for students who meet their goal every trimester and yearly.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, Library Technician	books, folders books, folders licenses,	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Title I EIA - LEP EIA - LEP 1600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Establish and provide incentive program to honor student achievement such as: Student/Citizen of the Month, Accelerated Reader/Math, Honor Roll, Perfect Attendance, CELDT Improvement, Reclassified students (Purchase certificates, "Eagle" Tickets, T-shirts, plaques, medals, lanyards, etc).	8/2014 6/2015	Principal	Incentives	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - LEP EIA - LEP
Continue to fund Saturday Intervention Academies to prepare at risk students for the state assessments. This includes curricular materials, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	teacher extra pay	1000-1999: Certificated Personnel Salaries 0001-0999: Unrestricted: Locally Defined	Title I EIA - LEP 0
Maintain a Risograph and a copy machine to provide access to copies of materials that will support the core curriculum.	8/2014 6/2015	Principal	toner, services	3000-3999: Employee Benefits 3000-3999: Employee Benefits	Title I EIA - LEP 0
Continue to offer focused tutoring in the areas of language arts to students who are at risk and not meeting academic standards. This includes curricular materials, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	teacher extra pay	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 3000-3999: Employee Benefits	Title I EIA - SCE Title I 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Contract Ameri-Corp personnel to provide support to at risk students in the classroom.	8/2014 6/2015	Principal, District Office	assist in class	2000-2999: Classified Personnel Salaries	Title I 23,000
Employ a full time Library/Media Technician to support student opportunities for reading by checking out books, ordering, books, implementing the Accelerated Reader Program.	8/2014 6/2015	Principal, District Office	run library	1000-1999: Certificated Personnel Salaries	General Fund
Employ a full time Computer Technician to support to maintain computer lab and assist staff with technology needs (programs).	8/2014 6/2015	Principal, District Office	technology issues	None Specified	None Specified 0
Continue to employ an academic support teacher to assist teachers with the implementation of strategies that will support the ELA curriculum, implementation of assessments, and assist with the analyzing of data to drive instruction.	8/2014 6/2015	Principal, District Office	support teachers	1000-1999: Certificated Personnel Salaries	EIA - SCE 26,000
District Assessments will be administered to all students at 6-8 weeks to provide benchmark data. This data will be used to monitor student progress towards standards' mastery and to drive RTI instruction.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	duplicating, paper, ink	1000-1999: Certificated Personnel Salaries	Title I 26,000
Continue to implement school-wide reading contract (K-6) to promote independent reading at home under parent supervision.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	cost of duplicating and folders	4000-4999: Books And Supplies	Title I 100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Teachers will implement the District writing rubric as part of writing process. Substitute teachers will be hired for teachers to meet for grading the writing prompts.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Subs	1000-1999: Certificated Personnel Salaries	Title I
Teachers will integrate identified student engagement strategies into daily instruction to ensure active and meaningful learning.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
Teachers will develop, write, state and re-state daily learning objectives and inform students of specific skills targeted in instruction for their grade-level. These objectives written in student friendly language will clearly identify desired instructional outcomes for students and check their understanding.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
Key Tier 2 and Tier 3 Academic Vocabulary and spelling words identified in the core reading program will be used by all teachers at each grade level, regardless of program. These words will be taught and displayed by theme.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A reading/language arts block will be implemented in grades K – 6th. Kinder = 110 minutes, 1st – 6th = 150 minutes. Including the supplemental period provided for intervention.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified	0
All students will be provided with the necessary state and district adopted standards based curriculum supplemental material.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	workbooks	4000-4999: Books And Supplies	General Fund	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development			
LEA GOAL:			
SCHOOL GOAL #2:			
English Language Development			
Data Used to Form this Goal:			
CST/SBAC, CELDT, ADEPT, NWEA-MAP and District Assessments			
Findings from the Analysis of this Data:			
74% of our first grade students are beginners or early intermediate in CELDT. In 2nd grade we continue having 70% of our students in beginners and early intermediate. In 3rd grade 51% are Beginners and Early Intermediate. We have a high level of students who hit a plateau in the intermediate level in 3rd - 5th grades. 46% of our 6th graders (annuals) are still at intermediate and below in the CELDT, which has a large impact on student performance as measured by the CST's.			
How the School will Evaluate the Progress of this Goal:			
Students will take CST/SBAC, CELDT, NWEA-MAP and District Assessments annually. Data will be monitored through Data Director via multiple reports. Students' scores will be used to evaluate and refine instruction to meet all students' needs.			
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
Continue to employ full-time Academic Support Teacher to assist in the administration of assessments and the analysis of assessment data, model ELD strategies and use of ELD to support the implementation of standards-based instruction school-wide.	8/2014 6/2015	Principal, District Office	Description Type Funding Source Amount None Specified ELA Goal 1 0
Grouping size: Hire ELD Tutor to reduce class size (RIF teachers, SDSU students, etc)	8/2014 6/2015	Principal, District Office	Tutor Stipend None Specified None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Purchase supplies to supplement the ELD program such as but not limited to journals, composition books, binders, folders, white boards, dry erase markers, chart paper, permanent markers, crayons, pencils, writing paper, construction paper, duplicating paper, pencils, ink cartridges, toner, copy allotment, glue, sheet protectors, folders, bags, etc.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Purchase curricular materials to supplement the ELD program such as Language Power, Standard Plus, Buckle Down, Ready Common Core, Skill Bridge, Curriculum Associates, Comprehension Plus, dictionaries, thesauruses, magazine subscriptions, etc. (ELD)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	4000-4999: Books And Supplies	Title I 5,000
Identify and secure supplemental resources for all ELD levels and for additional support of ELs in other core instructional areas (Systematic ELD, Language Power). Materials will be available prior to the beginning of the school year.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	4000-4999: Books And Supplies	EIA - LEP 6,000
Purchase Software and equipment needed to supplement (including Assessment Programs such as NWEA and Data Director) the core curriculum such as Brain Pop, English in a Flash, Accelerated Reader, Scholastic (Read 180/Sys 44), Classworks, computers, scantrons, scanners, printers, laptops, i-Pads, Poster Machine with supplies,etc.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, Computer Technician	Expenses reported in ELA Goal 1	None Specified	None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide teachers with staff development training in areas such as Systematic ELD, front loading, scaffolding, SDALE, curriculum backwards mapping, instructional strategies, RTI, technology and new software programs, supplemental curricular programs, Common Core, etc. (AST will support as needed).	8/2014 6/2015	Principal, Academic Support Teacher, District Office	staff development costs (sub, hotels, gas, per diem)	5800: Professional/Consulting Services And Operating Expenditures	EIA - LEP 3,000
Continue to purchase ELD Curriculum such as SRA for K-2nd grade and Carrousel of Ideas grades for 3rd-6th.	8/2014 6/2015	Principal, Academic Support Teacher	workbooks, teacher material	None Specified	None Specified 0
ADEPT analysis, and other District Approved Assessment will continue to be distributed and new teachers will be trained in using them as planning and assessment tools.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	duplicating costs, training costs, subs	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	EIA - LEP 300 1,000
Continue to group students by CELDT proficiency levels and receive ELD instruction through a collaborative teaching model within the designated block.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
Continue to utilize CELDT, ADEPT or other District Approved Assessments to determine placement in ELD groupings and as a summative assessment.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
Implement ADEPT Testing at the end of the school year and administer to new incoming students for proper placement.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Pay for subs Pay for subs	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	EIA - LEP 400 150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Continue to offer focused tutoring in the areas ELD to students who are at risk and not meeting academic standards. This includes curricular materials/packets, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Fund Saturday ELD Academies to prepare at risk students for the state assessments. This includes curricular materials, staffing, supplies and incentives (KG Developed Program).	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Initiate Good News Certificate and re-designation celebrations to recognize students as they move from one proficiency level to the next as measured by CELDT.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	cardstock paper, ink, certificate paper	4000-4999: Books And Supplies	Title I 100
			cardstock paper, ink, certificate paper	4000-4999: Books And Supplies	EIA - LEP 400
Purchase materials and supplies for maintenance of Risograph and copy machines to provide access to supplemental materials for ELD students	8/2014 6/2015	Principal	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Create, maintain and expand a computer lab where students can use the various programs before, during, and after school.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, Computer Technician	equipment, licenses, warranties	5000-5999: Services And Other Operating Expenditures	Title I 200
Continue to offer an ELD Parent Night to provide parents with suggestion on how to assist their students with ELD and increase parent involvement.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs, teacher extra pay	4000-4999: Books And Supplies	EIA - LEP 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
All new students whose home language is other than English, will be tested on ADEPT and CELDT and any other district language assessment within 30 days of enrollment.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
English language acquisition data (ADEPT) will be collected on all students K-6th at the beginning and at the end of the year (May).	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
A designated block, with students grouped by language levels for ELD instruction (45 minutes) will be defined and implemented daily in grades	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
Employ a full time Computer Technician to support to maintain computer lab and assist staff with technology needs (programs).	8/2014 6/2015	Principal, District Office	No Cost	None Specified	None Specified 0
Establish and provide incentive program to honor student achievement such as: Student/Citizen of the Month, Accelerated Reader/Math, Honor Roll, Perfect Attendance, CELDT improvement, Reclassified students (Purchase certificates, "Eagle" Tickets, T-shirts, plaques, medals, lanyards, etc).	8/2014 6/2015	Principal	Incentives	4000-4999: Books And Supplies	EIA - LEP

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 goal, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
SCHOOL GOAL #3:
Mathematics
Data Used to Form this Goal:
CST/SBAC, CELDT, NWEA-MAP and District Assessments
Findings from the Analysis of this Data:
In Mathematics we were not able to reach the new target of 89.5%. In 2013 we had a 4.1 % decrease in the amount of students that were proficient or above.
How the School will Evaluate the Progress of this Goal:
Students will take CST/SBAC, CELDT, and District Assessments annually. Data will be monitored through Data Director via multiple reports. Students' scores will be used to evaluate and refine instruction to meet all students' needs.
District Benchmark Assessments
District Essential Standards Assessments
Teacher-Created Assessments
NWEA-MAP
Grade-level teams will monitor and evaluate data during collaboration meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Continue to employ an academic support teacher to assist teachers with the implementation of strategies that will support the Math curriculum, implementation of assessments, and assist with the analyzing of data drive instruction.	8/2014 6/2015	Principal, District Office	Expenses reported in ELA Goal 1	None Specified	None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Purchase supplies to supplement the core curriculum such as journals, binders, folders, whiteboards, dry erase makers, chart paper, duplicating paper, ink, copy allotment, glue, sheet protectors, manipulatives, etc. (RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Purchase curricular materials needed to supplement the core curriculum such as Standard Plus, Buckle Down, Ready Common Core, Skill Bridge, Curriculum Associates, Fantasy Baseball, etc.(RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	workbooks workbooks	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - SCE 2,000
Purchase Software and equipment needed to supplement (including Assessment Programs such as NWEA and Data Director) the core curriculum such as Brain Pop, Math in a Flash, Accelerated Math, Classworks, computers, scantrons, scanners, projectors, printers, laptops, i-Pads, calculators, etc. (RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, Computer Technician	programs, equipment programs, equipment programs, equipment programs, equipment	4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I EIA - SCE 5,518 5,150
Continue to offer focused tutoring in the areas of mathematics to students who are at risk and not meeting academic standards. This includes curricular materials, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Continue to fund Saturday Intervention Academies to prepare at risk students for the state assessments. This includes curricular materials, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Purchase materials to support Accelerated Math Program such are scanners, scanners, toner and copy paper.	8/2014 6/2015	Principal, Computer Technician	equipment, scantrons, ink equipment, scantrons, ink	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - SCE	1,000 1,000
Students will be grouped for math intervention (RTI) using specific criteria that includes CST and other District Approved Assessments results.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified	0
Employ trained RTI providers to to reduce class size during RTI time (60 min) and deliver instruction as an added intervention during the RTI time (60 min) - (RIF teachers, SDSU students, etc.)	8/2014 6/2015	Principal, District Office	Expenses reported in ELA Goal 1	None Specified	None Specified	0
District Assessments will be administered to all students at 6-8 weeks to provide benchmark data. This data will be used to monitor student progress towards standards' mastery and to drive RTI instruction.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified	0
Provide teachers with staff development training in areas such as EDI strategies, Accelerated Math, curriculum backwards mapping, Professional Learning Communities, technology and new software programs, supplemental curricular programs, Synergy, Common Core, etc.	8/2014 6/2015	Principal, Academic Support Teacher, District Office	Expenses reported in ELA Goal 1	None Specified	None Specified	0
Continue to employ a full time Computer Technician to support to maintain computer lab and assist staff with technology needs (programs).	8/2014 6/2015	Principal, District Office	Expenses reported in ELA Goal 1	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Teachers will integrate identified student engagement strategies into daily instruction to ensure active and meaningful learning.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0
All students will be provided with the necessary state and district adopted standards based curriculum.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Teachers will review, identify math grade level Tier 3 vocabulary and generate math term visuals (i.e. posters) to support chapter concepts and instruction.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs	4000-4999: Books And Supplies	Title I 200
A designated minimum math instructional block will continue to be implemented school-wide to support a balanced, standards-based math program at the school site. Kindergarten - 6th 60 minutes	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs	4000-4999: Books And Supplies	EIA - SCE 200
Employ a full time Computer Technician to support to maintain computer lab and assist staff with technology needs (programs).	8/2014 6/2015	Principal, District Office	Expenses reported in ELA Goal 1	None Specified	None Specified 0
Establish and provide incentive program to honor student achievement such as: Student/Citizen of the Month, Accelerated Reader/Math, Honor Roll, Perfect Attendance, CELDT improvement, Reclassified students (Purchase certificates, "Eagle" Tickets, T-shirts, plaques, medals, lanyards, etc).	8/2014 6/2015	Principal	Incentives	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - LEP 500 500

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: Parent Involvement	
LEA GOAL:	
SCHOOL GOAL #4:	
Parent Involvement	
Data Used to Form this Goal:	
In need to inform and educate parents in the CST targets Lack of parent involvement Help parents build relationships with their children in working with homework	
Findings from the Analysis of this Data:	
Sign In Sheets from different parent activities such as General Parent Meetings, SSC, ELAC, Open House, Back to School Night, Parent Conference, District Advisory Committees, Parent Vue trainings, etc. Rate of returned required school forms. Large number of disconnected telephone numbers in Synergy.	
How the School will Evaluate the Progress of this Goal:	
Needs assessment survey SSC meetings ELAC meetings	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Hold a General Parent Meeting on a monthly basis	8/2014 6/2015	Principal	paper, duplicating costs	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
Support Parent View Portal in SYNERGY and provide training for parents.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	400
Hold monthly School Site Council and ELAC meetings. Provide snacks, drinks and end of the year dinner.	8/2014 6/2015	Principal	No Cost	None Specified	None Specified	0
Purchase materials to support parent involvement activities	8/2014 6/2015	Principal	paper, duplicating costs, end of year thank you dinner	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200
Mail/send home parent monthly calendars, newsletters and other information.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
Provide parents with copies of information in English and Spanish and in comprehensible and easily accessed formats.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified	0
Provide volunteer opportunities for parents and community members to help students in reading, math and language.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	No Cost	None Specified	None Specified	0
Provide after school learning extensions as requested by parents for Tutoring and Homework help	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified	0
Provide support systems for families through community agencies	8/2014 6/2015	Principal	paper, duplicating costs	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cover printing costs for materials provided to parents regarding support in the core curriculum	8/2014 6/2015	Principal	paper, duplicating costs paper, duplicating costs	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Part A; Parent Involvement EIA - SCE	276 300
Purchase materials such as newsletters, parent information pamphlets on tips to help their children succeed on standardized test and in school	8/2014 6/2015	Principal, Academic Support Teacher	cost of pamphlets cost of pamphlets	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - SCE	40 160
Plan and implement Family Literacy Nights, Family Math Nights, Art Nights and Science Nights. Materials, snacks and incentives will be purchased to enhance the training and promote attendance.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Paper, certificates, supplies Paper, certificates, supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I EIA - SCE	417 400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Increase Parent Involvement and Communication through the following; Student Agendas, Back to School Night, Open House, Parent Conferences,SST & IEP meetings, Parent Luncheon Picnic, Parent Volunteer Program, Parent Visits, Parent-teacher conferences, Genesis progress reports, Written deficiency notices -- quarterly basis ,Verbal contacts through phone calls, classroom visits by parents, home visits by teachers, principal, and other staff, tutoring academies, Individual student contracts (behavior) conference Homework and reading contract, different parent committees, School Board Meetings, Student Attendance Review Board (SARB) and community liaison, Health Clerks contact parents regarding health issues, immunizations, etc., School Accountability Report Card	8/2014 6/2015	Principal, Teachers, Academic Support Teacher, School Psychologist, Speech Therapists SSTs Sub SSTs Sub	paper, certificates, duplicating costs SSTs Sub SSTs Sub	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I Title I	200 1408 80

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: Science				
LEA GOAL:				
SCHOOL GOAL #5:				
Science				
Data Used to Form this Goal:				
CST/SBAC, Science Kit Curriculum and Assessments				
Findings from the Analysis of this Data:				
We had a 0% growth in the amount of students that were proficient or above in 2013 CST Science scores (same percentage as 2012).				
How the School will Evaluate the Progress of this Goal:				
Students will take CST/SBAC annually. Data will be monitored through Data Director via multiple reports. Students' scores will be used to evaluate and refine instruction to meet all students' needs.				
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Type
Implement the adopted Science curriculum in every classroom and use the SAKS to supplement lessons	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	paper, duplicating costs And Supplies	Title I EIA - SCE
Continue to implement Science curriculum; kits to be adapted to the new curriculum by the SAKS personnel	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	materials And Supplies	General Fund 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Purchase supplies needed to supplement the core curriculum such as journals, binders, folders, white boards, dry erase markers, chart paper, permanent markers, crayons, writing paper, construction paper, duplicating paper, pencils, ink cartridges, toner, copy allotment, glue, sheet protectors, etc.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified
Continue to offer focused tutoring in the area of science to students who are at risk and not meeting academic standards.	8/2014 6/2015	Principal,Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified
Provide extended learning opportunities in science during Saturday Academies.	8/2014 6/2015	Principal,Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified
Purchase Software and equipment needed to supplement the core curriculum such as Brain Pop, computers, laptops, iPads.	8/2014 6/2015	Principal,Teachers, Academic Support Teacher, Computer Technician	Expenses reported in ELA Goal 1	None Specified	None Specified
Purchase curricular materials needed to supplement the core curriculum.	8/2014 6/2015	Principal,Teachers, Academic Support Teacher	workbooks	4000-4999: Books And Supplies	Title I
Provide teachers with staff development training in areas of science, technology and new software programs, supplemental curricular programs, Common Core, etc.	8/2014 6/2015	Principal, Academic Support Teacher, District Office	workbooks	4000-4999: Books And Supplies	EIA - SCE
Students will be provided with opportunities to participate in hands on educational science activities, such as visiting the Smart Farm, the Living Desert, recycling programs, food and nutrition program, dairy counsel, etc.	8/2014 6/2015	Principal,Teachers, Academic Support Teacher	transportation, entrance fees	5000-5999: Services And Other Operating Expenditures	Title I
			transportation, entrance fees	5000-5999: Services And Other Operating Expenditures	EIA - SCE

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Students will be encouraged to participate in a science fair and display their science projects for other students and parents to view.	8/2014 6/2015	Principal; Teachers, Academic Support Teacher	teacher extra stipend, paper, materials teacher extra stipend, paper, materials teacher extra stipend, paper, materials teacher extra stipend, paper, materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I EIA - SCE Title I 60
Establish and provide incentive program to honor student achievement such as: Student/Citizen of the Month, Accelerated Reader/Math, Honor Roll, Perfect Attendance, CELDT improvement, Reclassified students (Purchase certificates, "Eagle" Tickets, T-shirts, plaques, medals, lanyards, etc.).	8/2014 6/2015	Principal	incentives	4000-4999: Books And Supplies	Title I 300

Planned Improvements in Student Performance

School Goal #6

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: Social Science
LEA GOAL:
SCHOOL GOAL #6:
Social Science
Data Used to Form this Goal:
Curriculum assessments
Findings from the Analysis of this Data:
Did not meet similar ELA standards
How the School will Evaluate the Progress of this Goal:
To evaluate the progress toward our goals, students will be assessed using in class assessments, Chapter and Unit assessments that are part of the Social Science

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase curricular materials needed to supplement the core curriculum.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified	0
Continue to offer focused tutoring in the areas of social science to students who are at risk and not meeting academic standards. This includes curricular materials, staffing, supplies and incentives.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in ELA Goal 1	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #9

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: Pre-school and Kinder				
LEA GOAL:				
SCHOOL GOAL #9:				
All students will experience a smooth transition from preschool to kindergarten and sustain academic and social gains attained in pre-school.				
Data Used to Form this Goal:				
Data from enrollment. Whether student went to pre-school or not.				
Findings from the Analysis of this Data:				
Too many students do not go to pre-school.				
How the School will Evaluate the Progress of this Goal:				
Registration forms and Kinder packets.				
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
Identification of students: Incoming kindergarten students are enrolled in the months of May and June. Articulation with Kinder Teacher	8/2014 6/2015	Principal, Preschool and Kinder Teachers, Office Personnel	Description	Type
		No cost	None Specified	None Specified
				Amount
				0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide Information on assessments: ADEPT Language Arts/Math Kinder Assessment Language Arts Assessment (SCOFE and ANY other Teacher Created Assessments) Math Assessment (Teacher Created Assessments).	8/2014 6/2015	Principal, Kinder Teachers, Academic Support Teacher	paper, duplicating costs	4000-4999: Books And Supplies	Title I
Parent involvement plans: Parents are invited to enroll their child in Kennedy Gardens Summer Pre-Kinder Program (pending availability of funds).	8/2014 6/2015	Principal, Preschool and Kinder Teachers, Academic Support Teacher	Expenses reported in Parent Involvement Goal 4	None Specified	None Specified 0
Teachers host an Open House in September in order to give parents the opportunity to observe and learn about the entire school program.					
Monthly calendars inform parents of special events that will take place during the month, such as assemblies, meetings, holidays and special events.					
Parent conferences are scheduled on a one to one basis to discuss student's progress in the classroom and inform parents of ways in which they can help their child improve.					
Student transition activities: Parent are mailed a welcome letter inviting them and their children to meet the new teacher and see the new setting.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Expenses reported in Parent Involvement Goal 4	None Specified	None Specified 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Recruit students for the College Begins in Kindergarten Summer Academy	8/2014 6/2015	Principal, Preschool and Kinder Teachers, Academic Support Teacher	No Cost	None Specified	None Specified 0

Planned Improvements in Student Performance

School Goal #10

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: GATE				
LEA GOAL:				
SCHOOL GOAL #10:				
GATE				
Data Used to Form this Goal:				
Multiple Criteria for GATE Identification (CST, Mental Ability Test, Student Profile, Impact Factors)				
Findings from the Analysis of this Data:				
Efforts were made to increase the number of students at Proficient and Advanced levels in language arts and mathematics to meet the increased AYP target of 89.2% and 89.5% in 2012-2013, but only 25.1% of students scored at proficient and advanced in language arts and 35.5% of the students scored at proficient and advanced in mathematics. Five out of our six Certified GATE students have regressed in 2011 and 2012 Math and/or ELA scores. GATE program was not offered 2013-14 school year.				
How the School will Evaluate the Progress of this Goal:				
Students will take CST/SBAC, NWEA-MAP and District Assessments annually. Student data will be monitored through Data Director via multiple reports.				
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)
Purchase supplies needed to supplement the core curriculum such as journals, binders, folders, white boards, dry erase markers, chart paper, permanent markers, crayons, writing paper, construction paper, duplicating paper, pencils, ink cartridges, toner, copy allotment, glue, sheet protectors, etc.	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	Supplies for packets and/or projects	Type Funding Source Title I And Supplies Amount 4000-4999: Books 800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Purchase curricular materials needed to supplement the core curriculum such as Standard Plus, Buckle Down, Skill Bridge, Curriculum Associates, Comprehension Plus, dictionaries, thesauruses, etc. (RTI)	8/2014 6/2015	Principal, Teachers, Academic Support Teacher	workbooks	4000-4999: Books And Supplies	Title I	200
Purchase Software and equipment needed to supplement the core curriculum such as Brain Pop, English in a Flash, Accelerated Reader, computers, scantrons, scanners, laptops, iPads, etc. (RTI)	8/2014 6/2015	Principal, Computer Technician	programs, equipment, licenses	4000-4999: Books And Supplies	Title I	200
Provide teachers with staff development training in areas such GATE Program, Enrichment Programs (Robotics, Writing..., etc	8/2014 6/2015	Principal, Academic Support Teacher, District Office	staff development costs (sub, hotels, gass, per diem)	4000-4999: Books And Supplies	EIA - SCE	800

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
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Proposed Expenditure(s)	Type	Funding Source	Amount
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Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	After School and Education Safety (ASES)	0.00
0001-0999: Unrestricted: Locally Defined	EIA - LEP	0.00
1000-1999: Certificated Personnel Salaries	EIA - LEP	2,000.00
2000-2999: Classified Personnel Salaries	EIA - LEP	1,400.00
3000-3999: Employee Benefits	EIA - LEP	150.00
4000-4999: Books And Supplies	EIA - LEP	50,974.00
5000-5999: Services And Other Operating	EIA - LEP	1,500.00
5800: Professional/Consulting Services And	EIA - LEP	9,600.00
1000-1999: Certificated Personnel Salaries	EIA - SCE	26,240.00
2000-2999: Classified Personnel Salaries	EIA - SCE	520.00
3000-3999: Employee Benefits	EIA - SCE	0.00
4000-4999: Books And Supplies	EIA - SCE	21,658.00
5000-5999: Services And Other Operating	EIA - SCE	2,460.00
5800: Professional/Consulting Services And	EIA - SCE	3,200.00
4000-4999: Books And Supplies	General Fund	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	35,360.00
2000-2999: Classified Personnel Salaries	Title I	24,538.00
3000-3999: Employee Benefits	Title I	80.00
4000-4999: Books And Supplies	Title I	81,479.68
5000-5999: Services And Other Operating	Title I	6,490.00
5800: Professional/Consulting Services And	Title I	3,800.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,956.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	400.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School and Education Safety (ASES)	0.00
EIA - LEP	65,624.00
EIA - SCE	54,078.00
General Fund	0.00
None Specified	0.00
Title I	151,747.68
Title I Part A: Parent Involvement	2,356.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	0.00
1000-1999: Certificated Personnel Salaries	63,600.00
2000-2999: Classified Personnel Salaries	26,458.00
3000-3999: Employee Benefits	230.00
4000-4999: Books And Supplies	156,067.68
5000-5999: Services And Other Operating Expenditures	10,850.00
5800: Professional/Consulting Services And Operating	16,600.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,176.68
Goal 2	33,750.00
Goal 3	30,068.00
Goal 4	5,661.00
Goal 5	5,000.00
Goal 6	500.00
Goal 7	2,250.00
Goal 8	0.00
Goal 9	200.00
Goal 10	4,200.00

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
Elisa Ramirez	[X]	[]	[]	[]	[]
Cecilia Esparza	[]	[X]	[]	[]	[]
Victor Pina	[]	[X]	[]	[]	[]
Teresa Collins	[]	[X]	[]	[]	[]
Lorena Nogueda	[]	[]	[X]	[]	[]
Julio Camargo	[]	[]	[]	[X]	[]
Aida Esquer Licona	[]	[]	[]	[X]	[]
Jose M. Garcia	[]	[]	[]	[X]	[]
Mario Gonzalez	[]	[]	[]	[X]	[]
Erika Sanchez	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	5	

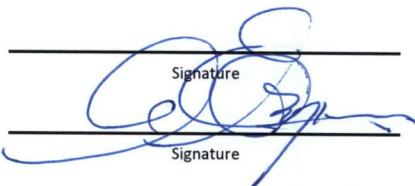
At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented 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)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):



Signature

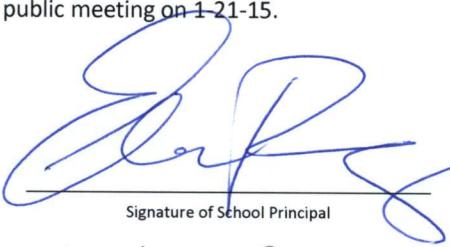
Signature

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 1-21-15.

Attested:

Elisa Ramirez

Typed Name of School Principal



1/21/15

Date

Julio Camargo

Typed Name of SSC Chairperson



1/23/15

Date