

The Single Plan for Student Achievement

School: Kawana
CDS Code: 49706156051593
District: Bellevue Union School District
Principal: Carolina Castro
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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:

Contact Person: Carolina Castro
Position: Principal
Phone Number: (707) 545-4283
Address: 2121 Moraga Dr.
Santa Rosa, California 95404
E-mail Address: ccastro@busd.org

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

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School Vision and Mission

Kawana 's Vision and Mission Statements

Our site provides high quality instruction based on the Common Core State Standards for students in grades TK-6. Staff holds students accountable for attaining proficiency in academics, and many academic supports/interventions are provided for students to receive more time, instruction, or differentiated instruction in the core standards. All students are expected to achieve in all subject areas at the high academic levels determined by our state and our community. We expect all students to be able to read at grade level by the end of third grade. We expect all English learners to be Proficient in English by the end of sixth grade. Students learn citizenship through organized and progressive classroom and school-wide lessons in Positive Behavior Intervention and Support (PBIS), rules, community-centered activities and after school programs. Technology is used extensively as a teaching tool, for assessments and for students to complete their learning activities. Parents and community involvement are critical to our students' successes.

School Profile

Kawana Academy of Arts and Sciences was built in 1954 and is entering its' sixty-first year of providing instruction for students from Kindergarten to Sixth grade. Classroom distribution for this year is as follows: one Transitional Kindergarten classroom, and two classrooms each for grades one-six. Kawana Academy also has a Special Day Class for students in grades five and six, a Resource Specialist classroom, and a classroom for our Reading Specialist. Current average class size is 24 in grades TK-third and 27 in grades four-six. Literacy paraprofessionals spend time in all classrooms grade K-3 working with small groups of students. Each year, an intercession Literacy Academy is provided for all 3rd grade students. Summer 2015 is the pilot year of our Learning Academy where instruction is provided for three weeks in June for all students grades K-5. In addition, our Kindergarten Academy pilot in July 2015 will provide 2 weeks of introduction for our new Kindergarteners. Additional support for students is provided by CalSERVES which operates our after school program. Technology is of utmost importance at our site and all of our students have access to multiple devices.

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).

Previous surveys have indicated the challenge of consistently implementing a school environment that encourages positive behavior as well as socio-emotional growth. To adequately address this concern, the BEST (Building Effective Schools Together) team and the entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporated the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlined student expectations for behaviors in each area on the school campus. A method was developed to encourage and award positive behaviors as well as providing scripts for staff to use to encourage positive behaviors, and to discourage negative behaviors. This year the focus was on behavior expectations outside of the classroom. In the 2015-2016 academic year, the focus will be on implementing this program within our classrooms.

Numerous surveys were sent out by the school district to teachers requesting information on technology use, development of the Media Center, the master schedule, Common Core based report cards, and the implementation of the LCAP. This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the advisory committee'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.

Daily, the principal walks through several classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

Annually, teachers are formally observed by the principal based on the contracted agreement.

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)

Students attending Bellevue Unified School District participate in the Smarter Balanced Assessment Consortium (SBAC) each year beginning 2013-2014. In addition, our fifth grade students take the California Standardized Test in Science. Since the development of the SBAC, there is no longer an AYP or an API score. SBAC data schoolwide/district wide will be available for the current assessment year (2014-2015). In the summer of 2014, a committee was created and led by the district Curriculum and Instruction Director. This committee developed district standardized assessments for English Language Arts that were given in the 2014-2015 academic year to all students in grades Transitional Kindergarten-sixth grade. These are trimester assessments were both diagnostic and placement based. In addition, the assessments that are linked to the Mathematics curriculum (My Math) and the English Arts curriculum (Wonders) are given as well. These assessments, in combination with direct observations of student performance, are used to determine levels of proficiency, areas of struggles, and required interventions or re-teachings.

CELDT data is used to determine the progress of our English Language Learners and to provide the necessary supports that they require to become fluent.

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

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.

Staffing and Professional Development

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

100% of our teachers are highly qualified and certified to teach at their assignment.

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

All teachers meet the NCLB highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests.

Teachers in 2014-2015 participated in monthly professional development in English Language Arts, Mathematics, and the new Common Core state standards.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and Instruction provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis.

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

With the hiring of a district Director of Curriculum and Instruction, instructional assistance for the 2014-2015 academic year for all staff has been provided consistently on a structured (district wide professional development) as well as on an as needed basis. The Director of Curriculum and Instruction meets with staff and provides support as needed.

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

Teachers collaborate three times per month by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per month, teachers participate in district wide grade level collaboration.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

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

Instructional minutes are reviewed on annual basis to insure core and intervention minutes are addressed.

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

The lesson pacing calendar is reviewed annually by the district teachers.

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

All students have all CCSS based Math and English Language Arts 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)

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-3, working with small groups of students. The Reading Specialist and the Resource Service Provider on site provide Tier 2 intervention for students. For our students that are underperforming in English Language Arts in grades 4-6, we provide a replacement core (Inside) that is taught in small groups.

14. Research-based educational practices to raise student achievement

Through the RtI model, the site examines student assessment results and targets instruction to support all students.

Parental Involvement

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

One full-time reading specialist.

One full time RSP teacher.

One full-time RSP instructional aide.

Literacy Paraprofessionals in grades K-3 (times vary per grade)

Technology resources include mobile carts (Chromebooks, iPads) and 1:1 Chromebooks for 6th grade students

Schools of Hope Tutors assist first graders in reading , 40 minutes weekly 2 times a week.

CalServes provides an afterschool program until 6 PM to assist with reading supports, and homework.

CalServes supplies a part-time guidance counselor to assist students with school-related issues impacting academics.

Sonoma Academy High school provides a math camp after school is out, for one week.

Sonoma Academy provides a math teacher five days a week for one hour daily, starting in January, to help instruct students in grades 5 & 6.

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

The grade level teams provide ongoing assistance with data analysis, goal setting and planning. Our active PTA provides many forms of assistance, enrichment materials for classrooms and special items for the school, field trips, as well as providing a marquee that allows us to advertise school events. The school website is updated weekly. Information to parents is provided in both English and Spanish.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below. In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.

English Language Development support is provided for 30 minutes, 4x per week.

We also have one Title I Reading Specialist who provides small group instruction in English Language Arts for 1st-3rd grade students.

Specialists and general education teachers provide a Core Replacement reading program/ instruction to the lowest performing students in grades 4-6.

A Resource Specialist provider assists students that require additional support as well as those with an Independent Educational Plan.

Literacy Paraprofessionals are provided for grades Kindergarten-third for varying amounts of time.

18. Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Description of Barriers and Related School Goals

Attendance and student mobility: Site suffers from increased tardies and frequent early dismissal of students as well as incidents of increased student mobility

Variation in student academic abilities: Classrooms are equally balanced by ability levels which requires the teacher to implement with consistency various differentiation and scaffolding techniques

Familiarity with curriculum and Common Core Standards: new English Language Arts curriculum adopted 2013 (Wonders), new Mathematics curriculum adopted 2014 (My Math)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	50	98.0	50	2380.4	8	20	26	46
Grade 4	58	58	100.0	58	2397.7	2	10	22	66
Grade 5	63	63	100.0	63	2443.8	2	24	21	54
Grade 6	56	55	98.2	54	2471.8	2	15	44	38
All Grades	228	226	99.1	225		3	17	28	51

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	4	48	48	12	44	44	6	66	28	8	56	36
Grade 4	2	38	60	3	45	52	5	57	38	2	36	41
Grade 5	5	46	49	8	43	49	10	59	32	21	48	32
Grade 6	2	50	48	2	56	43	0	72	28	6	72	22
All Grades	3	45	52	6	47	47	5	63	32	9	52	33

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	51	100.0	51	2392.1	6	14	39	41
Grade 4	58	58	100.0	58	2405.6	2	5	34	59
Grade 5	63	63	100.0	63	2437.3	3	8	33	56
Grade 6	56	56	100.0	54	2462.2	0	13	27	57
All Grades	228	228	100.0	226		3	10	33	54

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	8	39	53	12	35	53	8	57	35
Grade 4	2	24	74	2	29	69	0	45	55
Grade 5	3	25	71	3	35	62	2	48	51
Grade 6	6	19	76	4	31	65	4	50	46
All Grades	4	27	69	5	33	62	3	50	47

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	18	3	27	5	45	1	9	11
1			14	44	16	50	2	6			32
2			7	25	16	57	5	18			28
3	2	5	14	34	15	37	10	24			41
4	1	3	9	23	25	64	2	5	2	5	39
5	2	6	19	54	10	29	4	11			35
6	1	4	13	52	7	28	3	12	1	4	25
Total	6	3	78	37	92	44	31	15	4	2	211

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	3	12	20	22	37	23	39	59
1	1	3	16	43	17	46	3	8			37
2			7	22	19	59	6	19			32
3	2	4	14	31	18	40	10	22	1	2	45
4	2	5	10	24	25	61	2	5	2	5	41
5	3	8	19	51	10	27	4	11	1	3	37
6	3	11	13	46	7	25	3	11	2	7	28
Total	11	4	81	29	108	39	50	18	29	10	279

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	268	269	211
Percent with Prior Year Data	100.0%	100.0%	98.6%
Number in Cohort	268	269	208
Number Met	137	157	140
Percent Met	51.1%	58.4%	67.3%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	259	61	240	68	208	62
Number Met	30	23	44	36	44	35
Percent Met	11.6%	37.7%	18.3%	52.9%	21.2%	56.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. Fewer students met NCLB targets in 2013 compared to 2012.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,014	1030	901
Percent with Prior Year Data	100.0	100.0	98.7
Number in Cohort	1,014	1030	889
Number Met	537	603	602
Percent Met	53.0	58.5	67.7
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	958	267	954	279	881	263
Number Met	155	124	195	159	219	141
Percent Met	16.2	46.4	20.4	57.0	24.9	53.6
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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	
Met Target for AMAO 3	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:
Improve 3rd Grade Literacy
SCHOOL GOAL #1:
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.
Data Used to Form this Goal:
State, district and site academic assessments
Findings from the Analysis of this Data:
All academic assessments indicate that 3rd grade literacy is an area of need.
How the School will Evaluate the Progress of this Goal:
Progress monitoring through state, district and site assessments. Benchmark 3rd grade literacy at 30% proficiency

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading specialist on site to monitor achievement for every K-3 student and provide Tier 2 support.	Academic year	Reading specialist	None needed	None Specified	District Funded	
Hire Literacy Paraprofessional for every K-3 classroom	Hiring and training prior to the start of the academic year	Director of Curriculum and Instruction	None needed	None Specified	District Funded	
				None Specified	None Specified	
				None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instructional assistant for the TK classroom	Academic year	Principal	The Core replacement program, Inside, will be taught to 4th,5th and 6th graders who are two or more years below grade level in Language Arts	None Specified	District Funded	
				None Specified	None Specified	
				None Specified	None Specified	
Increase instructional minutes for K-3 classrooms	Academic year	Director of Curriculum and Instruction	Teachers assess students according to the District wide assessment system.	None Specified	District Funded	
				None Specified	Title I	
				None Specified	Title I	
Plan and implement reading intervention programs during the school day and after school intervention program.	Sept 2015 to June 2016	Classroom Teachers, Reading Specialist, After School Intervention teachers, Principal	Coordinate all extended day programs including CaSERVES and align with the classroom program.	None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

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 Arts
LEA GOAL:
Improve consistency of high quality instruction in all classrooms
SCHOOL GOAL #2:
Students will benefit from consistent behavioral expectations and supports in every classroom
Data Used to Form this Goal:
Aeries behavioral data, classroom and playground referrals
Findings from the Analysis of this Data:
Behavioral expexctations are not consistently implemented throughout the site
How the School will Evaluate the Progress of this Goal:
SWIS Tracking information Aeries behavioral data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavioral Intervention and Support (PBIS) professional development provided for all staff (previously referred to as BEST)	Ongoing throughout the year	Director of Student Services		None Specified	District Funded	
				None Specified	District Funded	
BEST committee will meet monthly and provide professional development to staff as needed	Academic year	BEST team, principal		None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BEST team will complete a PBIS Handbook and introduce to staff . This will include Expectation Stations, scripts to encourage positive behavior, scripts to discourage negative behavior, positive behavior acknowledgement award.	Academic year	BEST team, principal, staff		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Math and English Language Arts
LEA GOAL:
Improve consistency of high quality instruction in all classrooms
SCHOOL GOAL #3:
Students will benefit from consistent academic expectations in every classroom at the same grade level
Data Used to Form this Goal:
Pacing guides and student academic expectations were not aligned per grade level and new curriculum was purchased that was aligned with CCSS
Findings from the Analysis of this Data:
With the advent of the new curriculum, it was necessary to collaboratively design aligned pacing guides led by the Director of Curriculum and Instruction
How the School will Evaluate the Progress of this Goal:
Curriculum guides for English Language Arts and Mathematics will be implemented. Curriculum guides will be revisited at the end of each academic year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teacher teams will be offered the opportunity to participate in creating the pacing templates	Summer 2014, ongoing	Director of Curriculum and Instruction		None Specified	District Funded	
				None Specified	None Specified	
Information and feedback regarding the pacing template will have been solicited from all staff	Spring 2014	Teachers, Director of Curriculum and Instruction		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development and support provided to implement pacing guides at all levels	Academic year	Principals, Director of Curriculum and Instruction		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

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: Attendance
LEA GOAL:
Decrease the rates of absence and truancy
SCHOOL GOAL #4:
Children will be motivated to attend school on a consistent and punctual basis
Data Used to Form this Goal:
Aeries attendance data
Findings from the Analysis of this Data:
Hlgh truancy rate
How the School will Evaluate the Progress of this Goal:
Aeries attendance data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop an award system to recognize good attendance	Academic year	Principal	C Review discipline policy and procedures, including use of classroom and office referral forms following consistent and appropriate consequences and rewards as outlined in School Safety Plan.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	LCFF-EL	9000
Implement programs focused on good habits, good decisions and good behavior in all classrooms throughout the school.	Sept 2014-June 2015	Principal, teachers, counselor, classified staff, Parent Liaison	BEST (Building Effective Schools Together) lesson plans taught in all classrooms. Counselor teaching small groups and whole classes around bullying, teamwork, character education. Training for peer mediators.	1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	61,150
				None Specified	None Specified	
				2000-2999: Classified Personnel Salaries	School Improvement Grant (SIG)	32,565
			Parent Liaison to conduct parent education workshops and support parents with resources in Parent Resource Room.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an environment that is friendly, clean, and welcoming and evaluate the impact of implementation.	Sept 2014-June 2015	Principal, all staff, Parent Liaison, Counselor, parents, students	Daily-trash receptacles to maintain clean environment, speak and act with respect and courtesy.	None Specified	None Specified	
			Bi-Monthly - Class meetings presenting Toolbox Lessons. Parents have access to Parent Resource Room.	None Specified	School Improvement Grant (SIG)	
			Monthly - celebrate and recognize students good citizenship and outstanding character at assemblies.	None Specified	None Specified	
			Quarterly/Annually - monitor and evaluate school behavior and safety goals and make adjustments and recommendations. Report to Governance Council/SSC and Leadership Team	None Specified	None Specified	

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:
LEA GOAL:
SCHOOL GOAL #5:
.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to improve literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Director of Curriculum and Instruction	April 2014	Superintendent	Coordinate CELDT testing, analysis and reporting to parents, school, district and state.	1000-1999: Certificated Personnel Salaries	District Funded	15,000
Provide Reading Specialist, literacy paraprofessionals and instructional aide (TK)	Academic year	Director of Curriculum and Instruction, Principal		None Specified	District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in High quality instruction and behavior
SCHOOL GOAL #2:
Students will benefit from consistent behavioral expectations and supports in every classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PBIS coach and trainer	August 2014	Director of Student Services			District Funded	
Provide staff release time for training	Academic year	Superintendent			District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic instruction in all classes
SCHOOL GOAL #3:
Students will benefit from consistent academic expectations in every classroom at the same grade level

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Director of Curriculum and Instruction	April 2014	Superintendent			District Funded	
Provide opportunities for collaborative grade level teams to discuss and reflect upon curriculum pacing guides	Summer 2014, Academic year	Superintendent, Director of Curriculum and Instruction			District Funded	
Summer participants compensated for their time	Summer 2014	Superintendent			District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in increasing student attendance
SCHOOL GOAL #4:
Children will be motivated to attend school on a consistent and punctual basis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a multi-lingual parent liaison to provide community outreach to parents to support students in consistent school attendance	Academic year	Principal, Director of Student Services			District Funded	
Provide School Messenger auto calling to families for absent students	Academic year	Director of Technology			District Funded	

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 Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-EL	9,000.00
School Improvement Grant (SIG)	93,715.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	61,150.00
2000-2999: Classified Personnel Salaries	32,565.00
5000-5999: Services And Other Operating Expenditures	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	LCFF-EL	9,000.00
1000-1999: Certificated Personnel Salaries	School Improvement Grant (SIG)	61,150.00
2000-2999: Classified Personnel Salaries	School Improvement Grant (SIG)	32,565.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 4	102,715.00

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

Federal Programs Checklist

Check all applicable programs operated by the LEA.

In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs
Title I, Part A
Title I, Part B, Even Start
Title I, Part C, Migrant Education
Title I, Part D, Neglected/Delinquent
Title II, Part A, Subpart 2, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title III, Immigrants
Title IV, Part A, Safe and Drug - Free Schools and Communities
Title V, Part A, Innovative Programs - Parental Choice
Adult Education
Career Technical Education
McKinney - Vento Homeless Education
Individuals with Disabilities Education Act (IDEA), Special Education
21 st Century Community Learning Centers
Other (describe):
Other (describe):
Other (describe):
Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs
Economic Impact Aid (EIA) - State Compensatory Education
EIA - Limited English Proficient
After - School Education and Safety Programs
School and Library Improvement Block Grant
Child Development Programs
Educational Equity
Gifted and Talented Education
High Priority Schools Grant Program
Tobacco Use Prevention Education (Prop 99)
Immediate Intervention/ Under performing Schools Program
School Safety and Violence Prevention Act (AB1113, AB 658)
Healthy Start
Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
English Language Acquisition Program
Community Based English Tutoring
Art/Music Block Grant
School Gardens
Other (describe):
Other (describe):

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
Carol Castro	X				
Jim Boyce		X			
MAureen Minto		X			
Martha Menth		X			
Diane Velliquette			X		
Janet Durgin				X	
Matthew Seghezzi				X	
Robyn Muscardini				X	
Beverly Zeigler				X	
VACANT				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) 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)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Governance Council	_____ 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 N/A.

Attested:

Carolina Castro		
Typed Name of School Principal	Signature of School Principal	Date

Janet Durgin		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

During the evaluation process, **it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes.** The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

It has been an excited and challenging year for The Kawana Academy of Arts and Sciences (KAAS) community. In August, KAAS began its first year as a charter school and the first year for the implementation of a School Improvement Grant. Both of these changes have brought with them great successes, many challenges and some much needed revisions. Student achievement at KAAS not changed significantly over the past several years. Less than 50% of the students are scoring proficient or above according CST scores. The school did make its API growth target in 2010-2011, but not last year (2011-2012). The school also did not make its AYP growth target school-wide or for any sub-group.

Since 2008-2009, the number of English Learners has increased by almost 10% from 68% to 76%. The school did not make its AMAO 2 and 3 targets. It did make the AMAO 1 target showing that students are making slight progress in achieving proficiency in English, but upper grade students seem “stuck” at the Intermediate level and academic achievement for our English Learners keeps many from reclassification. Reclassification rates have increased from 4.6% to 9.5% and remain above the district average.

Since the level student achievement is not acceptable to the KAAS staff, the principal, teaching staff (all teachers at KAAS meet highly qualified requirements), classified staff, the SIG coordinator, and outside consultants have come together for a 3 hour meeting in February and again in March to look at the school’s progress toward the implementation of strategies and actions outlined in the charter, SIG grant and the SPSA. The following information emerged as common themes outlining successes and challenges:

Successes	Challenges
After School Programs:	
After-school programs include intervention and enrichment activities and are motivating, engaging and exciting to students and parents.	Needs to be a consistent use of exit surveys. Program needs to be connected to classroom.
Students embrace art, dance, visual drama, technology, and science and there is a steady group for the chess club.	There needs to be a common assessment give to all intervention students to determine academic growth.
After-school programs give students the opportunity to participate in activities that are not available during the school day.	Need evidence that both interventions and enrichment classes are making a difference.
The program is available to all students, students have choices and are motivated to try new things.	Logistics need some work as does the criteria for selecting students for intervention groups
Students in reading interventions are showing improvement according to teachers.	Transportation limits some students participation.
Thematic Units:	
Themes allow students to think deeper, wider and make connections.	More difficult for support staff to connect to classroom.
Themes are focused and instruction is aligned, organized, cohesive, thoughtful and collaborative	Foundational skills take time and are difficult to integrate with units.

Better flow of ideas when teaching in 6-8 week units. Better understanding and retention of information.	Coordinating with district benchmarks and pacing guides is difficult.
Students seem to be ahead of students from last year at end of 2nd trimester	Units are labor intensive to write, form is difficult to use.
Students are learning about the world in a cohesive manner, connecting different curricular areas, including art and science.	Not everyone is implementing the themes that are developed and some colleagues do not seem to value another colleague's work.
Professional Development/Release Time:	
Summer institute focused on CCSS-ELA, Depth of Knowledge, some technology training	Technology support by Pivot
Individual one-on-one time technology training	Difficult to plan with subs do not show up
Release time by sub for team planning	Need to write lessons plans weekly
Use of Instructional Rounds to monitor	Getting stuck in the same time slot and day that doesn't work well; scheduling
Subs are familiar faces that know routines	Discipline issues with students
Family/Community Involvement:	
Parent Liaison is connecting with parents before and after school, by phone call, notes, and parent meetings.	Increase parent meetings
Parent have a new resource center where they can find resources, work, and connect with each other and parent liaison	Not enough face to face contact; parent need to come on campus
There is a system for teachers to communicate needs with parent liaison	Offer more parent workshops for parents and have students encourage them to attend or attend with them.
There has been a variety of ways to communicate and engage parents: newsletters, flyers, marquee, website, Town Hall meetings, PTA parent meetings, parent phone calls from liaison who is Spanish speaking, translation of all written communication	Many forms of communication going out to parents, but the staff is not always aware of the information

The identified successes and challenges will be reviewed by the leadership team and shared with the Governance Council and the School Site Council. The staff will meet again in May to make program plans, schedule after-school classes, planning time, professional development release time and to discuss program modification. At the beginning of the school year the SSC/Governance Council will meet and the cycle of inquiry will start once again.