

Single School District Plan revision

School: Island Union Elementary School

District: Island Union Elementary School District

County-District School (CDS) Code: 16-63933-6010466

Principal: Charlotte Hines

Date of this revision: November 13, 2014

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

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

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The District Governing Board approved this revision of the SPSA on November 19, 2014.



Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee Maria Covarrubias Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: November 13, 2014 .

Attested:

Charlotte Hines

Charlotte Hines School Principal

11/13/14

Date

Dawn R. Vigarito

Dawn Vigarito SSC Chairperson

11/13/14

Date

Island Union Elementary School SPSA/LEAP goals:

Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

School Goal: All students will achieve proficiency levels in English Language Arts of proficient or advanced by the year 2013-14. All subgroups will improve by 5% of proficient and advance yearly.

Anticipated annual performance growth: all students will improve by 5% in ELA.

Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

School Goal: All students will achieve proficiency levels in Mathematics of proficient or advanced by the year 2013-14.

Anticipated annual performance growth: all students will improve by 5% in all areas of math.

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

School Goal: All limited-English-proficient students will increase their CELDT scores by 5% each year moving toward becoming RFEP.

Anticipated annual performance goal: All EI students will increase their CELDT scores by 5% each year.

Goal 3: By 2005-6, all students will be taught by highly qualified teachers.

School Goal: Island Elementary Union School employs only teachers, and administrators who are fully credentialed and meet all of the NCLB requirements for "highly qualified". Our instructional aides also are all NCLB qualified and have either taken the NCLB instructional aide test or have at least 48 units of college level coursework or an AA Degree from an accepted educational institution.

Anticipated annual performance growth: Superintendent will continue to research and make available to employees trainings and workshops that are relevant to the expert performance of their particular job description.

Annual Evaluation and Update: with SSC input from November 13, 2014

1. How have parents, teachers, support staff, and other stakeholders (e.g., English learner parents, parents of foster youth, and pupils, as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
Yearly review and present to staff, ELAC, SSC, Board, with additional meetings held with the Boosters Club (parent club) and morning meetings with parents to go discuss input and ideas and suggestions to help improve our school and school climate. We had several meetings in planning our LCAP throughout the year.
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state and local priorities and used by the School Site Council to inform the SPSA evaluation and revision process? How was the information made available?
We have CST Science scores for 5th and 8th grades, also yearly CELDT scores, attendance rate, number of referrals for misbehavior, and character building.
3. What actions/services were provided to all pupils, to subgroups of pupils, to English learners, to low-income pupils, to foster youth, and/or to redesignated fluent English-proficient students to achieve goals identified in the SPSA?
Orton Gillingham for increased phonemic awareness and reading intervention, small group and one on one work with aides specific to the needs of the student within ELA and Math. We also use online website that are specific to the learning needs and individual levels of students in Imagine Learning, Sum Dog both in Math, math in a flash. The teachers use assessments, both formative and summative from School City to assess what has been mastered and what needs are still needing attention. Academic Game Plan is used within the classroom 4th-8th to assist the students in keeping current with what is expected academically, as well as keeping current with their grades; parents sign weekly. Think Central Go Math! Online – students tutorial and online support.
4. How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
We continue to review district benchmark information in both ELA and Math twice a year as well as yearly CELDT scores, referral data, Math online curriculum ongoing assessments on units.
5. How have the actions/services addressed the needs of all identified subgroups of pupils, including English learners, low-income pupils, foster youth, and redesignated fluent English-proficient students; and did the provision of those actions/services result in the desired outcomes?
Further additional support with one on one time with instructional aides using intervention lesson specific to the standard missed from School City, Imagine Learning data, Math facts in a flash. Also teachers schedule student study team (SST) meeting with the resource specialist, administration, and parent when a student continues to struggle so that a specific plan can be

made to directly support the individual needs of the student within the classroom and at home. Additionally we have purchased EL support for the beginners in the primary Language for Thinking, Language for Learning, and Language for Writing, as well as Dr. Kate Kinsella's Academic Game Plan for vocabulary building.

6. What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the SPSA as a result of this comparison?

Due to our percentage of students "stuck" at the intermediate level in EL we have added the above curriculum to use, as well as PD with Kagan for teachers to increase student engagement and all students actively participating in their learning. We are currently implementing the new common core Math curriculum, GO Math! Houghton Mifflin Harcourt. Additionally we have added technology training for the teachers and increased the number of technology devices within the classroom with 1:1 chromebooks in 6-8, and more ipads in the rest of the classrooms. Math can be a challenge with the new curriculum so intervention lessons as well as small group assistance for students will greatly help.

Data to share with SSC members November 13, 2014

	# of students	Referrals for the year	Referrals for tri 1
2011-12	309	135= 43%	25= 8%
2012-13	314	71=22%	18=6%
2013-14	348	110=31%	26=7%
2014-15	373		34=9%

* number of student population is growing each year, but the % rate is not growing at the same rate of population.

CST Science:

12-13	Pro/ad	CMA Pro/ad	13-14	Pro/ad	CMA Pro/ad
5 th	57%	50%	*2 CLASSES	68%	66%
8th	76%	100%		61%	100%

CELDT

GRADE	ADV.	EARLY AD.	INT.	EARLY INT.	BEG.	NUMBER TESTED
K					2	2
1			1	1	1	3
2		2	2			4
3			1	1		2
4			6	1	1	8
5		2				2
6	1	1	2			4
7			3			3
8	1		3			4
TOTAL	2	5	18	3	4	32

Conclusions indicated by the data:

1. 38% of Island's students appear to be "stuck" at the intermediate level.
2. 28% of Island's students grew one level during the 13-14 CELDT test.
3. 9% of Island's students dropped a level from where they tested the year prior.

Attendance:

Island School attendance continues to average at 96-97% monthly throughout the year. There were less tardies in 13-14 than 12-13 due to the attendance requirement for reward trips.

Healthy kids survey: taken by 5th and 7th grade student noticings

- * safe schools due to character counts videos and assemblies
- * students had a low percentage for feeling high levels of opportunities for meaningful participation at their school.

School Site Council Members 2014-2015

Members	Term began	Admin.	Teacher	Other School staff	parent	Phone numbers
Charlotte Hines	On-going	X				
Dawn Vigario	2012		X			
Bridgette Maciel	2012		X			
Aaron Avila	2014		X			
Kerri Ramos	2012			X		
Travis Lopes	2012				X	352-0395
Willie Oliveira	2012				X	816-5000
Megan Garner	2013				X	816-5848
Laura Brautigam	2014				X	284-7570
Jamie Rogers	2014				X	816-5258
Numbers of members of each category		1	3	1	5	

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kerriramos@island.k12.ca.us, aaronavila@island.k12.ca.us,
bridgettemaciel@island.k12.ca.us, dawnvigario@island.k12.ca.us

SPSA Budget Summary
School Year 2014 - 2015

(A budget summary page is not included in the SPSA template. However, the budget summary is an aid to the administrator, SSC, and an FPM reviewer to verify that all budgets align to the school's categorical allocations. The budget summary page is based on the goals and activities included in the SPSAs.)

	Title I	Title II	Title III	LCFF Base	LCFF S/C	QEIA	Other <small>(list carryover funds or funds from other programs)</small>
Total Budget	\$100,079	\$56,403	\$ 0	\$32,876	\$83,689	\$ 0	\$ 56,382
Action/Service	Planned Expenditure	Planned Expenditure	Planned Expenditure	Planned Expenditure	Planned Expenditure	Planned Expenditure	Planned Expenditure
Meet EL needs/targeted instruction	\$69,695	\$	\$	\$	\$62,570	\$	\$6,253
Health Services-Health Aide	\$	\$	\$	\$18,126	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$
Increase technology access/computer tech	\$	\$	\$	\$14,750	\$	\$	\$
Well rounded education/Art instruction	\$	\$	\$	\$	\$5,000	\$	\$
Improve student achievement/Study trips	\$	\$	\$	\$	\$	\$	\$5,250
Improve student achievement/supplemental materials	\$	\$	\$	\$	\$11,819	\$	\$31,721
Improve student achievement/SES, intervention	\$19,808	\$	\$	\$	\$2,500	\$	\$
Reduce suspensions/Assemblies	\$	\$	\$	\$	\$1,800	\$	\$
Professional Development	\$8,877	\$52,903	\$	\$	\$	\$	\$10,698
School Safety/materials & supplies	\$	\$	\$	\$	\$	\$	\$260
	\$	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$	\$
Indirect Costs	\$1,699	\$3,500	\$	\$	\$	\$	\$2,200
Total Expenditures	\$100,079	\$56,403	\$0	\$32,876	\$83,689	\$0	\$56,382

(Must match *Total Budget)

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs 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>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$1,940,741	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$83,689	<input checked="" type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$55,089	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$42,825	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$2,122,344	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$100,079	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$9,417	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$56,403	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ¹
<input checked="" type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$45,424	<input checked="" type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$201,906	
Total amount of state and federal categorical funds allocated to this school		\$2,324,250	

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

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.