

# The Single Plan for Student Achievement

**School:** Kingswood Elementary School  
**CDS Code:** 34-67447-6034656  
**District:** San Juan Unified School District  
**Principal:** Alicia Ausara  
**Revision Date:** 10/21/2013

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

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

**Contact Person:** Alicia Ausara  
**Position:** Principal  
**Phone Number:** (916) 867-2046  
**Address:** 5700 Primrose Drive  
Citrus Heights CA, 95610  
**E-mail Address:** alicia.ausara@sanjuan.edu

**The District Governing Board approved this revision of the SPSA on 11/19/13.**

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## School Mission

### Kingswood Elementary School's Mission Statement

Kingswood's mission statement was developed collaboratively by staff, parents, and community members and provides an overview of the school's unique identity, goals for students, and the strategies needed to achieve those goals. This statement was developed in 2010 and reaffirmed by the school community in 2012 and is as follows:

The mission of Kingswood Pre K - 8, a premier school of academic excellence, science, and technology, is to engage all students in a dynamic education and inspire them to become 21st century learners and successful members of our society through innovative, student-focused instruction in a safe, collaborative, and caring environment in partnership with our families and diverse community.

## School Profile

Kingswood K-8 is one of seven K-8 schools in the San Juan Unified School District. Kingswood serves a total of 652 students in grades K-8 of which 50.8% are Hispanic/Latino, 33.8% White, 8.4% are African American, 2.4% Asian, and 4.6% other ethnicities.

Kingswood's staff utilizes state and district adopted curriculum aligned to California Content Standards in all subject areas and provides intervention and extension support to English language learners, GATE identified students, and special needs students. Kingswood strives to meet the needs of all students within their K-8 program through a comprehensive approach to instruction and services including the following:

- Elective courses are uniquely designed through teacher expertise and collaboration to provide students with a rich elective program
- AVID (Achievement via Individual Determination) is offered as an elective in our middle school program and is a base for our intermediate grades program as well
- Six Traits and Step Up to Writing are programs used to increase writing skills.
- School wide infusion of technology including wireless internet access, portable laptop labs, and interactive whiteboards.
- Choir, Band, and Bell Choir are additional music options.
- Middle School students participate in our middle school sports program: girls' volleyball, boys' and girls' basketball, and track.
- School Site Council and PTA provide leadership opportunities for parents and staff.
- Character traits of respect, responsibility, honesty, and courage are integrated into everyday instruction.

Additionally, Kingswood engages partners to support student learning including: California State University, Sacramento Professional Development School, The City of Citrus Heights, Sayonara Youth and Family Center, Target, Office Max, Citrus Heights Chamber of commerce, and Citrus Heights City Council.

Kingswood K-8 School is a Program Improvement Year 5 school. School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.

## Comprehensive Needs Assessment Components

### Introduction

The Kingswood PreK-8 School Strategic Plan has been thoughtfully written to guide our school into the future and provide a focus for our entire school community. The Strategic Planning Team first met in January 2010 for an intense two-day session to develop the 2011-14 draft plan eventually approved by the school site council. The team consisted of members throughout our community: parents, teachers, other staff, and community members. The results of that initial work were affirming a shared set of beliefs and parameters that are aligned directly with the district's shared beliefs and parameters. We drafted our school mission giving direction for the school; objectives on how to measure success; and tactics to achieve success. From there, action teams were formed to meet for each of the identified tactics. The tactic teams made of staff and community members met at various intervals over a two month period. At the end of the process, Kingswood ended up with a fabulous plan to move us forward with our five tactics. Our school site council met and approved both the plan and the resource expenditures to support implementation.

In 2012-2013, the planning team met again to review progress on the plan and make revisions to the plan. The action teams reconvened and came up with new actions and revisions to the original plan. The teams worked to consolidate and revise the tactics and action plans written in 2010.

### Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

#### Data and Conclusions

In order to establish the effects of the actions taken in alignment with Kingswood's Strategic Plan, it is important to examine student outcomes. The Planning Team established four objectives which are used to measure our progress toward the mission. The information below presents evidence of progress for each of the objectives and the resulting changes for students.

**Objective 1:** All students will develop and apply 21st century skills integrated through problem solving, critical and creative thinking, collaboration, scientific inquiry, and the application of technology.

Actions supporting the achievement of this objective are in the beginning stages of implementation. The adults at Kingswood have been working to strengthen their skills in providing an educational program that integrates 21st century skills. We began our work by having 100% of our teachers increase their skills in providing higher level questioning during instruction while providing students with increased opportunity to talk about their thinking. As we begin to come to common agreements around the definition and description of each of our identified 21st century skills, we will begin to be able to develop plan for assessing these skills as well as better monitor the implementation of teaching strategies that support them. Our school is a proud member of the Vanguard group in San Juan. This group seeks to support the instruction of 21st century skills through the use of technology, and has actively participated in Action Research around the effective use of technology in instruction.

**Objective 2:** By 2013, we will increase the number of students who are performing at or above proficiency in ELA and Math by 40%. In 2009 the percentage of students performing at above proficiency in Language Arts was 39%, making our goal for 2014 55% (An increase of 4% a year.) From 2009 to 2012, the percentage of students scoring at or above proficiency in Language Arts has risen to 40.67%. We have not made the progress we had hoped this past year. As a result, we will continue to be focused on improving reading comprehension this year with the implementation of balanced literacy using bookshop as a resource to support instruction. Our leadership team will also be monitoring our performance on NWEA with a specific focus on the five students chosen by each teacher as a sample of performance throughout the school.

**Objective 3:** In an effort to address the achievement gap, by 2013 the number of students in our targeted groups will have achieved proficiency at a rate that is 20% greater than the general population. This objective was written in an attempt to address the achievement gap as it exists at Kingswood. The strategic planning team intended for Objective 2 to be achieved. And in addition, any achievement by the school-wide population would be achieved in an accelerated rate by our significant subgroups who are not currently performing at the rate of the school wide data. This means, while we aim to increase the number of scoring proficient or above school wide by 40%, our students in our significant subgroups scoring proficient or above would increase by 60%. Throughout the next five years, the performance of the following subgroups will be monitored in both Language Arts and Mathematics: Hispanic, English Learners, and Low SES students.

Objective #4: All students will develop and consistently demonstrate character traits necessary to become contributing, responsible, and caring members of our diverse community. Kingswood has a strong history of collaboration and character education. This objective seeks to insure we remain committed to educating the whole child. There is an entire Tactic dedicated to this objective, and we have been implementing key components of our program to increase our success in meeting this objective. To examine the progress on this objective, we will take a look at Truancy Rate and Suspension Rate as and indicators of success.

The year this plan was written the truancy rate was 46%, it has dropped to 36% as of the 2011-2012 school year. We attribute this to our work in attendance and an increase in our home visit participation.

Kingswood PreK-8 offers several recognition and reward programs such as monthly trimester awards assemblies, as well as incentive programs, i.e.-Caught Ya's with a monthly caught ya store, Attendance raffles, Monthly and Trimester Attendance Rewards to promote student achievement and a positive learning environment. The year this plan was written there were 154 suspensions; this number has dropped to 87 suspensions in the 2011-2012 school year. This is attributed to our staff's commitment to alternative forms of discipline, a dedication to our PBS program, service learning, Club Live, and other additions such as Anti-Bully Blitz, "Breaking Down the Walls" middle school assembly and workshop, and the school wide "Power of One" assembly.

### **Parental Involvement**

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

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)

In order to support under -achieving students Kingswood strives to build capacity of our community through meaningful interactions between the school, parents, and the community to improve academic achievement these include:

Opportunities for staff work with parents to learn the value of parent's contribution and to work with parents as equal partners. Ongoing parent coffees and meetings to build parent capacity and support skill development to assist their students with at home learning

Provision of materials throughout the school year through parent newsletters to help parents work with their children to improve their child's achievement.

Clear, concise, communication to all families and community members related to school and parent programs. All communication is provided in a language the parents/guardians can understand (20USC6318) ]translated formats.

Resources and staff time designated each year to support all parental involvement activities including those requested by Title I parents.

Kingswood PreK-8 School holds a variety of meetings for Title I parents throughout the year, as well as provides written information regarding Title I programs. These opportunities are for all parents, including parents of English Learners, parents with disabilities, and parents of migratory students.

The following are the many ways parents can be involved at Kingswood PreK-8. Translation is provided at and for all meetings, events, and publications:

Monthly Parent Coffees

ELAC Meetings

Back to School Night

SSC Meetings

Volunteer Training Night

Committee Meetings

Open House

Strategic Plan Input Committees

Reading Night

Science Fair

Data Vision Nights

Monthly School Newsletter

Classroom Updates

Various Flyers and Announcements

Connect- Ed Community Outreach Calls

Meetings and publications are provided to do the following:

- Inform parents of Title I students of the Title I requirements and their rights to be involved in the Title I program during Back to School Night at the beginning of each year.
- Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy throughout the year at parent coffees, PTA Meetings, ELAC Meetings, and School Site Council Meetings.
- Provide parents of Title I students with timely information about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provide parents of Title I students opportunities for regular meetings to participate in decisions relating to the education of their children. (Also offered by request.)
- Annually review and evaluate the effectiveness of the policy and provide input to the Single Plan for Student Achievement

## **Description of Barriers and Related School Goals**

Include the strongest themes from critical issues or Gap to Goal Review of Data

A discussion of critical issues arose among the planning team while reviewing the data. In particular the team remains concerned about the persistent achievement gap between white students, and each of the following subgroups: low socio-economic status, English Learners, African-American, and Hispanic students, as well as, an Increase in the number of students identified as below basic and far below basic on the 2013 CST. These areas of concern led the team to reaffirm, with revisions, the following tactics/goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Kingswood:

We will ensure students receive rigorous, effective, balanced, and differentiated instruction resulting in increase student achievement and goal attainment - this tactic is designed to directly address Kingswood's persistent achievement gap. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Tactic I is focused on providing a variety of instructional configurations in order to meet the needs of all students. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by content coaches, special education staff, English learner support staff, and Title I staff.

We will expand and strengthen the integration of science, technology, and 21st century skills throughout our curriculum - is directly aligned to Kingswood's mission statement and unique identity as a science and technology school. Work in this tactic/goal is designed to build on the work of tactic I by expanding learning and engagement through exploration of the sciences and technology. Work under this tactic is focused on accessing Next Generation Science Standards, particularly engineering practices, and CCSS. Experiential learning through hands on science and engineering activities will provide students with the opportunity to contextualize their learning and directly address any preconceptions they may have about the subject matter. If their initial understanding of new concepts is not engaged students often have a difficult time integrating their learning, this is particularly true for students who have incorrect preconceptions or lack significant prior knowledge of a subject matter. Additionally, the development of critical thinking and problem solving skills through experiential learning supports high levels of persistence in students when faced with a challenging problem, which leads to improved academic and connectedness outcomes.

We will integrate character education and service learning throughout our curriculum to help our students become contributing responsible and caring members of our diverse community - is focused on creating a safe and healthy environment and improving student connectedness to the school and their community. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993) Additionally, some of the adverse consequences of early risks, such as negative family functioning (Loukas et al., 2010) and weak social skills in childhood (Ross, Shochet, & Bellair, 2010) are buffered by students' connectedness to school. Increased school connectedness naturally leads to improved attendance rates, classroom behavior and academic achievement.

Through clear and effective communication, we will actively increase the engagement of families and community members as valued partners of our students' education - parent and community engagement in the education of children and youth is a critical to improving the outcomes of all students, particularly those from high poverty schools. This tactic/goal is designed to effectively communicate and engage the Kingswood community to support student learning through mentoring programs, workshops to build parent capacity to support at home learning and engage in decision making activities on the school campus, and use of community resources to expand learning opportunities beyond the school day for students in the Citrus Heights Community.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	345	402	406	117	127	133	29	30	26	12	11	9
<b>Growth API</b>	782	749	726	817	807	770	785	719	691	878	884	
<b>Base API</b>	782	782	753	794	817	804	807	785	726		878	884
<b>Target</b>	5	5	5	5	A	A						
<b>Growth</b>	0	-33	-27	23	-10	-34						
<b>Met Target</b>	No	No	No	Yes	Yes	No						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	175	216	220	132	169	169	303	345	350	36	57	56
<b>Growth API</b>	751	709	695	738	699	672	770	728	706	733	629	604
<b>Base API</b>	760	751	716	733	738	704	771	770	733	617	733	639
<b>Target</b>	5	5	5	5	5	5	5	5	5			
<b>Growth</b>	-9	-42	-21	5	-39	-32	-1	-42	-27			
<b>Met Target</b>	No	No	No	Yes	No	No	No	No	No			

#### Conclusions based on this data:

1. In 2012, large drops in achievement occurred throughout the student population with the Hispanic student achievement dropping from 751 to 709 and the Socioeconomically Disadvantaged students achievement dropping from 770 to 728.
2. In 2013, the white student subgroup achievement dropped 34 points, the highest drop in 2013.
3. In 2013, no subgroups met their achievement growth targets.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	161	173	150	65	65	64	19	14	10	7	8	
Percent At or Above Proficient	46.7	43.0	36.9	55.6	51.2	48.1	65.5	46.7	38.5	58.3	72.7	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	66	79	65	43	51	39	133	135	116	18	18	13
Percent At or Above Proficient	37.7	36.6	29.5	32.6	30.2	23.1	43.9	39.1	33.1	50.0	31.6	23.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	No	No	Yes	No	No	--	--	--

#### Conclusions based on this data:

1. The percentage of students at or above proficiency has declined three years in a row more than 10% combined.
2. The percentage of students with disabilities scoring proficient and above has dropped almost 27% in three year.
3. In 2012, all but the Hispanic subgroup met AYP.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number At or Above Proficient	185	198	175	71	75	71	9	11	6	11	10	
Percent At or Above Proficient	53.6	49.7	43.2	60.7	59.5	53.4	31.0	36.7	23.1	91.7	90.9	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	85	92	81	61	74	64	155	155	137	15	17	15
Percent At or Above Proficient	48.6	43.2	37.0	46.2	44.3	37.9	51.2	45.5	39.3	41.7	30.4	26.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

#### Conclusions based on this data:

1. The overall percentage of students scoring proficient or above in mathematics is higher than the percentage overall in Language Arts.
2. The percentage of students with disabilities scoring at or above proficiency in mathematics has dropped more than any other subgroup in the last three years.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	5	2	5	8	19	6	14	25	58	43
1		0.0	***** *	***	***** *	***				0.0	*****
3	***** *	***									*****
4	***** *	***									*****
5	***** *	***							***** **	***	*****
6					***** *	***			***** **	***	*****
8	***** *	***									*****
<b>Total</b>	<b>6</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>20</b>	<b>6</b>	<b>11</b>	<b>28</b>	<b>52</b>	<b>54</b>

#### Conclusions based on this data:

1. Of the 41 Kindergarten EL students tested, over half of them scored at the Beginning level.
2. In 2nd, 3rd, and 4th grades no students were given the initial CELDT test.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	5	11	27	22	54	5	12	1	2	41
2			5	17	15	52	7	24	2	7	29
3	1	4	4	17	11	48	7	30			23
4	2	7	4	14	18	64	2	7	2	7	28
5	1	4	8	33	9	38	4	17	2	8	24
6			3	20	9	60	3	20			15
7			6	43	5	36	2	14	1	7	14
8	3	25	5	42	4	33					12
<b>Total</b>	<b>9</b>	<b>5</b>	<b>46</b>	<b>25</b>	<b>93</b>	<b>50</b>	<b>30</b>	<b>16</b>	<b>8</b>	<b>4</b>	<b>186</b>

#### Conclusions based on this data:

1. Almost half of the students tested annually scored at the intermediate level.
2. There are eleven students in 4th grade and above at the early intermediate level.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	2	5	2	5	8	19	6	14	25	58	43
<b>1</b>	2	5	12	28	23	53	5	12	1	2	43
<b>2</b>		0.0	5	17	15	52	7	24	2	7	29
<b>3</b>	2	8	4	17	11	46	7	29			24
<b>4</b>	3	10	4	14	18	62	2	7	2	7	29
<b>5</b>	2	7	8	30	9	33	4	15	4	15	27
<b>6</b>		0.0	3	17	11	61	3	17	1	6	18
<b>7</b>		0.0	6	43	5	36	2	14	1	7	14
<b>8</b>	4	31	5	38	4	31		0.0			13
<b>Total</b>	15	6	49	20	104	43	36	15	36	15	240

#### Conclusions based on this data:

1. The majority of English Learners scored at the intermediate level.
2. Almost 60% of Kindergarten English Learners scored at the beginning level.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	139	179	186
Percent with Prior Year Data	100.0%	98.3%	100.0%
Number in Cohort	139	176	186
Number Met	65	116	92
Percent Met	46.8%	65.9%	49.5%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	136	39	170	55	164	64
Number Met	13	18	35	28	28	26
Percent Met	9.6%	46.2%	20.6%	50.9%	17.1%	40.6%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	No	No

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

#### Conclusions based on this data:

1. EL students are meeting their English Proficiency targets, two years in a row.

# School and Student Performance Data

## Local Assessment Data

### Data Worksheet

### Kingswood Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	50.4	64.4	43.8	90
	African Am		30.0	60.0	90
	Hispanic	49.2	71.0	41.1	90
	Low SES	49.5	65.7	42.6	90
	English Lnr	40.0	71.4	28.6	90
	Special Ed	33.3	80.0	29.4	90
Ovl	Growth API	782.0	749.0	725.0	800
	African Am	785.0	719.0		800
	Hispanic	751.0	709.0	694.0	800
	Low SES	770.0	728.0	713.0	800
	English Lnr	738.0	699.0	672.0	800
	Special Ed	733.0	629.0		800
2	Reading on grade level (gr 2-11)	45.2	41.3	35.5	90
	African Am	57.6	42.1	34.4	90
	Hispanic	37.1	35.9	29.8	90
	Low SES	42.3	37.7	32.3	90
	English Lnr	28.8	33.6	30.0	90
	Special Ed	42.1	33.3	33.3	90
2	Math at grade level (gr 2-7)	51.6	48.5	43.9	90
	African Am	27.3	35.5	37.0	90
	Hispanic	46.9	44.5	38.8	90
	Low SES	48.9	45.1	40.8	90
	English Lnr	28.8	33.6	30.0	90
	Special Ed	42.1	33.3	33.3	90
2	Algebra 1 completed 1st time		76.2	75.0	90
	African Am				90
	Hispanic			72.7	90
	Low SES		76.5	75.0	90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.	46.8	65.9		70
3	Pct of students abs>10% (gr K-8)	15.8	13.2	16.9	3
	African Am	19.4	27.8	23.9	3
	Hispanic	8.1	9.6	14.9	3
	Low SES	15.4	13.0	16.8	3
	English Lnr	7.1	9.3	11.4	3
	Special Ed	21.1	11.7	18.8	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	4.6	6.6	8.4	<2
	African Am	9.0	11.8	14.9	<2
	Hispanic	2.6	3.7	6.3	<2
	Low SES	5.1	7.4	9.2	<2
	English Lnr	3.3	4.1	4.8	<2
	Special Ed	16.7	13.2	10.6	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Improved ability to read and understand complex text	92	76.1%			17	76.5%
Improved written communication skills	92	76.1%			17	64.7%
Improved spoken/oral communication skills	91	75.8%			17	58.8%
Improved ability to solve complex problems	92	65.2%			15	66.7%
Improved ability to use technology to find information/solve problems	91	65.9%			15	60.0%
Improved ability at working with other students on problems/projects	90	75.6%			17	70.6%
Improved leadership skills	90	70.0%			17	64.7%
Encouraged to share knowledge/ideas in a creative way	87	74.7%			17	94.1%
Curiosity/imagination is fostered	90	76.7%			17	100.0%
School promotes academic success of all students.	90	77.8%			17	100.0%
<b>Personalized Learning</b>						
<i>Pct Strongly Agree/Agree</i>						
Academic goals have been collaboratively set and monitored.	86	65.1%			15	93.3%
Students have a learning plan/4-year plan.	74	43.2%			15	20.0%
Students are challenged at school through high standards of academic performance.	91	79.1%			16	75.0%
<b>Character Education</b>						
<i>Pct Most/All of the Time (character)</i>						
Students model RESPECT at this school.	87	58.6%			17	17.6%
Students model RESPONSIBILITY at this school.	85	70.6%			17	0.0%
Students model HONESTY at this school.	85	47.1%			17	17.6%
Students model CARING at this school.	85	61.2%			17	17.6%
Students model COOPERATION at this school.	83	67.5%			17	5.9%
Students model COURAGE at this school.	83	49.4%			17	11.8%
The school fosters an appreciation of student diversity and respect for each other.					16	93.8%
<b>Parent/Family Involvement</b>						
<i>Pct Strongly Agree/Agree</i>						
Parents are well-informed about their child's progress in school.	91	83.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.	62	82.3%			16	81.3%
Teachers promptly contact parents when he/she is concerned about their child's progress.	90	74.4%			15	86.7%
Teachers are responsive to parents when they call or want to meet.	91	75.8%			14	92.9%
Teachers send home work or ideas that help parents support their students at home.	92	76.1%			14	92.9%
Adults/staff in the office are helpful when parents/students come in or call.	90	85.6%				
Translated materials (or a translator) for my language are available when parents come to school.	61	70.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	90	75.6%				
The school keeps parents well-informed about school activities.	92	85.9%				
I speak a language other than English and I receive general information from my student's school in my language.	62	83.9%				
This school offers parents opportunities to be involved in school and classroom activities.	91	79.1%			15	86.7%
Parents are invited to meetings where the school's academic performance is discussed.	91	83.5%				
This school actively seeks the input of parents before making important decisions.	92	66.3%				

**Conclusions based on this data:**

1. Seventy-five percent of Low SES students taking Algebra for the first time pass with a C or better.
2. African American students have the highest absentee rate of >10%

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Effective Instructional and Data Practices</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
We will ensure students receive rigorous effective, balanced, and differentiated instruction resulting in increased student achievement and goal attainment
<b>Data Used to Form this Tactic:</b>
Language Arts <ul style="list-style-type: none"><li>• The percentage of all students proficient or above on the 2013 CST was 36.9%</li><li>• The percentage of white students proficient or above on the 2013 CST was 48.1%</li><li>• The percentage of African American students proficient or above on the 2013 CST was 38.5%</li><li>• The percentage of Hispanic students scoring proficient or above on the 2013 CST was 29.5%.</li><li>• The percentage of English Learner students scoring proficient or above on the 2013 CST was 23.1%.</li><li>• The percentage of Low SES students scoring proficient or above on the 2013 CST was 33.1%</li></ul> Mathematics <ul style="list-style-type: none"><li>• The percentage of all students proficient or above on the 2013 CST was 43.2%</li><li>• The percentage of white students proficient or above on the 2013 CST was 53.4%</li><li>• The percentage of African American students proficient or above on the 2013 CST was 23.1%</li><li>• The percentage of Hispanic students scoring proficient or above in mathematics on the 2013 CST was 37%</li><li>• The percentage of English Learner students scoring proficient or above in mathematics on the 2013 CST was 37.9%</li><li>• The percentage of Low SES students scoring proficient or above in mathematics on the 2013 CST was 39.3%</li></ul>
<b>Findings from the Analysis of this Data:</b>
Three year trend analysis for both English language arts and mathematics demonstrates a consistent decline for all students and as described earlier, a persistent achievement gap for targeted sub-groups. English language learners in particular demonstrate significantly lower levels of proficiency in English language arts with only 23.1% proficient or advanced as compared with white students at 48.1% proficient or advanced. This supports personalization of instruction through a blend of whole and small group configurations particularly in the areas of literacy development and support effective instructional strategies identified in Cambourne's work around the Conditions of Learning Theory which include: immersion, demonstration, engagement, expectations, responsibility, employment, approximation, and response to support the student discovery of learning. These strategies will also support the integration of CCSS and English Language Development Standards.

**Related Objective and how it will be Measured:**

All students will develop and apply 21st century skills integrated through problem solving, critical and creative thinking, collaboration, scientific inquiry, and the application of technology.

By 2015, we will increase the number of students who are performing at or above proficiency in ELA and Math by 40%

In an effort to address the achievement gap, by 2015 the number of students in our target groups will have achieved proficiency at a rate that is 20% greater than the general population.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 1. Ensure that all students are working in a blend of whole and small group configurations as well as independently to increase achievement with the Common Core State Standards (CCSS)	Beg. Fall 2013	Teachers, support staff, and administrators.	Provide supplemental books and materials to support Instructional configurations (i.e., whole, small, or independent)	4000-4999: Books And Supplies	Title I Part A: Site Allocation	30,000
			Provide support for grade level assessment plans to differentiate instructional delivery to diverse learners	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	13825
			Provide release time for assessments to teachers to plan and develop lessons to differentiate instruction to diverse learners	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	5000
			Release time for goal setting, for students based on valid and reliable assessment to address diverse learners, will be provided to teachers.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2000

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide professional development to build staff expertise with developing effective instructional strategies to differentiate in whole or small group configurations as well as to support students' increased confidence and competence with independent work	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2000
			Provide supplemental books and materials to support Instructional configurations (i.e., whole, small, or independent) for EL students	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	2331
			Teachers have time to collaborate and make decisions grounded and informed by valid and reliable assessment practices, planning to differentiate instructional delivery	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2000

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Tools and resources for teachers will be purchases to address the diverse learners needs, decisions are grounded and informed by valid and reliable assessment practices and regularly receive descriptive feedback on their growth and progress toward those goals and the CCSS	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	1620
			Content coaches, special education staff, ELL staff, Title 1 staff, and administration work alongside and in support of classroom teachers (ELIS position)	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	84860
			Content coaches, special education staff, ELL staff, Title 1 staff, and administration work alongside and in support of classroom teachers (Instructional Coach)	2000-2999: Classified Personnel Salaries	Title I Part A: Centralized Services	58599
			Content coaches, special education staff, ELL staff, Title 1 staff, and administration work alongside and in support of classroom teachers	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	48100

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Content coaches, special education staff, ELL staff, Title 1 staff, and administration work alongside and in support of classroom teachers	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	15519
			Content coaches, special education staff, ELL staff, Title 1 staff, and administration work alongside and in support of classroom teachers (coach)	1000-1999: Certificated Personnel Salaries	Title I Part A: Centralized Services	45752
					Local Control Funding Formula (LCFF)	18910.
					Local Control Funding Formula (LCFF)	19480
1.2 2. Ensure all students receive balanced instruction designed to support their growth to proficient or advanced achievement of the Common Core State Standards (CCSS)	2013-2015	Teachers, support staff, and administrators.	Provide balanced instruction emphasizing the integration of reading, writing, speaking, and listening into all content areas as presents in the CCSS for students with diverse learning needs	4000-4999: Books And Supplies	Title I Part A: Site Allocation	14000
			Scaffold instruction to teach critical thinking and problem solving in all content areas	4000-4999: Books And Supplies	Other	

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide Professional development to build staff expertise with developing effective instructional strategies for integrating reading, writing, speaking, listening, and critical thinking skills into all content areas in support of CCSS	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	2000
			Title I teacher to reduce classsize to support the students with diverse needs and impact academic achievement	1000-1999: Certificated Personnel Salaries	Title I Part A: Centralized Services	51762

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: 21st Century Skill Development aligned to Common Core</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #2:</b>
We will expand and strengthen the integration of science, technology , and 21st Century skills throughout our curriculum

**Data Used to Form this Tactic:**

## Mathematics

- The percentage of all students proficient or above on the 2013 CST was 43.2%
- The percentage of white students proficient or above on the 2013 CST was 53.4%
- The percentage of African American students proficient or above on the 2013 CST was 23.1%
- The percentage of Hispanic students scoring proficient or above in mathematics on the 2013 CST was 37%
- The percentage of English Learner students scoring proficient or above in mathematics on the 2013 CST was 37.9%
- The percentage of Low SES students scoring proficient or above in mathematics on the 2013 CST was 39.3%

## Science

- The percentage of all 5th grade students proficient or above on the 2011-12 CST was 45.2% this decreased to 35% on the 2013 CST
- The percentage of all 8th grade students proficient or above on the 2011-12 CST was 51.3% this decreased to 48.2% on the 2013 CST
  
- The percentage of 5th grade Hispanic students proficient or above on the 2011-12 CST was 30%, this decreased to 28.2% on the 2013 CST
- The percentage of 8th grade Hispanic students scoring proficient or above in science on the 2011-12 CST was 50% this decreased to 31.8% pm the 2013 CST
  
- The percentage of 5th grade English Learner students scoring proficient or above in science on the 2011-12 CST was 6.67%, not English learners were proficient or advanced in science on the 2013 CST, additionally no 8th grade English learners were proficient or advanced in science in either 2012 or 2013
- The percentage of 5th grade Low SES students scoring proficient or above in science on the 2011-12 CST was 39.6% decreasing to 28.8% on the 2013 CST
- The percentage of 8th grade Low SES students scoring proficient or above in science on the 2011-12 CST was 48.5% decreasing to 38.6% on the 2013 CST

## Critical Thinking and Problem Solving

66.7% of teachers surveyed felt that their students had improved their ability to solve complex problems, 60% felt students had improved their use of technology to find information and solve problems and 70.6% indicated student had improved their ability at working with other students on problems or projects. Students were not surveyed in 2013 but will be included in 2014 to support monitoring of this tactic.

**Findings from the Analysis of this Data:**

Trend analysis of this data demonstrates a decrease in levels of proficiency in both mathematics and science for students at all levels. Of particular concern is the low proficiency levels in science for English learners. This indicates a need to identify and implement instructional strategies that expand and enrich science instruction to better meet the needs of all students as well as English learners. Additionally, a focus on engineering concepts support implementation of Next Generation Science Standards, and development of college and career readiness skills particularly for 7th and 8th grade students.

**Related Objective and how it will be Measured:**

All students will develop and apply 21st Century skills integrated through problem solving, critical and creative thinking, collaboration, scientific inquiry, and the application of technology

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 1. Expand and enrich science curriculum and instruction in connection with Next Gen Science Standards and the Common Core State Standards (CCSS)	2013-2015	Teachers, Support Staff, and Administrators	Research and pilot science enrichment programs to support science instruction	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	1000
			Research and pilot engineering units for kindergarten and continue to support engineering units for 1st - 8th curriculum aligned to the CCSS	4000-4999: Books And Supplies	Other	1000
			monitor and upgrade science materials as needed	4000-4999: Books And Supplies	Other	500
			Implement a system of on-going training and curricular support aligning to the CCSS for all staff	1000-1999: Certificated Personnel Salaries	Other	
			Monitor and upgrade science materials as needed	4000-4999: Books And Supplies	Title I Part A: Site Allocation	3899
2.2 2. Implement and integrate the use of technology throughout all grade spans and across all subject areas to increase instructional effectiveness	2013-2015	Teachers, Support Staff, and Administrators	Provide on site IT support	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	25546
			Establish and maintain up-to-date (research based) technology hardware standards for each grade level	4000-4999: Books And Supplies	Title I Part A: Site Allocation	9520
			Implement the ISTE NETS and Common Core technology standards across all grade levels	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Site Allocation	2000

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
			Provide professional development and support for technology integration, including hardware and software support through various methods (Coaching, Vanguard, Multimedia Users Group (MMUG), online, etc.)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Site Allocation	5000	
			Provide materials and supplies to support technology- apps and software included for EL students.	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	5000	
			Provide professional development and support for technology integration, including hardware and software support through various methods (Coaching, Vanguard, Multimedia Users Group (MMUG), online, conferences, etc)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	6000	
2.3	3. Integrate and implement 21st century learning skills aligned to Common Core State Standards (CCSS) across and throughout all grade spans and content areas	2013-2015	Teachers, Support Staff, and Administrators	Implement the CCSS to address and assess 21st century skills	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Site Allocation	1500
			Determine focus of 21st century skills by analyzing the skills and strategies outlined in the CCSS	5800: Professional/Consulting Services And Operating Expenditures	Other		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide ongoing support and training for all staff to consistently implement 21st century skills and strategies with alignment to CCSS	1000-1999: Certificated Personnel Salaries	Other	
			Implement a comprehensive music education program to support development of mathematical understanding through the arts and 21st century skills	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	20000
			Provide integrated learning experiences with field trips and virtual field trips	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Site Allocation	12000

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Character Education and School Connectedness</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #3:</b>
We will integrate character education and service learning throughout our curriculum to help our students become contributing, responsible, and caring members of our diverse community
<b>Data Used to Form this Tactic:</b>
Data focusing on modeling positive character traits was collected from a 2013 spring staff survey. While 93% of staff indicated that the school fosters an appreciation for student diversity and respect for each other, only 5.9% of staff agreed or strongly agreed that students model cooperation at this school, 17.6% model caring, and 17.6% model respect. Parents surveyed ranked these areas slightly higher with 58.6% agreed or strongly agreed that student model respect, 67.5% model cooperation, and 61.2% felt that students model caring.
School suspension rates over the past three years are as follows: 2010-11 4.6% , 2011-12 6.6%, 2012-13 8.4%. For African American students the rates are significantly higher with the rate in 2012-13 at 14.9%
Attendance data based on the percentage of student absent for greater than 10% of the days enrolled. In 2010-11 the rate was 15.8%, in 2011-12 the rate was 13.2%, and in 2012-13 the rate was 16.9%. As with the suspension data African American students also had higher rates of absenteeism with the rate in 2012-13 at 23.9%. Conversely English learners had a much lower rate in 2012-13 at 11.4%
Relevant research on the connection between student behavior and academic achievement was also reviewed and used to inform this tactic as well as research on increased school connectedness

**Findings from the Analysis of this Data:**

School suspension rates for African American students are significantly higher than those of the school over all indicating a lack of connection to their school community. Additionally, staff survey data indicates a belief that very few students exhibit positive character traits including cooperation, caring, and respect which affects their overall perception of students, increases the likelihood of suspension, and increases behavioral problems within the classroom.

In a meta analysis of school based behavioral interventions researchers identified SEL as the process of acquiring core competencies to managing emotions, set and achieve positive goals appreciate the perspectives of other, maintain positive relationships, and handle interpersonal situations constructively. These competencies then form the foundation for better adjustment and academic performance. The results of the analysis demonstrated significant positive effects of targeted social-emotional competencies including improved attitudes about self, other, and school as well as increases in prosocial behaviors and improved academic performance on achievement tests and grades. (Durlack, J, Weissberg, R, Dymnick and Taylor, Schellinger K (2011) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School Based Universal Interventions). This research further supports the need and structure of targeted interventions in the area of character development and conflict mediation as detailed in this tactic.

Scholarly interest in school connectedness has exploded in the past decade, with results demonstrating its strong relationship to a variety of positive outcomes for youth. In fact, connected youth are more satisfied with school and attend school more regularly (Klem & Connell, 2004; Zullig, Huebner, & Patton, 2011). Connected youth also report experiencing higher quality peer relationships; they believe that their friendships at school are positive, supportive, and low in conflict (Loukas, Suzuki, & Horton, 2006). (California Department of Education, Safe and Supportive Schools What Works Brief #4). The What Works brief identify several research based strategies to increase school connectedness and support positive behavioral interventions, these include:

- Connecting academic goals to personal interests
- Supporting extracurricular activities aligned to student interests
- Implementation of student-selected project-based assignments (service learning)
- Providing clear, consistent and fair rules and expectations

**Related Objective and how it will be Measured:**

All students will develop and consistently demonstrate character traits necessary to become contributing, responsible, and caring members of our diverse community as measured by attendance rates, suspension and expulsion data, classroom referrals, and California Health Kids Survey data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
3.1 1. Integrate character education throughout the curriculum in our diverse school community	2013-2015	Teachers, Support Staff, and Administrators	Train staff in Second Step program	5800: Professional/Consulting Services And Operating Expenditures	Other	1130	
			Purchase grades 6-8 Second Step program and any missing parts for K-5	4000-4999: Books And Supplies	Title I Part A: Site Allocation	1370	
			Implement "Word of the Month" program to support character development including:	4000-4999: Books And Supplies	Other	500	
			"Word of the Month" list for all staff to including in newsletters and spelling lists				
			Add "Word of the Month" to school marquee and morning announcements				
			Create an office bulletin board dedicated to "Word of the Month"				
			Integrate "Word of the Month" and Second Step lessons across curriculum through student discourse, incentives, physical education activities etc.	4000-4999: Books And Supplies			

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Send home "Family Take Home" letters from Second Step program in student's primary language	4000-4999: Books And Supplies	Title I Part A: Site Allocation	200
			Implement Multi-cultural Open House that celebrates our diverse community and creates a shared understanding and acceptance of differences	4000-4999: Books And Supplies	Other	500
3.2 2. Create and implement a service learning project for each grade level based on their character education lessons	2013-2015	Teachers, Support Staff, and Administrators	Provide resources to support service learning projects	4000-4999: Books And Supplies	Other	1000
			Discuss and receive input from students on service learning projects of interest to them and their community			
			Identify, as a grade level team, service learning projects that can be completed in one year or less			
			Identify two student council projects that benefit the school community	4000-4999: Books And Supplies	Other	500
			Implement grade level and student council service learning projects using classroom, school or community resources	4000-4999: Books And Supplies	Other	500

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
3.3 3. Develop and implement a tiered system of interventions and supports that increase student connectedness and engagement	2013-2015	Teachers, Support Staff, and Administrators	Provide Staff Support to coordinate activities associated with increasing school connectedness including Second Step and Service Learning	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	23000	
			Recognize students for positive behaviors and interactions that support cooperation, caring, and respect	4000-4999: Books And Supplies	Title I Part A: Site Allocation	2000	
			Provide opportunities for engagement in extracurricular activities before school, after school, and during lunch	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	23000	
			Connect academic goals and curriculum to personal interests of students through effective goal setting				
			Use cooperative learning strategies to facilitate interdependence and connectedness between students in class				
			Set high academic standards for all students and support access to core curriculum				

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Parent Engagement</b>
<b>District Strategy:</b>
Strategy 7: We will actively engage families as valued partners in the education process.
<b>Tactic #4:</b>
Through clear and effective communication we will actively increase the engagement of families and community members as valued partners in our students' education
<b>Data Used to Form this Tactic:</b>
Attendance data for Kingswood students who were absent greater than 10% of the days enrolled demonstrates an increase from a rate in 2010-11 of 15.8% to 16.9% in 2012-13. This increase is also true for African American Students 2012-11 rate 19.4% 2012-13 rate 23.9% and Hispanic students 2010-11 rate 8.1% 2012-13 rate 14.9%.
Review of relevant research on parent engagement and capacity building to support improved home school partnerships
<b>Findings from the Analysis of this Data:</b>
Trend analysis of attendance data demonstrates areas of concern for all students as well as African American and Hispanic students as we have continued to see increases in the percentage of students from each group who are absent for more than 10% of the days enrolled. This has significant implications for academic achievement but can also be seen as an indicator of a lack of connection to the school by parents.
Research reviewed about parent engagement included the California Department of Education's Family Engagement Framework. The Framework provides information on several research based school initiated activities that are designed to build capacity and increase access and equity. These include: providing training for parents and families on curricular and budgetary decision making, working with families as partners to improve student achievement, creating a welcoming environment including a parent center, assisting families with access to resources, promoting effective two-way communication with families, assist families to create home conditions to support academic achievement, and keeping families informed on student program and maintain regular communication.
<b>Related Objective and how it will be Measured:</b>
Decrease in the percentage of students, particularly African American and Hispanic students, who are absent for greater the 10% of the days enrolled.
By 2015, we will increase the number of students who are performing at or above proficiency in ELA and Math by 40%
In an effort to address the achievement gap, by 2015 the number of students in our target groups will have achieved proficiency at a rate that is 20% greater than the general population.
Increased in

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 1. Expand opportunities and community partnerships to work directly with targeted students and their families through the use of Citrus Heights Children and Youth Center (Sayonara Center), Kingswood's Parent Resource Center, and community volunteers to support student achievement	2013-2015	Teachers, Support Staff, and Administrators	Provide continued support to Kingswood's Parent Resource Center Continue communication and support of Sayonara Center activities to align tutoring activities to regular school day Identify additional business and community partners to support volunteer opportunities and classroom needs at Kingswood	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3000
4.2 2. Actively promote Parent involvement and foster support for family and school connectedness to impact student achievement	2013-2015	Teachers, Support Staff and Administrator	Implement parent involvement activities to increase engagement and home school connection Employ a parent liaison's to oversee parent involvement activities Continue implementation of home visitation - staff Continue implementation of home visitation - materials and supplies to support meetings and visitation materials	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Part A: Parent Involvement Title I Part A: Site Allocation Title I Part A: Site Allocation Title I Part A: Site Allocation	3711 2030 7000 500

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	133960	0.00
Title I Part A: Parent Involvement	6,711	0.00
Title I Part A: Professional Development (PI Schools)	27,825	0.00
Title I Part A: Site Allocation	250,425	0.00
Title I Part A: Centralized Services	156113	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	133,960.00
Other	5,630.00
Title I Part A: Centralized Services	156,113.00
Title I Part A: Parent Involvement	6,711.00
Title I Part A: Professional Development (PI Schools)	27,825.00
Title I Part A: Site Allocation	250,425.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)		19,480.00
Local Control Funding Formula (LCFF)		18,910.00
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	15,519.00
Title I Part A: Centralized Services	1000-1999: Certificated Personnel Salaries	97,514.00
Title I Part A: Professional Development (PI Schools)	1000-1999: Certificated Personnel Salaries	8,000.00
Title I Part A: Site Allocation	1000-1999: Certificated Personnel Salaries	140,860.00
Local Control Funding Formula (LCFF)	2000-2999: Classified Personnel Salaries	71,100.00
Title I Part A: Centralized Services	2000-2999: Classified Personnel Salaries	58,599.00
Title I Part A: Site Allocation	2000-2999: Classified Personnel Salaries	27,576.00
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	8,951.00
Other	4000-4999: Books And Supplies	4,500.00
Title I Part A: Parent Involvement	4000-4999: Books And Supplies	6,711.00
Title I Part A: Site Allocation	4000-4999: Books And Supplies	61,489.00
Title I Part A: Professional Development (PI Schools)	5000-5999: Services And Other Operating Expenditures	6,000.00
Title I Part A: Site Allocation	5000-5999: Services And Other Operating Expenditures	5,000.00
Other	5800: Professional/Consulting Services And Operating	1,130.00
Title I Part A: Professional Development (PI Schools)	5800: Professional/Consulting Services And Operating	13,825.00
Title I Part A: Site Allocation	5800: Professional/Consulting Services And Operating	15,500.00

## 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
Alicia Lawson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leanne Louch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robin Emmond	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Calvillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Swift	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Hughes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Magdalena Golden- Bickham (Chair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reham Nawar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vacancy: Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacancy: Classroom Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

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 expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee
  - English Learner Advisory Committee
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 10/15/2013.

Attested:

Alicia Ausara

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Magdalena Golden-Bickham

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Kingswood Elementary School's Parent Compact

Kingswood PreK-8 School  
Focused on Science and Technology  
Parent- School Compact 2013-2014

Kingswood staff and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. We recognize the importance of ongoing communication between parents and teachers throughout the year and yearly at parent conferences. (20 U.S.C. §6318 (d) (2))

This school-parent compact is jointly developed with and distributed to parents of Title I students and it is in effect during school year 2013-2014.

### THE TEACHER PLEDGE

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree provide high-quality curriculum and instructions by doing the following (20 U.S.C. §6318 (d)(1).)

- I will teach all the necessary concepts to each child before regular homework is assigned.
- I will strive to be aware of the individual needs of each child.
- I will provide feedback to both students and parents on a regular basis.
- I will provide a supportive and effective learning environment that enables students to meet state standards.
- I will treat each child with respect and dignity.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### THE STUDENT PLEDGE

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parent(s) and teacher(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will return completed homework on time.
- I will return corrected work to my parent(s).
- I will arrive at school on time every day unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.

Student' Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### THE PARENT PLEDGE

I realize that my child's education is very important, and I understand that my participation in my child's education will help his or her achievement and motivation to succeed. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a quiet place for my child to study.
- I will encourage my child to complete his/her homework.
- I will make sure my child gets an adequate night's sleep.
- I will see to it that my child arrives at school on time each day.
- I will spend at least 15 minutes per day reading with my child.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_