

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901**

(subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Local Educational Agency (LEA): Kings River Union Elementary School District
County/District Code: 54-71969
Dates of Plan Duration: 6/2016 - 6/2021
(should be five - year plan)
Date of Local Governing Board Approval: 6/13/2016

LEA Information:

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Sherry Martin/Chairperson June 13, 2016 _____
Printed or typed name of Superintendent Date Signature of Superintendent

Dan Waldner June 13, 2016 _____
Printed or typed name of Board President Date Signature of Board President

**Single School District Plan
Kings River Union Elementary School District**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.
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.
3. By 2005 - 2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug - free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards - aligned instructional materials
- standards - based professional development
- standards - aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest - performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the SPSA, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school - level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school - level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California Education Code (EC) requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California Education Code as follows:

The school site council 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 students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state - level oversight is accomplished in part by conducting on - site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state - funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. **The Plan should be periodically reviewed and updated as needed, but at least once each year.**

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct - funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under - performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct - funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance: Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports - <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self - assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school - level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district - level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school - wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for SSD Plan Development

SSD Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

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

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

State Programs Checklist

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

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

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	381,877	327,763	
Title I, Part B Even Start	N/A			
Title I, Part C Migrant Education	N/A			
Title I, Part D Neglected/Delinquent	N/A			
Title II Part A, Subpart 2 Improving Teacher Quality	54,000	68,074	30,000	
Title II, Part D Enhancing Education Through Technology	N/A			
Title III Limited English Proficient	0	24,068	23,068	
Title III Immigrants	N/A			
Title IV, Part A Safe and Drug-Free Schools	N/A			
Title V, Part A Innovative Programs - Parental Choice	N/A			
Adult Education	N/A			
Career Technical Education	N/A			
McKinney - Vento Homeless Education	N/A			
IDEA, Special Education	N/A			
21st Century Community Learning Centers	N/A			
Other (describe)				
Total	54,000	474,019	380,831	

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education	N/A			
EIA - Limited English Proficient	N/A			
School & Library Improvement Block Grant	N/A			
After School Education and Safety Program	N/A			
Child Development Programs	N/A			
Educational Equity	N/A			
Gifted and Talented Education	N/A			
Tobacco Use Prevention Education	N/A			
High Priority Schools Grant Program	N/A			
School Safety and Violence Prevention Act	N/A			
Tenth Grade Counseling	N/A			
Healthy Start	N/A			
Dropout Prevention and Recovery Act	N/A			
English Language Acquisition Program	N/A			
Community Based English Tutoring	N/A			
Other (describe)				

Part II

The Plan

Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district - level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make - up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

School Vision and Mission

MISSION STATEMENT

Kings River Union Elementary School District exists to empower all students to achieve their highest potential to become responsible, productive members of society through the highest standards of education.

VISION STATEMENT

The Kings River Union Elementary School District, by providing a safe and healthy learning environment, is committed to developing each student's academic and interpersonal skills to their full potential. The entire organization is dynamically engaged in learning while modeling behavior worthy of emulation. There is a climate of student and organizational excellence evidenced by mutual respect, civility, positive attitude, leadership, character and academic achievement.

This climate encourages students to demonstrate the ability to think creatively; to make decisions; to solve problems; to know how to acquire, organize and learn new information. Students learn in a rigorous yet nurturing environment with expectations clearly communicated. Differentiated support is provided so all students can meet those expectations. A variety of opportunities including athletics, school-wide character program, performing arts, and content enrichment are available to meet the learning needs and interests of all students.

The Kings River staff views learning as the fundamental purpose of our school. All teachers use effective research-based instructional strategies in collaboratively planning rigorous and engaging learning experiences for their students based on frequent monitoring of assessment data.

Strong effective site leadership demonstrates excellence and is committed to continuous improvement and accountability for all staff members. Collaborative Leadership Teams support the Superintendent and the Governing Board in providing the best opportunities for student learning. The Kings River Union School District budget supports the district's vision and goals.

Kings River School's parents and community are actively involved in every aspect of our school. Our community is our partner and a valued resource for students and teachers. The educational program at Kings River Union Elementary School District is highly regarded by graduates, families, community members and professional educators. Kings River School is a model for others to visit and from which others will learn.

School Profile

The Kings River Elementary School District is a single-site district located about six miles east of Kingsburg that serves approximately 450 students. It is nestled in some of the valley's prime farm land. This district serves students from transitional kindergarten through eighth grade. 93% of the Kings River students qualify for Free & Reduced Lunch Program. 60% of our student population is English Learners. The majority of the Kings River parents have fewer than 12 years of schooling. Most are native Spanish speakers and come from an impoverished background therefore; their resources or ability to assist their children with their schoolwork may be limited.

All Kings River School teachers are highly qualified, NCLB credentialed for the classroom, although this is not longer a requirement under the new Every Student Succeeding Act. Presently, we have twenty teachers serving the TK-8 students, a music teacher, 4 part-time Intervention teachers, and a part-time English Learner Facilitator. Our school is guided by a Superintendent/Principal and a Vice Principal. Kings River School exceeds the state requirement of annual instructional minutes provided to students at each grade level K-8. Currently class sizes range from 20 to 28 students.

The Kings River School District recognizes the need for quality education of our students in order for them to be competitive in a global society. Our school is committed to student academic improvement with specific goals for learning and alignment of resources. The taught curriculum is based on grade level specific California Common Core State Standards and all grade levels are fully implementing these standards in English Language Arts, English Language Development, and Mathematics. We are currently receiving professional development on the Next Generation Science Standards and are putting a timeline in place for full implementation of the Next Generation Science Standards. We are currently engaging our 5th - 8th grade teachers in professional development in this area.

Kings River School is in year five+ of Program Improvement, frozen in this position during the transition to a new state and federal accountability systems. Based on the data analysis, a K-3 Response to Intervention program was developed and has been implemented for the last two years to meet the needs of all students in Reading/Language Arts. Additionally, the 4-8 students needing intensive instructional support in Reading/Language Arts have received targeted reading and math intervention and support.

Teacher evaluation is conducted per district specifications. Probationary teachers are evaluated bi-annually and tenured teachers have scheduled evaluations once every two years. Administrators have regularly scheduled classroom visits and observations and provide constructive feedback to teachers. Professional development is offered each month at scheduled staff meetings and through requested or prescribed off campus clinics and workshops that enhance teacher skills and standards based student curriculum instruction. The professional development focus at Kings River has been on building teachers' foundational knowledge of the Common Core State Standards, as well as, instructional strategies and pedagogy. Teachers are encouraged to work collaboratively with their grade level and in curriculum based teams and regularly review common data.

All students receive current standards-based textbooks and instructional materials related to their grade level and placement analysis. Textbooks are reviewed regularly and recommendations are made for replacement of damaged and out-of-date texts and curriculum materials. New curriculum materials are rigorously reviewed for scientifically research-based design and as sources of best practices for student learning. Kings River Union currently has an English Language Arts/English Language Development adoption team in place to review and select this curriculum for use at Kings River in the future.

- Kings River receives several direct support services from outside agencies. Tulare County Office of Education Special Education Services assigns a school psychologist one day per week, a speech pathologist one day a week, and a full time on site special education teacher. In addition, two part-time instructional aides are funded by the Tulare County Special Education program to further support our students on an Individualized Education Plan. The school psychologist is available for all RSP and regular education students. Kings River Union has also contracted with Tulare County Office of Education for additional supports for our students in the following ways. We have increased the school psychologist time on our campus by paying for an additional 2 days a week with Supplemental and Concentration funding. Our students and families have access to a licensed clinical social worker one day a week for support; this is also funded through the Local Control Accountability Plan supplemental and Concentration dollars. Finally, a licensed vocational nurse was added to provide services to our students and this is funded through Title I. All of these supports have made a positive difference in the lives of our students.

The safety of school facilities is constantly monitored by site administration. Staff and student safety concerns are immediately documented and addressed in an appropriate manner. Site and district administration have completed a walk through to assess cleanliness and adequacy of Kings River's physical plant. Administration continues to work together with the district maintenance department to address health and safety concerns. The facility needs are addressed and maintained through routine upgrades of items like air conditioning, paint, and carpet.

Our school/district supports the teaching and incorporates the use of the Character Counts program and the Positive Behavior Intervention and Supports program. We are in our second full year of implementation and the effects can be seen in many aspects of our daily school life. Both programs emphasize character traits that support and enhance positive character development at school and in the community.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high - quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low - achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom - based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Kings River Union follows all state and federal requirements for assessing students. All English Learner students participate in the initial or annual California English Language Development Test in the fall of each school year. All third through eighth grade students participate in the California Assessment of Student Performance and Progress in English Language Arts and Mathematics. In addition, the fifth and eighth grade students participate in the California Standards Test for Science.

Kings River Union also administers a variety of local assessments for diagnostic and instructional purposes. All transitional kindergarten through third grade students are assessed three times per year utilizing the Developmental Reading Assessment. Every grade administers chapter and benchmark assessments in Mathematics. Our fourth through Eighth grade students reading levels are assessed and monitored using the STAR reading and math assessments.

All of this information is used to obtain the most accurate picture of students' proficiency levels and then used to create groups for intervention and additional supports.

Performance Goal 1A:

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

<p>School Goal 1A: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <ul style="list-style-type: none"> Kings River School did not meet the Safe Harbor goal for the 2013 year. 44.4% of all students in grades 2nd – 8th were proficient in English Language Arts. Kings River School will remain in program improvement year 5+ with the suspension of the California State Test STAR for 2014. <p>Kings River Union students in grades 3rd - 8th took the California Assessment of Student Performance and Progress for the first time in the spring of 2015.</p> <p>The overall percent of students that met or exceeded the standards in English Language Arts was 26%. Overall student performance will increase from 26% to 29% in 2016.</p>	
<p>Student groups and grade levels to participate in this goal: Grade Levels: 3-8</p> <ul style="list-style-type: none"> Socio-economically Disadvantaged (SED) Hispanic/Latino English Learners (EL) * White 	<p>Anticipated annual performance growth for each group: The percentage of students at Kings River School scoring met or exceeded standard on the California Assessment of Student Performance and Progress will increase:</p> <ul style="list-style-type: none"> SED –from 24% to 27% Hispanic/Latino – from 23% to 26% EL – from 4% to 7% * White - from 59% to 62%
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Grade level/Dept. and teacher data conferences with principal and vice principal Grade level data meetings Classroom observations SSC data reviews DSLIT – Instructional Rounds visits and data reviews 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> District Benchmark Assessments District Writing Assessments Reading assessments Daily student performance data and student work CELDT Renaissance STAR test

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>R 1.1 The District instructional/assessment pacing guides are in daily use to guide full implementation of the locally adopted standards aligned RLA/ELD and intensive intervention programs by grade level and/or program level.</p> <ul style="list-style-type: none"> • Houghton Mifflin, Medallion for K-6, * Locally Developed Units of Study • McDougal Littell for Seventh and Eighth grade, • Academic Vocabulary Toolkit * English 3D • Read Naturally Live & Imagine Learning for Grade 5-8 intensive intervention programs * Guided Reading Intervention for Grades TK - 4. 	<p>Teachers</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist On-going</p>	<p>Subs</p> <p>Extra hours</p>	<p>\$30,000.00</p>	<p>Title II</p>
<p>R 1.2 Instructional/Assessment pacing guides have been revised and continue to be monitored to insure full implementation of the Common Core State Standards:</p> <ul style="list-style-type: none"> • Are based on adopted instructional materials and supplementary resources • Clearly describe the breadth and depth of content to be taught 	<p>All Teachers of R/LA On-going</p>	<p>TCOE consultants</p> <p>Subs</p> <p>Extra hours</p>	<p>\$30,000.00</p> <p>\$17,000.00</p> <p>\$30,000.00</p>	<p>Title I</p> <p>Title II</p> <p>Title II</p>
<p>R 1.3 District benchmark assessments have been revised to align to the locally adopted standards-aligned instructional materials and to the CCSS instructional/assessment pacing guides. Illuminate will be used to score and analyze all state and local assessment data.</p>	<p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist</p> <p>All Teachers of R/LA 7/2016 - 6/2021</p>	<p>Develop benchmarks</p> <p>Input into Illuminate</p> <p>Illuminate</p>	<p>See R 1.2</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 1.4 All Response to Intervention teachers use locally adopted, research based, materials to provide intensified instruction on identified key standards ensuring:</p> <ul style="list-style-type: none"> • An alignment to the grade-level RLA/ELD content being taught • Time to address specific skill needs of students as identified through assessment data 	<p>Rtl Teachers of R/LA</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist Ongoing</p>	<p>Rtl teachers</p>	<p>\$138,000.00</p>	<p>Title I</p>
<p>R 1.5 During teacher collaboration, data analysis of common assessments informs instructional planning and decision-making. Following each common district assessment teachers will meet across grade levels to adjust pacing guides and plan instruction including small group instruction supported by instructional assistants.</p>	<p>Accountability & Assessment Coordinator</p> <p>English Learner/Intervention Specialist</p> <p>All Teachers of R/LA</p> <p>Instr. Assistants Ongoing</p>	<p>Instr. Assistants</p>	<p>5 Aides \$64,110.00 LCAP</p> <p>2 Aides – TCOE \$44,000.00</p>	<p>LCAP/TCOE</p>
<p>R 1.6 All teachers input their lesson plans and core curriculum maps into Ed Caliber. This tool enables us to systematically across all grades and all content areas to track all standards that have been taught and to insure true coverage across all content areas.</p>	<p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist</p> <p>All Teachers of R/LA</p> <p>Administration 7/2016 - 6/2021</p>	<p>Ed Caliber</p>	<p>\$6,000.00</p>	<p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>R 2.1 All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally adopted basic core instructional program materials in RLA/ELD.</p> <p>R 2.2 The locally adopted basic core instructional program materials and intervention materials (HM, ML, including ELD and Read Naturally Live) are implemented as designed to support the needs of all students.</p> <p>R 2.3 At all levels, teachers use the basic core program ancillary materials (including intensive vocabulary instructional support in K-3; and reading intervention kits in grades TK-3) for universal access/differentiated instruction to meet the needs of students including strategic learners, ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.</p> <p>R 2.4 Some SWDs receive special modifications and/or accommodations of curriculum or instruction as specified in their IEP to enable them to participate successfully in a basic core classroom.</p>	<p>Supt/Principal or designee 7/2016 - 6/2021</p> <p>R/LA Teachers Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p> <p>R/LA Teachers Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p> <p>RSP Teacher R/LA Teachers 7/2016 - 6/2021</p>	<p>Core Materials</p> <p>Core Materials</p> <p>Materials</p>	<p>\$80,000.00</p> <p>See R 2.1</p> <p>See R 2.1</p>	<p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 2.5 All EL's are provided with locally adopted English Language Development (ELD) materials which are implemented as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> • K-5: Academic Vocabulary Development • 6-8: Academic Vocabulary Toolkit & English 3D 	<p>All teachers of ELs</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist 7/2016 - 6/2021</p>	<p>ELD Materials</p>	<p>\$25,000.00</p>	<p>LCAP</p>
<p>R 2.6 Students are appropriately placed into ELD using California English Language Development Test (CELDT) and other available English proficiency measures. Students receive differentiated instruction based on their language proficiency level. The groups are modified as needed.</p>	<p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>Testing Materials</p>	<p>\$1,000.00</p>	<p>LCFF Base</p>
<p>R 2.7 All students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level, are provided instruction using the locally adopted intensive intervention materials (Read Naturally Live & Imagine Learning) that provide accelerated instruction at the students' assessed level of need.</p>	<p>Principal</p> <p>Rtl Teachers 7/2016 - 6/2021</p>	<p>Rtl Teachers</p>	<p>See R 1.4</p>	<p>Title I</p>
<p>R 2.8 Students who reenter the core program at their appropriate grade level may be provided additional strategic support based upon their individual needs. This may take place in small group instructional groups.</p>	<p>Teachers</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>N/A</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 2.9 A systematic textbook adoption process is in place and aligned to SBE adoption schedule and resource allocations.</p> <p>R 2.10 Kings River has sufficient locally adopted core and intervention materials in reading/language arts, mathematics, history/social studies and science.</p>	<p>Supt/Principal Vice Principal Teachers Accountability & Assessment Coordinator English Learner /Intervention Specialist 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p>	<p>N/A</p> <p>Core Materials Rtl Materials</p>	<p>See R2.1 \$20,500.00</p>	<p>Title I Title I</p>
<p>3. Extended learning time: R 3.1The Kings River School schedule allocates for all RLA/ELD basic core classrooms adequate instructional time as follow:</p> <ul style="list-style-type: none"> • K: 60 minutes • Grades 1-3: 2.5 hours • Grades 4-5: 2.0 hours • Grades six through eight: 1.0 and up to 2.0 hours (or up to two periods) 	<p>Supt/Principal Accountability & Assessment Coordinator Teachers 7/2016 - 6/2021</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R3.2 All teachers use this time, which is given priority and protected from interruptions, efficiently with smooth transitions and bell to bell instruction.</p>	<p>Supt/ Principal</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist</p> <p>Teachers 7/2016 - 6/2021</p>			
<p>R 3.3 The school's instructional schedule allocates sufficient additional time (not less than 30 minutes daily) to support identified strategic students (no more than two years below grade level), including ELs, SWDs, and students with learning difficulties. This time, which is given priority and protected from interruptions, is used effectively and does not replace the additional 30 minutes of ELD to build students language proficiency.</p>	<p>Supt/ Principal</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist 7/2016 - 6/2021</p>			
<p>R 3.4 Students needing specific strategic support participate in the RtI program. During structured support time, teachers design instruction to provide extra support for struggling readers and ELs using locally adopted materials. The groups are evaluated and adjusted as needed.</p>	<p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist</p> <p>RtI Teachers 7/2016 - 6/2021</p>	<p>Material</p> <p>RtI Teachers</p>	<p>See R 2.7</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 3.5 Kings River Elementary uses its' Language Arts placement guide which identifies assessments and placement criteria to determine the instructional needs/programs of strategic students and the intensity of support offered to these students. Assessments include CAASPP, CELDT, Results, District Benchmarks, District Writing Assessments, Developmental Reading Assessment, Renaissance STAR Assessments, and others the staff may find useful.</p>	<p>Vice Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016 - 6/2021</p>			
<p>R 3.6 Instructional time in RLA beyond the school day is provided when teachers are available. This includes times such as; before and after school and is based on student need.</p>	<p>Vice Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers Sept. thru May annually</p>	<p>Teachers' Tutoring Hours</p>	<p>\$30,000.00</p>	<p>LCAP</p>
<p>R 3.7 Kings River's schedule allocates a minimum of 30 minutes daily ELD instructional time for all identified ELs, including students identified as SWDs. These ELD instructional minutes are in addition to instructional time in the basic core program, are given priority and protected from interruptions.</p>	<p>Supt/ Principal Teachers Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 3.8The school's schedule allocates 2.0 hours of time for students in grades 4 and 5 and 2 periods for students in grades 6-8 identified as needing intensive intervention (students demonstrating proficiency in RLA two or more years below grade level) including ELs and SWDs. This is taught by highly effective teachers. This time is given priority and protected from interruptions with smooth transitions and bell to bell instruction.</p> <p>R 3.9The locally adopted RLA intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs.</p>	<p>Supt/ Principal</p> <p>Rtl teachers</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist 7/2016 - 6/2021</p> <p>Supt/ Principal</p> <p>Rtl teachers</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>Rtl Teachers</p> <p>Rtl Materials</p>	<p>See R2.7</p> <p>See R2.10</p>	
<p>4. Increased access to technology: R 4.1 The Kings River School Technology Plan will be reviewed and updated by Fall 2017 utilizing site, community resources, and technology experts such as those utilized in the creation of the original plan (Tulare County Office of Education) to include plans for continued upgrades and adequate technology to fully support the Common Core State Standards and to support 21st Century Classrooms.</p>	<p>Admin. staff and community members By December 2017</p>	<p>Technology Support Technology Hardware Technology Software Technology Infrastructure</p>	<p>\$120,000.00</p>	<p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 4.2 In order to provide access to technology as called for by the Common Core State Standards, the district will continue to decrease the computer to student ratio by purchasing additional technology that will be utilized by students in the classroom and aligns to the technology requirements of SBAC.</p> <p>R 4.3 In order to support the instruction of the Common Core standards in the classroom, teachers will continue to identify materials and professional development that support CCSS technology related standards.</p>	<p>Admin</p> <p>Supt/ Principal</p> <p>Teachers ongoing</p>	<p>Technology</p> <p>Materials</p> <p>Professional Development</p>	<p>See R 4.1</p> <p>\$15,000.00</p>	<p>LCAP</p> <p>LCAP</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>School Administrator Instructional Leadership Training</p> <p>R 5.1 The principal and vice principal participates in regular, ongoing targeted professional development to monitor and support the full implementation of the EPCs and the transition to the Common Core State Standards. Each year the principal and vice principal will identify focus areas for professional growth.</p> <ul style="list-style-type: none"> • Instructional Rounds Leadership Network • California Rural Network of Superintendents • Common Core Professional Development • 21st Century Skills <p>Highly Qualified Teachers and Teacher Professional Development</p> <p>R 5.2 All classrooms have fully credentialed, highly-qualified teachers appropriately credentialed for their assignment. No unqualified teachers will be added to the staff.</p>	<p>Supt/Principal</p> <p>Vice Principal Ongoing</p> <p>Supt/Principal 7/2016 - 6/2021</p>	<p>Conference/ Workshop Registration fees</p> <p>Travel & mileage</p> <p>Professional journals, books, videos, CDs</p> <p>TCOE Outside Evaluators</p>	<p>\$15,500.00</p>	<p>Title II LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
R 5.3 School administrators and Grade Level Teams identify, prioritize, and attend professional development activities to support the implementation of the Common Core State Standards. This includes professional development on collaboration strategies.	Supt/Principal Vice Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist Grade Level Teams On-going	Conference/ Workshop Registration fees Travel & mileage Outside consultants Professional journals, books, videos, CDs Substitute pay	See R 5.1	
R5.4 All RLA/ELD teachers and administrators are provided professional development on the current data analysis system and data-informed instruction.	Supt/Principal Vice Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers On-going	Release time Substitute Pay Registration Fees Materials	See R 1.2	Title I Title II
Instructional Assistance & Support for Teachers R 5.5 A part time Accountability & Assessment Coordinator will provide support to all teachers in data and assessment. Also, a full time English Learner/Intervention Specialist Teacher will support all teachers and ensure that all teachers are trained on research-based practices and instructional delivery through onsite professional development, demonstration lessons, classroom observations, and feedback for next steps.	Supt/Principal Accountability & Assessment Coordinator English Learner /Intervention Specialist 7/2016 - 6/2021	English Learner/Intervention Specialist	\$24,068.00	Title III

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 5.6 The Accountability & Assessment Coordinator and the English Learner/Intervention Specialist Teacher assist teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners.</p>	<p>Supt/Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>Materials</p>	<p>\$10,568.00</p>	<p>Title III</p>
<p>R 5.7 The Accountability & Assessment Coordinator and English Learner/Intervention Specialist Teacher are trained in and knowledgeable about the current standards, assessments, programs, and are provided ongoing professional development and support to assist teachers in strengthening the instructional practices in the classroom. This includes Coaches networking, training by outside experts, etc.</p>	<p>Supt/Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>Training for Facilitator</p>	<p>\$1,000.00</p>	<p>Title III</p>
<p>R 5.8 The principal structures and monitors the use and impact of coaching services on students' achievement.</p> <p>All teachers of Reading/Language Arts participate in structured opportunities to collaborate. Each team documents their collaboration and administration and TCOE consultants support the teachers during the collaboration. The discussions are centered on lesson design, research based instructional strategies, and assessment of student learning.</p>	<p>Supt/Principal 7/2016 - 6/2021</p>			
<p>R 5.9 As funds become available, additional coaching/content expert personnel will be added to the staff.</p>	<p>Anytime funds are available</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R 5.10 English Learner/Intervention Specialist Teacher will assist teachers in identifying and planning for struggling students in R/LA. They will also provide direct support to the students. These arrangements will be reviewed annually to determine program effectiveness.</p>	<p>Supt/Principal Accountability & Assessment Coordinator English Learner/ Intervention Specialist 7/2016 - 6/2021</p>	<p>Rtl Teachers</p>	<p>See R2.7</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): S1 – Parent and Community Involvement</p> <p>S 1.1 Parents of students enrolled at Kings River Elementary School are sent notification that the school has been identified for Program Improvement. The notification includes the right to school choice, paid transportation, and the right to supplemental educational services.</p> <p>S 1.2 Parents and students are encouraged to give input to district and school staff through an annual meeting and an end of year survey regarding the quality of the various services and programs offered by the school, as appropriate.</p> <p>S 1.3 An annual School Accountability Report Card (SARC) will be available in the school office and on the internet to parents and community members and includes demographic and achievement information. It is updated annually.</p> <p>S1.4 The administration will work with teachers and facilitator to design parent-friendly workshops to raise awareness of California Common Core State Standards and 21st Century learning, to show how parents can support student achievement at home.</p>	<p>Aug-Sept annually</p> <p>Vice Principal September and May, annually</p> <p>Supt/Principal annually</p> <p>Vice Principal Annually</p>	<p>Printing Postage</p> <p>Notification Meeting Expenses</p> <p>Printing and Development Costs</p> <p>Workshop expenses and materials</p>	<p>\$1,000.00</p> <p>See S1.1</p> <p>See S1.1</p> <p>\$1,000.00</p>	<p>Title I</p> <p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>S 1.5 School library hours will provide convenient access for teachers, parents and their children to obtain books. Library hours will be expanded for the convenience of parents and children as funding is available.</p>	<p>Vice Principal 7/2016 - 6/2021</p>	<p>Library Clerk Salary & Benefits</p>	<p>\$33,500.00</p>	<p>LCAP</p>
<p>S 1.6 Parents will be invited to support their children and view their work through awards assemblies/celebrations, Parent Conferences, Back-to-School Night, Open House, and other events.</p>	<p>Administration Teachers ongoing</p>	<p>Refreshments – Handouts, Celebrate AR growth and literacy achievement.</p>	<p>\$5,000.00</p>	<p>LCAP</p>
<p>S 1.7 Individual student achievement data will be reviewed and explained to parents. This will include, but not be limited to 6-8 week progress reports, Parent-Teacher Conferences, Promotion and Retention conferences, and Notification of the student's annual measurable progress. Additionally, achievement celebrations will recognize high achievers and Rising Stars.</p>	<p>Administration ongoing</p>	<p>Materials Refreshments</p>	<p>\$1,500.00</p>	<p>Lottery</p>
<p>S 1.8 Community partnerships will be developed to provide incentives and participate in student presentations of their work and learning. These will include but not be limited to; Science Fair, Living Wax Museum, Read Across America, etc.</p>	<p>Administration Teachers ongoing</p>	<p>NA</p>		
<p>S 1.9 Administration works with teachers to plan for and follow through on activities to increase parent/community education by providing learning opportunities on topics such as:</p> <ol style="list-style-type: none"> 1) Nutrition 2) Appropriate movies and TV 3) Good discipline which is both positive and appropriate 4) Gang awareness 5) Dangers of Internet Social Networking 6) Bullying 7) Available resources for parent/student help 8) Support for standards as appropriate 	<p>Administration Teachers ongoing</p>	<p>Outside speakers Hand-outs Refreshments Translation Services Child-care Printing</p>	<p>\$10,000.00</p>	<p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>S 2.1 To enhance a positive school climate, student and staff successes are recognized and celebrated. Criteria for recognition are established prior to the beginning of school annually and communicated during the first month to students, staff, and parents.</p> <p>S 2.2 A part-time psychologist provides needed services to students and their families. Kings River Union has increased these services to three days a week to better support student success.</p> <p>S2.3 Eighth grade teachers plan with high school teachers for an articulated transition for eighth grade students to Dinuba and Kingsburg High Schools.</p> <p>S2.4 Kindergarten teachers will work with Preschool teachers to provide a smooth transition for students entering Kings River</p> <p>S2.5 The Positive Behavior Intervention & Supports, as well as, the Character Counts Program will be implemented to enhance student responsibility and character development.</p>	<p>Administration Teachers ongoing</p> <p>Administration ongoing</p> <p>Administration Teachers ongoing</p> <p>Administration Teachers Ongoing</p> <p>Administration Teachers ongoing</p>	<p>Incentives Awards Certificates Refreshments</p> <p>Psychologist Salary and Benefits</p> <p>Materials</p>	<p>\$15,000.00</p> <p>\$ unknown \$72,000.00</p> <p>See S 2.1</p>	<p>LCAP</p> <p>TCOE LCAP</p> <p>LCAP</p>
<p>8. Monitoring program effectiveness: R 8 - 7.1.1 All teachers at Kings River Elementary School utilize the provided electronic data management systems which is illuminate. The administration and teacher leaders assist with management of program and support teacher implementation and utilization of this tool.</p>	<p>Administration Teacher leaders Ongoing</p>	<p>Site Licenses</p>	<p>\$14,000</p>	<p>LCAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R8 - 7.1.2 Teachers at each grade level or RLA/ELD course have identified common assessments and administration calendars annually the dates for administration. These assessments provide student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments, district benchmark assessments, and summative assessments.</p>	<p>Administration Teachers PLC Time ongoing</p>			
<p>R8 - 7.1.3 Student achievement data is dis-aggregated and used to (a) determine student placement and/or diagnosis of readiness for grade-level standards-based instruction; (b) monitor ongoing student progress, (c) identify individual student needs, (d) inform decisions regarding classroom and school-wide instructional practice, and (e) determine the effectiveness of instructional practices.</p>	<p>Administration Teachers PLC Time ongoing</p>			
<p>R8 - 7.1.4 All teachers are trained to disaggregate and analyze student data to identify patterns of performance to modify instruction to meet the needs of all students, including ELs and SWDs.</p>	<p>Administration Teachers ongoing</p>			
<p>R8 - 7.1.5 Common formative assessments are given to monitor student progress and are used to assist teachers in collaboration and in identifying student needs.</p>	<p>Administration Accountability & Assessment Coordinator Teachers ongoing</p>			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>R8.1 The Kings River Governing Board has established a process with the Superintendent to ensure that policies are implemented and monitored and funding is allocated to support the successful implementation of the SSDPSA.</p> <ul style="list-style-type: none"> • These policies and regulations define the roles and responsibilities of the local governing board, the superintendent and the staff in the governance structure. • All Board members support and follow these adopted policies as reflected in their decisions regarding student achievement, curriculum, assessment and accountability, personnel and budgetary allocations. <p>R8.2 Sufficient resources are allocated to support the full implementation of the SSDPSA. Budget decisions are determined by the priorities established in the SSDPSA with an emphasis on meeting the instructional needs of high priority students.</p> <p>R8.3 The fiscal criteria and standards guide the LEA in the budget development process and in its periodic self-evaluations of solvency, and the LEA meets all fiscal health criteria as measured by the FCMAT Fiscal Health Risk Analysis Survey. These indicators include:</p> <ul style="list-style-type: none"> • Adequate reserves and ending balances • Budgets that reflect established district priorities • Reasonable assumptions regarding changes in student attendance and compensation costs based on data. • Evidence of data-driven program planning and adequate funding to support the long-term plan goals. 	<p>Supt/Principal Governing Board 7/2016 - 6/2021</p> <p>Supt/Principal SSC 7/2016 - 6/2021</p> <p>Supt/Principal Governing Board 7/2016 - 6/2021</p>			
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>9.1 Teachers who are highly qualified work part time to provide additional time and/or intensity of instruction to underperforming students in Reading/Language Arts.</p>	<p>Administration RTI teachers ongoing</p>	<p>Salary and Benefits for RTI teachers</p>	<p>See R2.7</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9.2 Before and After School tutoring is available for identified students as funds are available. An accountability system will be designed and implemented to monitor student achievement progress. A selection process will be designed to select staff.</p>	<p>Administration Teachers ongoing</p>	<p>Extra Hours</p>	<p>\$30,000.00</p>	<p>LCAP</p>
<p>10. Any additional services tied to student academic needs:</p> <p>R10 9.1.1 Kings River District leadership fosters an organizational culture that supports educational reform that is based on a coherent research-based instructional program. Each year a focus is selected to improve student achievement, improve teachers' knowledge and skills and to move the school to a higher level of cohesiveness, collaboration and accomplishment.</p> <p>R10 9.1.2 A program driven budgeting model is used. The allocation of district and school site general and categorical funds supports implementation of the EPCs in RLA/ELD which are aligned and prioritized in this SSDPSA. Student data, Priorities and budgets will be reviewed and adjusted annually. See attached budget.</p> <p>R10 9.1.3 All expenditures are aligned with the EPCs and expectations enumerated in the DAS</p> <p>R 10. 9.1.4 Kings River School links evaluations of all certificated staff to the California Standards for the Teaching Profession.</p>	<p>Supt/Principal Focus identified Fall annually</p> <p>Administration SSC As budget figures are released annually</p> <p>Administration ongoing</p> <p>Administration ongoing</p>			

Performance Goal 1B:

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

<p>School Goal 1B: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Kings River School did not meet the Safe Harbor goal for the 2013 year. 52.2% of all students in grades 2nd – 8th were proficient in Mathematics. Kings River School will remain in program improvement year 5+ with the suspension of the California State Test STAR for 2014.</p> <p>Kings River Union students in grades 3rd - 8th took the California Assessment of Student Performance and Progress for the first time in the spring of 2015.</p> <p>The overall percent of students that met or exceeded the standards in Mathematics was 22%. Overall student performance will increase from 22% to 25% in 2016.</p>	
<p>Student groups and grade levels to participate in this goal: Grade Levels: K-8</p> <ul style="list-style-type: none">• Socio-economically Disadvantaged (SED)• Hispanic/Latino• English Learners (EL)* White	<p>Anticipated annual performance growth for each group: The percentage of students at Kings River School scoring met or exceeded standard on the California Assessment of Student Performance and Progress will increase:</p> <ul style="list-style-type: none">• SED –from 20% to 23%• Hispanic/Latino – from 20% to 23%• EL – from 4% to 7%* White - from 47% to 50%
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none">• Grade level/Dept. and teacher data conferences with principal and/or coach• Grade level data meetings• Classroom observations• SSC data reviews• DSLT – Instructional Rounds visits and data reviews	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none">• District Benchmark Assessments• Daily student performance data and student work• Renaissance STAR test• Chapter/Unit/Standards tests• Performance Tasks

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>M 1.1 The District instructional/assessment pacing guides are in daily use to guide full implementation of the locally-adopted mathematics programs by grade level and/or program level.</p> <ul style="list-style-type: none"> • Houghton Mifflin/Go Math for K-5, • Carnegie for grades 6-8, <p>M 1.2 Instructional/Assessment pacing guides will continue to be reviewed and revised to optimize the instruction of the Common Core State Standards-</p> <ul style="list-style-type: none"> • Are based on adopted instructional materials and supplementary resources • Clearly describe the breadth and depth of content to be taught <p>M 1.3 District benchmark assessments have been revised to align to the locally adopted standards-aligned instructional materials and to the CCSS instructional/assessment pacing guides. Illuminate will be used to score and analyze the data.</p> <p>M 1.4 During teacher collaboration, data analysis of common assessments informs instructional planning and decision-making. Following each common district assessment, teachers will meet across grade levels to adjust pacing guides.</p> <p>M 1.5 All teachers and input their lesson plans and curriculum maps into Ed Caliber. This tool enables us to systematically across all grade levels and all content areas to track all standards that have been taught and to insure true coverage of the standards.</p>	<p>Administration Teachers TCOE Math Consultant On-going</p> <p>Administration All Teachers of Mathematics TCOE Math Consultant On Going</p> <p>All Teachers of Mathematics</p> <p>Administrators All Teachers of Mathematics 7/2016 - 6/2021</p> <p>Administrators All Teachers of Mathematics 7/2016 - 6/2021</p>	<p>Extra hours and or subs. for updates TCOE Contract – Math portion</p> <p>Subs Extra Hours</p> <p>Develop benchmarks Input into Illuminate</p>	<p>See R1.1 See R1.2</p> <p>See R1.1 See R1.2</p> <p>See R1.1 See R1.2</p> <p>See R1.1 See R1.2</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>M 2.1 All students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted basic core instructional program materials in mathematics.</p> <p>M 2.2 The locally-adopted basic core mathematics instructional program materials (Go Math and Carnegie) and supplementary resources are implemented to support the needs of all students.</p> <p>M 2.3 At all levels, teachers use the basic core program ancillary materials for universal access/differentiated instruction to meet the needs of students including strategic learners, ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners..</p> <p>M 2.4 Some SWDs receive special modifications and/or accommodations of curriculum or instruction as specified in their IEP to enable them to participate successfully in a basic core classroom.</p> <p>M 2.5 All students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level in mathematics are provided the locally-adopted basic core mathematics program as well as ancillary materials.</p> <p>M 2.6 A systematic textbook adoption process is in place and aligned to the SBE adoption schedule and resource allocations.</p> <p>M 2.7 Kings River has sufficient locally-adopted core and intervention materials in reading/language arts, mathematics, history/social studies and science.</p>	<p>Supt/Principal or designee 7/2016 - 6/2021</p> <p>Math Teachers 7/2016 - 6/2021</p> <p>Math Teachers 7/2016 - 6/2021</p> <p>RSP Teacher Classroom Teachers 7/2016 - 6/2021</p> <p>Teachers Principal 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p>	<p>Materials</p> <p>Replacement Materials</p> <p>Rtl Teachers</p> <p>Core Materials Rtl Materials</p>	<p>See R 2.1</p> <p>See R 2.1</p> <p>See R 2.7</p> <p>See R 2.10</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>M 2.8 The Superintendent/principal regularly monitors implementation of district adopted, standards-based mathematics curriculum in all classrooms, as detailed in the district instructional/assessment pacing guide.</p> <p>M 2.9 Professional Learning Community (PLC) teams determine if additional standards-aligned mathematics instructional materials are needed to fully implement Common Core and support all learners. A process is established whereby these requests can be prioritized and considered for purchase and implementation. Additionally, each teacher has a \$250 allocation.</p>	<p>Principal 7/2016 - 6/2021</p> <p>Grade/Level and/or Course Level Teams Principal 7/2016 - 6/2021</p>	<p>Instructional materials including technology and software to support standards based instruction</p>	<p>See R2.13</p>	
<p>3. Extended learning time:</p> <p>M 3 - 2.1.1 The Kings River School schedule allocates for all mathematics basic core classrooms the appropriate daily instructional time as follow:</p> <ul style="list-style-type: none"> • Grades K-5: 60 minutes • Grades six through eight: 90-100 minutes (or one and a half periods) <p>M3 - 2.1.2 All teachers use this time which is given priority and protected from interruptions, efficiently with smooth transitions and bell to bell instruction.</p> <p>M3 -2.2.1 The school's instructional schedule allocates sufficient additional time to support identified strategic students (no more than two years below grade level in mathematics), including ELs, SWDs, and students with learning difficulties. This time, is given priority and protected from interruptions.</p> <p>M3 – 2.2.2 Kings River provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p>	<p>Supt/Principal Math Teachers 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p> <p>Supt/Principal 7/2016 - 6/2021</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
M3 - 2.2.3 Instructional time in Mathematics beyond the school day is provided when teachers are available. This includes times such as; before and after school and is based on student need.	Supt/Principal Sept. thru May annually	Extra Hours		
4. Increased access to technology: Please refer to the technology section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.				
5. Staff development and professional collaboration aligned with standards-based instructional materials: Please refer to the staff development section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Please refer to the Involvement Section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics. In addition, there are some additional items relevant to both reading and mathematics noted below: S 1.10 Parent volunteers are invited to help with copying, stapling, laminating, working in classrooms, etc. S 1.11 Parent volunteers receive training in how to assist in classrooms.	Administration Teachers On Going Administration Teachers On Going			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>S1.12 All parents have access to clear and timely information about the standards-based accountability system including:</p> <ul style="list-style-type: none"> • Grade level expectations for proficiency • STAR data, including CST and CELDT • Data reporting for local assessments • Available interventions in reading/language arts, ELD, and mathematics <p>This information is provided through mail-outs, the internet, phone messages, parent-teacher conferences, planned informational meetings, etc.</p>	Administration Teachers On Going	Printing Postage Meeting materials	\$250.00 \$250.00 \$1,500.00	LCFF Base LCFF Base Title I
<p>S 1.13 Communications to all parents are provided in a timely manner and in a language they can understand.</p>	Administration Teachers On Going	Translation Extra Hours	\$ 12,500.00	Title I
<p>S 1.14 The school will encourage and support a Parent Teacher Organization to support the school.</p>	Administration Teachers On Going			Title I
<p>S 1.15 Translation/interpretation services and child care will be provided during parent workshops and conferences.</p>	Administration Teachers On Going	Translation Extra Hours	See S 1.13	Title I
<p>S 1.16 All parents have opportunities to learn about categorical programs and requirements to involve parents in decisions through an annual meeting with written invitations and recorded phone messages. The school staff actively recruits new members to serve on the School Site Council and English Language Advisory Council. Membership and roles are defined in accordance with state statute and district policy.</p>	Administration Teachers On Going	Translators	See S 1.13	Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>S 1.17 The school provides multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and participate in program and budgetary decision making. This may include but not be limited to (1) newsletters, (2) brochures, (3) mail-outs, (4) phone calls, (5) fliers, and (6) web pages. All are provided in a language they understand.</p>	<p>Administration Teachers On Going</p>	<p>Printing</p>	<p>\$2,000.00</p>	<p>LCFF Base</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Please refer to the Auxiliary section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.</p>				
<p>8. Monitoring program effectiveness: Please refer to the Monitoring Program Effectiveness section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.</p>				
<p>9. Targeting services and programs to lowest-performing student groups: Please refer to the Targeting Services section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.</p>				
<p>10. Any additional services tied to student academic needs: Please refer to the Additional Services section in GOAL 1A Reading for this information - It is relevant to both reading and mathematics.</p>				

Performance 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 2:

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

Most Recent Data 2014-15

AMAO #1

Target 60.5%

Actual 59.9%

did not meet target

AMAO #2 – Less than 5 yrs.

Target 24.2%

Actual 27.6%

met target

AMAO #2 – 5 yrs or more

Target 50.9%

Actual 46.2%

did not meet target

AMAO #3 Participation Rate

100% ELA (SH) Met target

100% Math (SH) Met target

SCHOOL GOAL # _2 – Kings River will minimally meet or surpass the state set goals (as outlined below) for all three AMAO's annually.

AMAO #1

2014-15: 60.5%

2015-16: 62%

KRU (59.5%)

AMAO #2 – Less than 5 yrs.

2014-15: 24.2%

2015-16: 25.5%

KRU (27.6%)

AMAO #2 – 5 yrs or more

2014-15: 50.9%

2015-16: 52.8%

KRU (46.2%)

AMAO #3 is currently the participation rate in the CAASPP, it is set at 95% participation.

Student groups and grade levels to participate in this goal: K-8	Anticipated annual performance growth for each group: Minimally 5%
Means of evaluating progress toward this goal: ELD testing	Data to be collected to measure academic gains: CELDT Scores and CAASPP Data

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 Kings River UESD will develop, implement, and administer programs and activities utilizing Title III and LCAP funds and how the SSD will use these funds to meet all annual measurable achievement objectives. May include but not be limited to the following: <ul style="list-style-type: none"> • Academic Vocabulary Toolkit by Kate Kinsella (Grades 3-8) • Academic Vocabulary Development modeled after AVT (Grade TK-2) • English 3D (Grades 6-8) • Curriculum embedded ELD components. • Integrated ELD into all core subjects. 	Administration English Learner/ Intervention Specialist Accountability & Assessment Coordinator ongoing	Curriculum Materials	\$25,000.00	LCAP

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> a. meeting the annual measurable achievement objectives described in Section 3122 b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B)) c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>Kings River UESD will be accountable for:</p> <ul style="list-style-type: none"> **meeting the annual measurable achievement objectives described in the goals statement. **making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) **annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) 	<p>Administration</p> <p>English Learner/ Intervention Specialist</p> <p>Accountability & Assessment Coordinator 7/2016 - 6/2021</p>	<p>Supplies and Data Support</p>	<p>\$500.00</p>	<p>Title III</p>
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>Kings River Union will promote parental and community participation through our various parent groups; English Learners Advisory Committee, School Site Council, and Parent Teacher Club. Further, participation shall be promoted through advertising the meetings and events through fliers and phone messages. Translation shall be provided at meetings and child care offered in some instances.</p>	<p>Administration</p>	<p>Translation services</p>	<p>See Goal 1</p>	<p>Title I</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency - Academic achievement in the core academic subjects <p>Kings River UESD will provide high quality language instruction based on scientifically based research. The addition of the English Learner/Intervention Specialist will be a key component in the implementation of an effective program. The overall effectiveness of the program will be determined by the increase in:</p> <ul style="list-style-type: none"> • English Language proficiency by each of the groups • Academic achievement (meet standards) in the core academic subjects as measured by district and state assessments. 	<p>Administration English Learner /Intervention Specialist Accountability & Assessment Coordinator 7/2016 - 6/2021</p>	<p>English Learner/Intervention Specialist salary </p>	<p>\$90,000.00 \$12,000.00</p>	<p>LCAP Title III</p>
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> <p>a. designed to improve the instruction and assessment of LEP children</p> <p>Kings River Union utilizes research based instructional materials and provides training to the instructional staff on the use of the materials.</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students</p>	<p>Administration English Learner /Intervention Specialist Accountability & Assessment Coordinator 7/2016 - 6/2021</p>	<p>Professional Development</p>	<p>\$1,000.00 \$3,000.00 See Goal 1 for other related professional development</p>	<p>Title III LCAP</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills</p> <p>There will be a year long focus on increasing the knowledge and understanding of the English Language Development standards for all instructional staff. This will be led by TCOE curriculum specialists and KRU administration.</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <p>There is already assessment data that indicates the programmatic changes we have made is increasing the acquisition of the English Language for students in school less than 5 years. The addition of the EL/Intervention Specialist is to specifically increase the acquisition of the English Language of the students in school more than 5 years.</p>				
Allowable Activities				
<p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>N/A</p>				
<p>7. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>See 11</p>				
<p>8. How programs for English Learners are coordinated with other relevant programs and services</p> <p>The core program for all students and the EL program for our English Learners are both essential and are constantly monitored and reviewed for effectiveness and alignment. The overall data results for all students and specifically for English Learners are reviewed and analyzed to determine program effectiveness and plan next steps.</p>	<p>Administration</p> <p>English Learner /Intervention Specialist</p> <p>Accountability & Assessment Coordinator</p> <p>7/2016 - 6/2021</p>			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>School wide focus and urgency to develop English Language skills in all EL students.</p>				
<p>10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families -</p> <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <p>KRU is providing more opportunities for families to be involved and to attend multiple events that will increase their awareness and ability to support their children's academic success.</p>	<p>Administration</p> <p>English Learner/ Intervention Specialist</p> <p>Accountability & Assessment Coordinator</p> <p>7/2016 - 6/2021</p>	<p>Parenting Classes</p>	<p>\$5000.00</p>	<p>LCAP</p>
<p>11. Efforts to improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>The EL students at KRU are provided the following opportunities for intensified/targeted instruction:</p> <ul style="list-style-type: none"> a. Technology software to accelerate the acquisition of the English Language for newcomers b. Before and After School tutoring utilizing individualized software c. Summer School program utilizing individualized software 	<p>Administration</p> <p>English Learner/ Intervention Specialist</p> <p>Accountability & Assessment Coordinator</p> <p>7/2016 - 6/2021</p>	<p>Software</p>	<p>\$5,000.00</p>	<p>LCAP</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>12. Other activities consistent with Title III or EIA/LEP funds</p> <p>The new English Learner/Intervention specialist will specifically work with the long term English Learner students during the school day to support their acquisition of the core curriculum and language. In addition, the EL/Intervention specialist will be working with targeted groups of students after school to decrease their gaps in language and academics.</p>	<p>Administration</p> <p>English Learner/ Intervention Specialist</p> <p>Accountability & Assessment Coordinator 7/2016 - 6/2021</p>	<p>Materials</p> <p>Salary</p>	<p>\$10,568.00</p> <p>\$12,000.00</p>	<p>Title III</p> <p>Title III</p>

Plans to Notify and Involve Parents of Limited - English - Proficient Students

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program	Administration Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016-6/2021	Parent Conferences Translation Phone Communication	See Goal 1 & Goal 3	Title III
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement	Administration Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016-6/2021			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction	Administration Accountability & Assessment Coordinator English Learner /Intervention Specialist Teachers 7/2016-6/2021			
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child	Administration Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016-6/2021			
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation	Administration Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016-6/2021			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools</p>	N/A			
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child</p>	<p>Administration</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist</p> <p>Teachers 7/2016-6/2021</p>			
<p>h. information pertaining to parental rights that includes written guidance detailing</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available</p>	<p>Administration</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist</p> <p>Teachers 7/2016-6/2021</p>			

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD				

Note:

Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

SSD Parent Notification Failure to Make Progress

If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

Strengths	Needs
Data Analysis Program (Illuminate). Curriculum Software Program (Ed Caliber). All teachers trained in Common Core standards in English Language Arts & Mathematics. 5th - 8th Grade Teachers Trained in the Next Generation Science Standards. Use of Tulare County Curriculum Consultants to calibrate and support instruction. In classroom support and coaching for classroom teachers. Professional Development on utilizing technology to support CCSS.	On going training for optimal use of Illuminate and Ed Caliber to impact instruction across the system. System wide focus on writing and calibration and alignment of the writing in every grade level. Further refinement of the ELD strategies and implementation of both integrated and designated ELD instruction. Training for the any newly adopted curriculum in the future. Need to increase teacher collaboration skills in utilizing data to inform instruction. Specialized support for teachers with new assignments.

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

School Goal 3: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All Students will be taught by highly qualified teachers.	
Student groups and grade levels to participate in this goal: TK-8	Anticipated annual performance growth for each group: See School Goal 1a, 1b & 2.
Means of evaluating progress toward this goal: See performance goals 1a, 1b & 2.	Data to be collected to measure academic gains: See School Goal 1a, 1b & 2.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Kings River UESD professional development activities are aligned with the Common Core State Standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: See Program Goal 1a and 1b, component 5.</p> <ul style="list-style-type: none"> • Teachers and Facilitators/Administrators participate in Common Core State Standards related professional development in Reading/Language Arts and Mathematics. • Teachers and Facilitators participate in English Learners Professional Development. • Teachers and Facilitators/Administrators participate in Instructional Rounds professional development. • Teachers and Facilitators/Administrators participate in 21st Century Skills and Project Based Learning professional development. • Test administrators participate in state testing training – CELDT and CAASPP 	<p>Administration, Accountability & Assessment Coordinator English Learner /Intervention Specialist Teachers 7/2016 - 6/2021</p>	<p>Professional Development</p>	<p>See R1.2</p>	<p>Title I Title II</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Kings River UESD activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: By addressing the essential program components which are based on the research of effective schools and practices we anticipate that full implementation of our planned activities will result in improved student academic achievement.</p> <ul style="list-style-type: none"> • That the professional development and the site plan are based on the essential program components which are based on scientific research. This research provides evidence that implementation will improve student academic achievement. 	<p>Administration</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner/ Intervention Specialist teachers</p> <p>7/2016 - 6/2021</p>			
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low - income and minority students from other students:</p> <p>Kings River UESD activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Because the percentage of low income and minority students is so high (90%+) the primary focus of our plan is on increasing academic achievement for these students. (See actions include in Goal 1a, 1b & 2.) Frequent progress monitoring will inform our efforts so that adjustments can be made as needed. 	<p>Administration,</p> <p>Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist</p> <p>Teachers</p> <p>7/2016 - 6/2021</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>4. Kings River UESD LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: See Program Goal 1a and 1b component</p> <ul style="list-style-type: none"> Because Kings River uses a program driven model, professional development is based on identified needs and funding appropriately allocated and coordinated to address the prioritized needed. 	<p>Administration, Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016 - 6/2021</p>			
<p>5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>5. Kings River UESD professional development activities that will be made available to teachers and administrators and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> The goals are based on student achievement data. Individual student and grade level data is analyzed. Individual teacher/administrator data chats are held and at that time individual growth goals are established. 	<p>Administration, Accountability & Assessment Coordinator English Learner/ Intervention Specialist Teachers 7/2016 - 6/2021</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>6. The Kings River UESD SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • Technology specialists from TCOE provide training assistance and support staff with integrating technology into curricular and instruction. Priority is based on the basic program goals and priorities as needed by staff members. 	<p>Technology Consultants Teachers</p>	<p>Professional Development</p>	<p>\$5,000.00</p>	<p>LCAP</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • Illuminate is used by the staff to monitor student progress and to determine student achievement. Teachers receive ongoing support in its use. • Site staff receive on-going support in the use of on-line tools and resources to support classroom learning based on 21st Century Skills and the Common Core State Standards. 	<p>Administration, Accountability & Assessment Coordinator</p> <p>English Learner /Intervention Specialist</p> <p>Teachers 7/2016 - 6/2021</p>	<p>Illuminate Professional Development Technology Resources</p>	<p>\$14,000.00</p>	<p>LCAP</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>8. The Kings River UESD SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <ul style="list-style-type: none"> • Kings River completed a comprehensive needs assessment. Data from the APS, DAS, SARC, CST, CAASPP, CELDT, District Benchmark Assessments, and staff surveys were considered in planning for improved student achievement as reflected in the SSDPSA. • The committee formulated a plan based on identified needs. Drafts of said plan were taken periodically for review by school staff, parents and School Site Council. Input was considered in revisions to the plan including professional development activities. 	<p>All Staff & stakeholders</p> <p>7/2016 - 6/2021</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>The Kings River UESD SSD will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency</p> <ul style="list-style-type: none"> • Individual student data will be examined and determine teacher needs based on student needs. • During regular grade level meetings best practices will be shared <p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn</p> <ul style="list-style-type: none"> • Implementation of the Positive Behavior Intervention & Support, as well as, the Character Counts Program • Administrators work with individual teachers to improve their classroom management strategies. • Administrator counsel with parents and provides training to increase their understanding of the school program especially targeting behavior both at home and school. <p>c. Involve parents in their child’s education through regular communication</p> <ul style="list-style-type: none"> • Formal yearly parent teachers and other teacher conferences as needed are provided for the parents. • Through the student study team process utilizing the resources of the staff and county experts. <p>d. Understand and use data and assessments to improve classroom practice and student learning</p> <ul style="list-style-type: none"> • . Illuminate and data analysis for planning instruction based on data is provided. 	<p>Administration, Accountability & Assessment Coordinator English Learner /Intervention Specialist Teachers 7/2016 - 6/2021</p>	<p>Collaboration Time</p>	<p>See R1.1 See R1.2</p>	

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Kings River SSD will use funds under this subpart to meet the requirements of Section 1119: All Teachers are currently fully credential to their assignment and this practice will be consistently continued.</p>	<p>Administration 7/2016 - 6/2021</p>			

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the SSD's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
<p>Kings River Union Elementary School has developed a warm, nurturing environment wherein students and staff feel safe. Students are expected to be good citizens at all times. Kings River's student handbook, updated and distributed each year, contains useful information and policies. Disruption of positive learning environments is not tolerated; students understand that any disruptive behaviors will be met with consistent and appropriate consequences. Kings River uses formal and informal counseling services in conjunction with detention, in-house suspension, and at-home suspension (when necessary). Contacts with parents are made regularly using the District's automatic notification system as well as through the use of documents created in the AERIES student information system.</p> <p>Kings River Union is in the second full year of the Positive Behavior Intervention and Support System. This has been well received and is creating an even more focused learning environment with desired behaviors for school.</p> <p>Suspension rate is consistently low, less than 4% and expulsions have not occurred recently.</p> <p>Attendance has been consistently above the 96% mark for the district.</p>	<p>To continue focusing on increasing student attendance.</p> <p>To maintain the low suspension rate.</p> <p>Reduce the number of behavioral referrals.</p> <p>To continue to find ways of reporting the progress of students to parents.</p> <p>To continue the environment that is safe and drug free and conducive to learning.</p>

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the SSD's code of conduct or policy regarding student behavior expectations.

Activities

Awards for perfect attendance and student of the month are regularly given.
 Perfect attendance activities are provided at the end of the year.
 Character Counts is implemented school wide.
 The GREAT gang resistance program is implemented in the upper grade levels.
 Various student presentations/projects provides interaction between community members and students.
 Monthly Assemblies to honor excellent behavior and academic performance.
 Student of the Month Luncheons are held with students and parents to honor their achievements.
 Superintendents list luncheon is held each trimester.
 "100 Book Club" luncheon is held each trimester.
 PBIS Reward trip for less than 3 referrals in a year.
 The PBIS Student Store is used to promote and reward on target behavior by all students.
 Inter mural sports activities for the 6th -8th grade students creates healthy competition and school spirit.

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors.

Strengths	Needs
<p>The current programs and environment are successfully providing education to live a drug free life.</p> <p>A community oriented school where teachers and parents know each other and work collaboratively.</p> <p>Participation in the GREAT program in grades 4 and 6.</p>	<p>To continue the efforts and partnership with Tulare County Choices.</p>

Performance Goal 4:

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2014-15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: n/a% 7th: 16%	5th: n/a% 7th: 12%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 16% 9th: n/a% 11th: n/a%	7th: 12% 9th: n/a% 11th: n/a%
The percentage of students that have used marijuana will decrease biennially by:	5th: n/a% 7th: 2%	5th: n/a% 7th: 0%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 12% 9th: n/a% 11th: n/a%	7th: 8% 9th: n/a% 11th: n/a%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 2% 9th: n/a% 11th: n/a%	7th: 0% 9th: n/a% 11th: n/a%
The percentage of students that feel very safe at school will increase biennially by:	5th: n/a% 7th: 37% 9th: n/a% 11th: n/a%	5th: n/a% 7th: 34% 9th: n/a% 11th: n/a%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 24% 9th: n/a% 11th: n/a%	7th: 20% 9th: n/a% 11th: n/a%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 1 % from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and	less than 5 %	less than 3 %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2014-15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: n/a% 7th: 35% 9th: n/a% 11th: n/a%	5th: n/a% 7th: 40% 9th: n/a% 11th: n/a%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: n/a% 7th: 44% 9th: n/a% 11th: n/a%	5th: n/a% 7th: 49% 9th: n/a% 11th: n/a%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: n/a% 7th: 14% 9th: n/a% 11th: n/a%	5th: n/a% 7th: 19% 9th: n/a% 11th: n/a%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: n/a% 7th: 62% 9th: n/a% 11th: n/a%	5th: n/a% 7th: 67% 9th: n/a% 11th: n/a%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science - based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Positive Prevention Plus™ Training
Program ATODV Focus:	
Target Grade Levels:	8th Grade
Target Population Size:	60
Purchase Date:	
Staff Training Date:	Fall 2016
Start Date:	Spring 2017
Program 2	
Science Based Program Name:	Early Intervention and Counseling
Program ATODV Focus:	Gang Awareness
Target Grade Levels:	4-8
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	
Program 3	
Science Based Program Name:	Positive Behavior Intervention & Supports
Program ATODV Focus:	Good Choices
Target Grade Levels:	TK-8
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Research - based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	CHOICES through Tulare County Office of Education	TK-8th
Conflict Mediation/Resolution		
Early Intervention and Counseling		
Environmental Strategies		
Family and Community Collaboration		
Media Literacy and Advocacy		
Mentoring		
Peer - Helping and Peer Leaders		
Positive Alternatives		
School Policies		
Service - Learning/Community Service		
Student Assistance Programs		
Tobacco - Use Cessation		
Youth Development Caring Schools Caring Classrooms		
Other Activities		

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

County Program

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

County Program

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Healthy Kid Surveys. Results to be published by the County Office of Education.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the SSD's schools and students with the greatest need. (Section 4114 [d][3])

County Program

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

County Program

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

County Program

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

County Program

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full Time Equivalent
County has all of the funding for these positions	

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically - based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

1. Kings River Completed a comprehensive needs assessment. Data from the APS, DAS, SARC, CST, CAASPP, CELDT, District Benchmark Assessments, a staff survey on existing barriers to improved student achievement and parent surveys were considered in planning for improved student achievement as reflected in the SSDPSA. Additionally the school safety plan is annually reviewed and revised based on considerations and information gathered by staff and parents. Both the SSC and District governing board have approved this plan.
2. The staff will be addressing this throughout the programs and curriculum listed in this plan. Specifically in Goal 1A, 1B and 2.
3. The staff will be addressing this throughout the programs and curriculum listed in this plan. Specifically in Goal 1A, 1B and 2.
4. Embedded in the plan are various strategies and personnel which focus on meeting the needs of low achieving students, based on the data and the needs assessment, there will be a new position next school year to specifically address the needs of this student; English Learner/Intervention Specialist teacher.
5. All KRU teachers are highly qualified and this will remain a priority.
6. Professional Development is a priority for KRU and is constantly assessed and the instructional staff has voice in the content to best meet the current needs of the staff and to address the current data.
7. A number of strategies are in place and/or will be implemented based on information gathered from the formal written parent survey as well as from informal conversations with parents and community members. Activities include but are not limited to: (1) Active Parent Teacher Club (PTC), (2) Parent Involvement/Education classes, (3) Community Carnival, (4) Awards Assemblies for student attendance, academic, and PBIS, Character Counts; (5) Sports activities, (6) English Learner Reclassification Ceremony/Celebration, (7) Recruitment of members for SSC, ELAC, and other parent councils, (8) Annual Categorical Program (Title I) information meeting, etc.
8. In Spring, the Kindergarten teachers present a parent informational meeting at the local pre-school. Each year, prior to the start of school, a 2 day Kinder Camp is held at the school by the Kindergarten teachers.
9. (a) Intervention materials are provided and utilized; (b) During collaboration time, teachers plan for differentiated instruction to meet the needs of struggling students based on various assessments including diagnostic tools. Individual student progress is regularly and frequently monitored and instruction is adjusted to meet student needs.; (c) See extended learning time pages 23-26; (d) teachers are provided timely professional development [including in-classroom support] based on the identified needs of students pages 29-32; (e) Supplemental Education Service are provided to students.

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	Not Applicable

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	Not Applicable
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	Not Applicable
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	Not Applicable

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct - funded charter schools, the charter authorizer should play a role in providing this assistance.

Program Improvement (PI) - Seeking Technical Assistance	
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<ul style="list-style-type: none"> • KRUSD contracts with the Tulare County Office of Education for Technical Assistance. Specifically two experienced consultants worked with KR Leadership and staff in developing the SSDPSA which is the single plan to drive the school improvement efforts. There is a technical assistance plan for on-going follow up and feedback on implementation. The plan is a working document and will be revised as needed – but not less than annually. • The Technical Assistance Providers (TAP) guide the data analysis efforts based on the APS, DAS, SARC, CST, CAASPP, CELDT, District Benchmark Assessments, Staff survey on existing barriers to improved student achievement and parent surveys. Additionally professional development activities will be evaluated as to their perceived usefulness in improving student achievement. Data will also be gathered on the degree to which agreed upon school improvement strategies are being implemented by all staff members. • Kings River has a large percentage of English Learner students and it is the lack of academic achievement by this group that thrust Kings River into PI. On going steps have been taken to implement proven instructional strategies for English learners and ELD curriculum has been purchased and has been implemented with fidelity for 2 years. Professional Development will continue to be provided for all teachers of English Learners and, will specifically include ELD Curriculum based learning opportunities. The English Learner student population continues to be a focus for Kings River Union. The Academic Vocabulary Toolkit was added in 2013 and English 3D in 2015 to accelerate progress for English Learners. • School Administrators are working to make the school budget more transparent. The Technical Assistance providers will work with the school administration in reviewing and planning for the most effective use of the school’s resources. A program driven budgeting model is used. Ineffective programs and practices will be eliminated and proven research-based actions will be implemented.

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Each family is notified by letter of our status in program improvement and what services are available.</p> <p>Parents were notified by letter and flyers were sent home for an SES vendor fair that was held on the school campus. Parent could attend the vendor fair to select their 1st and 2nd choice in SES providers.</p>

Program Improvement (PI) - Parent Notification

Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Surrounding districts have been contacted and all surrounding qualifying districts have declined to participate.
	Supplemental Education Services are provided to students based on criteria established by the school staff and administration. Lowest achieving students in English/Language Arts were given priority, followed by mathematics. Grades 3-8 students were given priority over grades K-2.

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers

Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	All KRU teachers are highly qualified. See this section for more detail
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	All KRU teachers are highly qualified. See this section for more detail

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increasing Program Effectiveness

Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:	That the Single School District Plan addresses all of the active programs in a comprehensive coordinated manner.
<ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. 	
Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science - Based Programs

Appendix D: Research - based Activities

Appendix E: Promising or Favorable Programs

Appendix F: School and Student Performance Data Forms

Assurances

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
 - a. The SSD will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The SSD will comply with section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The SSD ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community - based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the SSD, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i). truancy rates;
- (ii). the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii). the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv). the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The SSD assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Sherry Martin/Chairperson

June 13, 2016

Printed or typed name of Superintendent

Date

Signature of Superintendent

School Site Council Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - X School Advisory Committee for State Compensatory Education Programs
 - X English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (**list**)
District Site Leadership Team
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: May 31, 2016

Attested:

Sherry Martin/Chairperson		
Typed name of Superintendent	Signature of Superintendent	Date
Thelma Simmons/Secretary		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

**Local Educational Agency Plan
Kings River Union Elementary School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

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

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance 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.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
Kings River Union Elementary School District**

Appendix B

Links to Data Web sites

Below is a listing of Web site links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	50	98.0	50	2385.9	8	20	34	38
Grade 4	54	50	92.6	50	2388.2	12	4	24	60
Grade 5	42	40	95.2	40	2434.4	3	20	18	60
Grade 6	53	50	94.3	50	2463.7	4	12	42	42
Grade 7	54	53	98.1	53	2496.8	0	30	25	45
Grade 8	44	44	100.0	44	2552.8	9	34	32	25
All Grades	298	287	96.3	287		6	20	29	45

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	12	52	36	12	40	48	6	68	26	12	58	30
Grade 4	6	30	64	10	34	56	10	48	42	8	30	40
Grade 5	8	35	58	10	43	48	5	48	48	10	58	33
Grade 6	8	36	56	2	52	46	2	48	50	8	62	30
Grade 7	8	38	55	17	28	55	0	68	32	17	62	21
Grade 8	18	43	39	25	52	23	5	77	18	23	55	23
All Grades	10	39	51	13	41	46	5	60	36	13	54	29

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	51	50	98.0	50	2407.2	8	28	30	34
Grade 4	54	52	96.3	52	2378.3	0	8	35	58
Grade 5	42	41	97.6	41	2423.4	5	10	15	71
Grade 6	53	51	96.2	51	2456.3	2	16	31	51
Grade 7	54	53	98.1	53	2491.7	6	13	34	47
Grade 8	44	44	100.0	44	2543.9	18	20	27	34
All Grades	298	291	97.7	291		6	16	29	49

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	20	46	34	18	36	46	20	48	32
Grade 4	0	23	77	2	35	63	4	38	58
Grade 5	7	12	80	0	37	63	5	32	63
Grade 6	8	27	63	4	49	47	4	47	49
Grade 7	13	25	62	2	53	45	6	79	15
Grade 8	23	32	45	16	61	23	20	55	25
All Grades	12	28	60	7	45	48	10	51	40

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	248	209	217
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	248	209	217
Number Met	131	114	130
Percent Met	52.8	54.5	59.9
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	196	107	172	74	185	78
Number Met	33	50	28	30	51	36
Percent Met	16.8	46.7	16.3	40.5	27.6	46.2
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	Yes	No

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

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K			2	33	2	33	1	17	1	17		6
1	6	19	12	38	11	34	2	6	1	3		32
2			14	33	17	40	11	26				42
3			9	31	15	52	3	10	2	7		29
4			9	41	8	36	2	9	3	14		22
5	3	14	11	50	8	36						22
6	2	9	2	9	9	41	4	18	5	23		22
7	1	4	7	28	13	52	3	12	1	4		25
8			12	71	3	18	1	6	1	6		17
Total	12	6	78	36	86	40	27	12	14	6		217

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			4	8	11	21	13	25	24	46	52
1	6	18	13	38	12	35	2	6	1	3	34
2			14	33	17	40	11	26	1	2	43
3			9	31	15	52	3	10	2	7	29
4			9	36	9	36	2	8	5	20	25
5	3	13	11	48	8	35			1	4	23
6	2	9	2	9	9	39	5	22	5	22	23
7	1	4	7	27	13	50	4	15	1	4	26
8			12	71	3	18	1	6	1	6	17
Total	12	4	81	30	97	36	41	15	41	15	272