

# Kit Carson Union Elementary School District

***Prepare all students for high school, college, career, and life.***

*It is the mission of Kit Carson School to create a positive educational environment that fosters life-long learners. Each student is to develop their potential in academics, problem solving, team building, leadership, written and oral communication skills and interpersonal skills. These objectives will be accomplished through professional, well-trained staff, using the best available technology and instructional materials. We are committed to our most precious asset, our students.*

## Kit Carson Elementary

### 2016-2017 Single Plan for Student Achievement

Principal:	Todd Barlow
CDS Code:	1663958
Telephone	559-582-2843
Address	9895 7th Avenue, Hanford CA
Web Address	<a href="http://www.kitcarsonschool.com">www.kitcarsonschool.com</a>

Date of this School Site Council Revision:

Date of Board Approval:

**Kit Carson Elementary****School Site Council**

*Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application and LCFF, by the school site council. The current make-up of the council is as follows:*

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or community member
		<i>Must be nominated and elected</i>		
Todd Barlow	X			
Cecilia Bartram (2016-2018)		X		
Cortney Bell (2015-2017)		X		
Jean Pasley (2015-2017)		X		
Megan Vickers (2015-2017)			X	
Chad Costa (2016-2018 term)				X
Bernadette Oliveira (2016-2018 term)				X
Jennifer Ornellas (2016-20108 term)				X
Alexandria Elizalde (2015-2017 term)				X
Cobi Revious (2014-2016 term)				X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>

*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must in addition, be equal numbers of parents or other community members selected by parents and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*

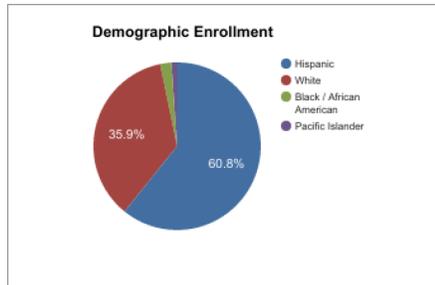
### School Demographics

School site and district data

	Oct 2016	%	District	%	TK	K	1	2	3	4	5	6	7	8										
Total Population (CBEDS Date)	370		389		14	11	29	2	37	7	34	7	42	8	34	19	56	16	39	12	50	15	35	18
Hispanic	225	61%	Mid Valley Charter enrollment not used for comparative data		6	16	19	29	22	24	38	22	26	23										
White	133	36%		7	12	17	5	18	10	17	14	21	12											
Black / African American	8	2%		1	1	1	0	1	0	1	1	2	0											
Pacific Islander	4	1%		0	0	0	0	1	0	0	2	1	0											
American Indian	0	0%		0	0	0	0	0	0	0	0	0	0											
Asian	0	0%		0	0	0	0	0	0	0	0	0	0											
Multiple	0	0%		0	0	0	0	0	0	0	0	0	0											
Home & Hospital	0	0%		0	0	0	0	0	0	0	0	0	0											

15/16 Enrollment: 370 17/18 Projected Enrollment: 365

	Oct 2015	Oct 2016
Students qualified for Free Lunch	210	213
Students qualified for Reduced Lunch	52	54
Total Free or Reduced	262	267
% Free or Reduced	71%	72%
English Learners	82	85
% English Learners	22%	23%
English Learners NOT Free & Reduced		4
Foster/Homeless Youth	7	1
Students with an IEP (not Speech only)	49*	26
Students with an IEP (Speech only)	not collected	25
<small>*Speech and non-speech IEP students were grouped in the 2015 count</small>		
Migrant Students	1	3
Total Unduplicated At Risk	268	



Demographically Significant Subgroups	
72%	Limited Income
61%	Hispanic
36%	White
23%	English Learner
7%	Students w/ IEPs

Programmatically Significant Subgroups	
0.27%	Foster/Homeless
0.81%	Migrant

## Parent Community Involvement

### Kit Carson Elementary

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, foster youth, foster parents, English learner parents, and others as appropriate) been engaged and involved in developing, reviewing, and supporting the development and implementation of the Academic Plan/LCAP?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the Academic Plan/LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the Academic Plan goal setting process?
- 4) What changes, if any, were made in the Academic Plan prior to adoption as a result of written comments or other feedback received by the School/School Site Council through any of the school's engagement processes?
- 5) In the annual update, how will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?

Describe the process that involved and engaged school and community stakeholders in the development of the Academic Plan.	Describe how school and community stakeholders will be involved in the implementation and review of Academic Plan strategies.
Title I Parent meeting	<i>Held at the beginning of the year, usually at Back-to-School Night. Postings for Title I meetings are available in office for reading.</i>
District LCAP Board Meetings	<i>Public comment: In order to ensure that members of the public are provided a meaningful opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time that matter's is taken up by the Board. Presentations are limited to 3-5 minutes per person, per topic. Local Control Accountability Plan (LCAP) input. Pursuant to Education Code 52060(g) the Board welcomes public input on topics related to the District's LCAP. Input from community members during this portion of the meeting will be used to guide district personnel in planning, writing, implementing, and updating the LCAP. The superintendent will provide a written response upon request. The LCAP, and Board Packets with agendas and minutes are available online at <a href="http://www.kitcarsonschool.com">www.kitcarsonschool.com</a>.</i>
School Site Council Meetings	<i>Meetings held 5+ times per year. Postings for SSC meetings, including agendas and minutes, are available in office for reading</i>

ELAC/DELAC meetings	<i>Meetings held 3+ times per year. Postings for ELAC/DLAC meetings, including agendas and minutes, are available in office for reading</i>
District Advisory Committee Meetings	<i>Meetings held 2+ times per year. Postings for DAC meetings, including agendas and minutes, are available in office for reading</i>
Faculty meetings	<i>Teachers have the opportunity to give input towards the school's academic plan at faculty meetings held most Mondays throughout the year.</i>
Classified staff meetings	<i>Meetings held at least once per month, either staff wide, or by department</i>
School Family Nights	<i>Various family oriented activities are planned 3+ times per year</i>
Parent Conferences	<i>Conferences are held October &amp; March</i>
Parent Surveys	<i>Survey instruments are made available at School Family Nights and are also available online.</i>
Parent-Teacher Club meetings	<i>Meetings are held the second Tuesday of each Month (exception for holidays) during the school year. Administrators and teachers attend meetings.</i>

## Kit Carson School

### Student Performance Data: CAASPP Results

#### Released September 2015

	English Language Arts/Literacy	Number of Students Included in 2015 Report	3rd grade: 56 (23 EL)				4th grade: 41 (14 EL)				5th grade: 52 (12 EL)				6th grade: 35 (7 EL)				7th grade: 57 (12 EL)				8th grade: 37 (4 EL)				Schoolwide			
			4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
01	School wide	278	5%	11%	34%	50%	0%	10%	5%	85%	2%	10%	12%	77%	6%	20%	51%	23%	16%	30%	28%	26%	14%	35%	32%	19%	7%	19%	26%	48%
02	Black or African American	4																												
03	American Indian or Alaska Native	0																												
04	Asian	2																												
05	Filipino	4																												
06	Hispanic or Latino	152	0%	14%	31%	54%	0%	5%	5%	91%	0%	9%	9%	83%	9%	14%	55%	23%	13%	19%	29%	39%	5%	42%	32%	21%	5%	16%	27%	32%
07	Native Hawaiian or Pacific Islander	2																												
08	White	110	17%	6%	39%	39%	0%	19%	6%	75%	4%	13%	17%	67%	0%	31%	46%	23%	14%	45%	27%	14%	24%	29%	29%	18%	10%	24%	28%	40%
09	Two or More Races	4																												
10	Socioeconomically Disadvantaged	211	0%	11%	34%	55%	0%	6%	0%	94%	3%	10%	8%	79%	4%	12%	56%	28%	11%	30%	30%	30%	8%	29%	38%	25%	4%	16%	28%	54%
11	English Learners	72	0%	0%	30%	70%	0%	7%	0%	93%	0%	0%	8%	92%	*	*	*	*	0%	0%	42%	58%	*	*	*	*	0%	3%	25%	72%
12	Students with Disabilities	42	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2%	2%	24%	71%

	Mathematics	Number of Students Included in 2015 Report	3rd grade: 56 (23 EL)				4th grade: 41 (14 EL)				5th grade: 52 (12 EL)				6th grade: 35 (7 EL)				7th grade: 57 (12 EL)				8th grade: 37 (4 EL)				Schoolwide			
			4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
01	School wide	278	0%	16%	20%	64%	2%	0%	39%	59%	2%	6%	19%	73%	0%	18%	41%	41%	14%	11%	49%	26%	8%	6%	33%	53%	5%	9%	33%	53%
02	Black or African American	4																												
03	American Indian or Alaska Native	0																												
04	Asian	2																												
05	Filipino	4																												
06	Hispanic or Latino	152	0%	14%	26%	60%	0%	0%	45%	55%	0%	0%	22%	78%	0%	23%	36%	41%	13%	6%	52%	29%	5%	5%	26%	63%	3%	9%	35%	53%
07	Native Hawaiian or Pacific Islander	2																												
08	White	108	0%	22%	0%	78%	6%	0%	38%	56%	4%	13%	17%	67%	0%	8%	50%	42%	9%	14%	50%	27%	13%	6%	44%	38%	6%	11%	31%	52%
09	Two or More Races	4																												
10	Socioeconomically Disadvantaged	210	0%	11%	23%	66%	3%	0%	34%	63%	0%	5%	18%	77%	0%	12%	48%	40%	11%	9%	57%	23%	0%	4%	26%	70%	3%	7%	34%	56%
11	English Learners	72	0%	9%	26%	65%	0%	0%	43%	57%	0%	0%	17%	83%	*	*	*	*	0%	0%	50%	50%	*	*	*	*	0%	4%	31%	65%
12	Students with Disabilities	42	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2%	5%	10%	83%

4 = exceeds standards   3 = met standards   2 = nearly met standards   1 = below standards  
 The highest percentage category of scores is listed in color for each grade level. Where scores of 3 & 4 together were the highest, the fields are colored blue.

## Kit Carson School Student Performance Data: CAASPP Results Released September 2016

	English Language Arts/Literacy	Number of Students Included in 2015 Report	3rd grade: 31 (6 EL)				4th grade: 51 (17 EL)				5th grade: 40 (6 EL)				6th grade: 51 (8 EL)				7th grade: 33 (3 EL)				8th grade: 54 (4 EL)				Schoolwide			
			4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
01	School wide	260	3%	6%	45%	45%	8%	18%	25%	49%	5%	23%	33%	40%	0%	22%	37%	41%	15%	45%	24%	15%	20%	35%	24%	11%	9%	25%	33%	33%
02	Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
03	American Indian or Alaska Native																													
04	Asian																													
05	Filipino																													
06	Hispanic or Latino	152	0%	10%	45%	45%	6%	24%	18%	53%	0%	19%	48%	33%	0%	12%	44%	44%	10%	48%	24%	19%	16%	29%	39%	16%	6%	24%	35%	36%
07	Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
08	White	110	9%	0%	45%	45%	13%	7%	40%	40%	7%	27%	13%	53%	0%	30%	30%	39%	25%	42%	25%	8%	16%	47%	32%	5%	11%	27%	31%	32%
09	Two or More Races																													
10	Socioeconomically Disadvantaged	189	0%	9%	45%	45%	5%	18%	26%	50%	6%	15%	36%	42%	0%	16%	38%	46%	13%	46%	25%	17%	17%	37%	31%	14%	7%	23%	33%	37%
11	English Learners	44	*	*	*	*	0%	12%	0%	88%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	5%	16%	80%
12	Students with Disabilities	38	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	3%	39%	58%

	Mathematics	Number of Students Included in 2015 Report	3rd grade: 31 (6 EL)				4th grade: 51 (17 EL)				5th grade: 40 (6 EL)				6th grade: 51 (8 EL)				7th grade: 33 (3 EL)				8th grade: 54 (4 EL)				Schoolwide			
			4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
01	School wide	278	3%	23%	23%	52%	2%	10%	37%	51%	0%	5%	28%	68%	2%	20%	27%	51%	9%	12%	45%	33%	23%	8%	34%	36%	7%	12%	32%	48%
02	Black or African American																													
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06	Hispanic or Latino	151	0%	20%	25%	55%	0%	12%	32%	56%	0%	5%	19%	76%	0%	16%	28%	56%	10%	10%	43%	38%	17%	3%	47%	33%	5%	11%	33%	52%
07	Native Hawaiian or Pacific Islander																													
08	White	95	9%	27%	18%	45%	7%	7%	40%	47%	0%	7%	33%	60%	4%	26%	33%	39%	8%	17%	50%	25%	16%	16%	21%	47%	7%	17%	32%	44%
09	Two or More Races																													
10	Socioeconomically Disadvantaged	188	0%	23%	23%	55%	0%	11%	37%	53%	0%	6%	24%	70%	0%	16%	30%	54%	0%	13%	54%	33%	21%	3%	47%	29%	4%	11%	36%	49%
11	English Learners	44	*	*	*	*	0%	12%	0%	88%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	0%	11%	89%
12	Students with Disabilities	38	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	5%	8%	87%

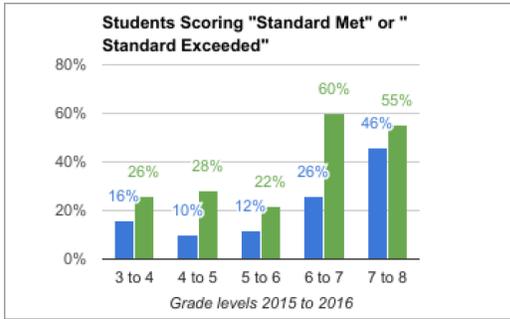
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**The highest percentage category of scores is listed in color for each grade level. Where scores of 3 & 4 together were the highest, the fields are colored blue.**

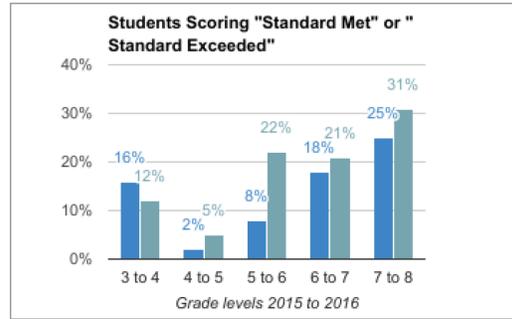
# California Assessment of Student Performance and Progress

English Language Arts & Mathematics Achievement Data: Students Meeting or Below Standard

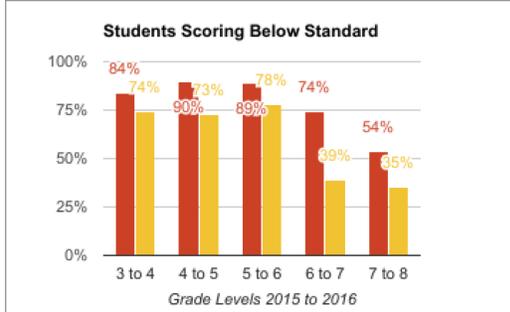
## English Language Arts



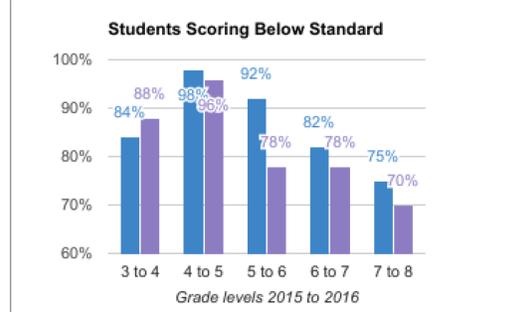
## Mathematics



## Students Scoring Below Standard



## Students Scoring Below Standard



## Kit Carson Elementary

### Student Performance Data: AYP, Discipline & Attendance

### September 2015

AYP	English Language Arts	Math
01	AYP reports have been suspended in the wake of the passing of the "Every Student Succeeding" Act (ESSA) which has replaced the "No Child Left Behind" Act (NCLB). California is currently attempting to create an assessment system to meet the requirements of ESSA.	
02		
03		
04		
05		
06		
07		
08		
09		
10		
11		
12		

2014-2015 Discipline Data		Total Suspensions	Total Expulsions
1	American Indian or Alaska Native	0	0
2	Asian	2	0
3	Pacific Islander	0	0
6	Black or African American	0	0
5	Hispanic	7	0
7	White	4	0
9	School Total	13	0

Schoolwide Attendance Averages	
12-13	95.44%
13-14	96.31%
14-15	95.90%
15-16	96.53%

**2014-2015 School Level Academic Plan Goals (Aligned by District LCAP Goals)**

LCAP Goal 1	LCAP Goal 2	LCAP Goal 3	LCAP Goal 4	LCAP Goal 5
<i>Provide Fundamental Student Support</i>	<i>Implement the California State Standards</i>	<i>Maintain a Positive School Climate</i>	<i>Maintain a High Level of Stakeholder Engagement</i>	<i>Provide Access to a Broad Course of Study</i>
<b>ACADEMIC PLAN GOALS</b>				
Purchase California standards aligned curriculum in Integrated ELA/ELD, Science, and Social Science for grades TK-8.	Professional Development costs include workshop/conference fees, travel expenses, trainer fees, stipends, and substitute payment	Maintain a suspension rate below 2% and an expulsion rate near zero.	Increase District-wide attendance rates by .5%	Purchase of standards aligned curriculum in Integrated ELA/ELD, Science, and Social Science for student use in grades TK-8, as adopted and approved by the State.
	Faculty meetings and collaboration/planning time will be scheduled on Mondays from 2:05-4:15 and be held in the teacher resource room. Meetings will be led by and monitored by the Learning Director and Superintendent/Principal. Payment for supplies and materials for faculty use during professional development and early-out collaboration days.		25% of parents/guardians will take the stakeholder survey;	
Purchase California standards aligned curriculum materials to support the implementation of new Mathematics curriculum for grades TK-8.	Retain the services of a Learning Coordinator to coordinate professional development and training activities for certificated and classified staff. Cost represents salary and benefits.	At trimester awards assemblies, students will be recognized for perfect attendance, grade point averages above 3.0, and for participation in activities	100% of SSC & ELAC/DLAC meetings will have a quorum	The District will continue to contract with Kings County Office of Education to host the ASES program on site.
	Purchase/maintenance of technology devices (Chromebooks, tablets, laptops, etc.) for student use in grades 3-8 for instructional purposes		Communication through a weekly newsletter, to be used for parent engagement	
The district will contract with Tulare or Kings COE to provide Beginning Teacher Support services. The school will work with Kings County Office of Education to ensure students will have highly qualified teachers with the proper permits and credentials in all grades.	Retain the services of an English Language Support Specialist and instructional aide personnel who will work with the Learning Coordinator to implement CELDT testing, track results, and provide direct instruction to EL students in an intervention setting		Maintain a school web site and provide auto-call system for families.	If fiscally feasible, summer school will be offered to students identified by need based on performance in grade level curriculum and assessments, including the CAASPP
	Learning Director and English Language Support Specialist will determine the need for reclassification based on CELDT scores, and meet with parents to reclassify students		School-wide events are open to all students and parents: Open House, Back to School Night, themed family nights, Winter program, Spring Program, Student drama productions. A stakeholder survey will be made available at school events and accessible online on the school website. Costs represent more than 1% of Title I funds	
Support the administrative activities and other miscellaneous costs, including employee health and employment costs, associated with the SPSA	Administration will analyze CAASPP Math and ELA scores with teachers during professional development and collaboration/planning days. Analysis will be used to plan all services related to student learning and achievement (classroom instruction, intervention services, tutoring, EL services, professional development, benchmark testing, curriculum/materials/supply purchases)			
	Learning Director will work with teachers to schedule performance benchmarks twice per year			
There is a need provide the technological foundation to implement state standards, intervention services, programmatic support, curriculum services and engage in learning experiences.	Learning director, teachers and instructional aides will schedule and conduct intervention services catered to student need. Learning Director will track, analyze and report data on students receiving intervention services			
	Pay teachers for before and after school tutoring services and include tutoring services as part of instructional aides' regular day duties on early-release days. Learning Director will track, analyze and report data on students receiving tutoring			
	Pay for contracts for online subscription/access to assessments; payment for training on newly adopted curriculum, including assessments			
	Learning Coordinator will analyze student assessment/achievement data and coordinate services for student groups, including professional development and curriculum planning			
	Purchase materials and supplies to support staff in providing instructional services to underperforming and/or at-risk students			
	Retain the services of instructional aides to provide direct instruction as intervention for underperforming students, and to provide tutoring during early-release Mondays.			

The School Site Plan needs assessment is based on the the state Local Control Accountability Plan (LCAP) priorities listed in Education Code 52060 and 5206

**A. Conditions of Learning:**

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas. (Priority 7)

**C. Engagement:**

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**B. Pupil Outcomes:**

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in all subject areas. (Priority 8)

State Priority	Identified Needs	METRIC(s)	LCAP Goals				
1 2 3 4 5 6 7 8	What needs are identified in regards to student achievement?	What will be different/improved/maintained for students? 2016-2017 (based on identified metric)	1	2	3	4	5
1 2 7	1 There is a need for standards aligned instructional materials in ELA/ELD, Science, Social Science for student use in grades TK-8	100% of classrooms will use standards aligned curriculum in Integrated ELA/ELD, Science, and Social Science for student use in grades TK-8, as adopted and approved by the State.	1				5
1 2 7	2 There is a need to support the standards aligned adoptions in Mathematics (Bridges in grades TK-5, CPM in grades 6-8)	100% of classrooms will be equipped with materials and supplies necessary for teachers to conduct all lessons in the adopted mathematics curriculum.	1				
1	3 There is a need for highly qualified teachers. The school has 14 TK-8 teachers and 1.5 Special Education teachers. One teacher is part of the Beginning Teacher Support Services induction program (BTSA). One teacher holds a short-term staff permit. One teacher holds a temporary county certificate.	The district will retain a 100% highly qualified faculty with the proper permits and/or credentials in all areas.	1				
2 4	4 Teachers and staff need ongoing professional learning opportunities, with special focus on professional development in newly adopted curriculum	All students will be taught by teachers who received professional development in Math, English-Language Arts/English Language Development, writing instruction, and student engagement.		2			
2 4	5 Analysis of CAASPP scores show a need for teacher grade level collaboration when planning	Teachers will use at least 20 early-release days (Mondays) to collaborate and plan grade level standards aligned lessons for students		2			
2	6 There is a need to coordinate professional development and training for teachers and instructional support staff	Retain the services of a Learning Director to coordinate professional development and training activities for certificated and classified staff		2			
4	7 There is a need for all students to attain proficiency in grade level Math standards. CAASPP test results show a 19% (up from 16%) proficiency rate for all students in Math; 0% (down from 4%) for EL Students, 15% (Up from 10%) for SED Students	CAASPP test results will show a 25% proficiency rate for all students in Math; 25% for EL Students, 25% SED		2			
4	8 There is a need for all students to attain proficiency in grade level ELA standards. CAASPP test results show a 34% (up from 26%) proficiency rate for all students in ELA; 5% (up from 0%) for EL Students, 30% (Up from 20%) for SED Students	CAASPP test results will show a 40% proficiency rate for all students in ELA; 25% for EL Students, 35% SED		2			
4	9 There is a need to increase the proficiency of English Learners in ELA (Reading, Writing, and Listening)	75% of EL students will make one level or more of progress towards English proficiency as measured by the California English Language Development Test (CELDT)		2			
4	10 There is a need for teachers to specifically plan for the needs of English Learner Students	Teachers will use 20 early-release days (Mondays) to collaborate and plan standards aligned lessons for students with specific focus on the needs of English Learners		2			
4	11 There is a need to maintain an EL reclassification rate of at least 5%, to show progress in serving EL students	EL reclassification in 2014-2015 was 10%. Maintaining a 5% reclassification rate will be an ongoing metric to assess EL instruction for EL students		2			
	12 There is a need to provide students with access to technology that supports readiness for high school, college and careers	40% of students in grades 3-8 will have 1:1 access to technology devices during each school day. There are 102 Chromebooks for 214 students this year. There will be 220 students in grades 4-8 next year. The ultimate goal is to move to a 1:1 device to student ratio for 100% of the students.		2			
	13 <del>There is a need to provide teachers with training to implement the use of technology that supports student readiness for high school, college and careers</del>	<del>100% of teachers in grades 3-8 will use technology to conduct performance benchmarks in writing</del>					
4	8 14 There is a need to provide intervention services for students who are underperforming	Accelerated Reader STAR scores will show one year of growth for 100% of students who receive intervention services. 100% of CAASPP scores for students participating in intervention will be analyzed for growth		2			
4	8 15 There is a need to provide tutoring services for students who are underperforming	Accelerated Reader STAR scores will show one year of growth for 100% of students who receive tutoring. Students participating in tutoring for math will score 75% or higher on curriculum based math assessments taken at the end of the year. 100% of CAASPP scores for students participating in tutoring will be analyzed for growth		2			
4	8 16 There is a need to monitor the progress of all students with local assessments in Reading, Writing, and Math	100% of students in grades K-8 will take local reading assessments in reading, writing and math (Renaissance Learning (STAR), Step-Up-to-writing, grade level benchmarks, and curriculum based assessments) at the beginning of the year, or when enrolled, and up to 3 times during the year. Local assessment scores will show growth equivalent to the amount of time enrolled in school since the initial assessment.		2			
8	17 There is a need to analyze student assessment/achievement data and coordinate services for student groups, including professional development and curriculum planning	Retain the services of a Learning Director to analyze student assessment/achievement data and coordinate services for student groups, including professional development and curriculum planning		2			
	18 There is a need to provide staff with materials and supplies to support services for underperforming and at-risk students	Purchase materials and supplies to support staff in providing instructional services to underperforming and/or at-risk students		2			
6	19 There is a need to recognize students for good attendance, academic achievement, and extra curricular participation	100% of students who obtain perfect attendance, and grade point averages above 3.0 will be recognized at trimester awards assemblies.					3

20	There is a need to maintain good attendance rates for all students. 2014-2015 attendance rate for Kit Carson Elementary was 95.90%	Increase District-wide attendance rates by .5%
21	There is a need to maintain a low suspension and expulsion rate. There was a 1.79% Suspension Rate (c. 2% hispanic, 0.29% white) in 2014-2015. There were no expulsions.	Maintain a suspension rate below 2% and an expulsion rate near zero (> 0.5%).
22	There is a need to facilitate parent/guardian involvement at school	25% of parents/guardians will take the stakeholder survey; 100% of SSC & ELAC/DLAC meetings will have a quorum
23	There is a need to provide or support an after school program for students in grades 1-8 that focuses on enrichment activities for students who will be taking the CAASPP	15% or more of students in grades 1-8 will have access to and enroll in an after school program, which may be offered by the district, school, or outside entity
24	There is a need to provide or support a summer school program for students in grades 2-7 that focuses on enrichment activities for students who will be taking the CAASPP	100% Identified students in grades 2-7 will be offered admission into a summer school program
25	There is a need to support the administrative activities and other miscellaneous costs, including employee health and employment costs, associated with expenditure of Title I, Title II, and REAP funds.	Up to 4.36% of indirect costs, including administrative costs and payments for unemployment insurance, workers compensation, social security/medicare, and retirement will be transferred to the district's general fund at the annually updated rate (2016-2017 maximum is 4.36 - down from 5.54% last year)
26	<del>There is a need to comply with NCLB law passed fifteen years ago, in 2001, schools in Program Improvement must set aside funds to offer transportation to students wanting to be transferred to a school of choice, for tutoring services for underperforming students, and for teacher professional development related to the reason the school was identified as program improvement. The reaction of the Federal government to the State's adoption of the new California State Standards and new California Assessment of Student Performance and Progress Tests has been to "freeze" schools and districts at their current status as of 2013.</del>	<del>20% of Title I funds will be Set Aside for transportation and supplemental educational services (free to qualifying students)</del>
27	There is a need to staff positions to perform intervention and tutoring services for all students, and for staffing to support combination classes.	100% of instructional aides who provide intervention and tutorial services will maintain logs of dates/times/services and record of students served.
28	There is a need provide the technological foundation for devices used by staff/students to implement/engage in the state standards, provide/partake intervention services, provide/receive programmatic support, and provide curriculum services (staff) and engage in learning experiences (students).	Provide up to 5% of Title I funds to maintain adequate, up-to-date servers for the school's computer system. This includes the purchase, maintenance, upgrade, service and warranty of a computer server.

## Kit Carson Elementary

	Funding	16-17 Budget	Carryover
<b>2016 - 2017 KCE SPSA Budget Allocation</b>	Title I - 3010	\$113,352	\$0
	Title II - 4035	\$15,896	\$0
	REAP - 5814	\$26,868	\$0

### School Site Allocation for Academic Planning

	Total Funding
<b><del>Title I Set Aside for Program Improvement (20%)</del></b>	<b>\$ -</b>
<i>The mandatory set aside for Transportation, Tutoring Services and Teacher Professional Development (20% of Title I funds) was part of the NCLB sanctions and was eliminated with the passage of ESSA.</i>	
<b>Title I total</b>	<b>\$ 113,352</b>
<b>Title II Total</b>	<b>\$ 15,896</b>
<b>REAP Total</b>	<b>\$ 26,868</b>

was 109,641; updated 1/31/17

was 17,000; updated 1/31/17

**Total School Site Allocation**

<b>\$ 156,116</b>
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# Kit Carson Elementary

	Title I	Title II	REAP	Other Sources
Budget Amount	\$ 113,352.00	\$ 15,896.00	\$ 26,868.00	LCAP Funds, Lottery,
Planned Costs	\$ 113,352.00	\$ 15,896.00	\$ 26,868.00	General Fund, Staff
Balance	\$ -	\$ -	\$ -	development funds, etc.

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>1</b>	All Students	Provide Fundamental Student Support Implement the California State Standards Provide Access to a Broad Course of Study	100% of classrooms will use standards aligned curriculum in Integrated ELA/ELD, Science, and Social Science for student use in grades TK-8, as adopted and approved by the State.	Direct service to students		-
		Purchase California standards aligned curriculum in Integrated ELA/ELD, Science, and Social Science for grades TK-8.					LCAP

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>2</b>	All Students	Provide Fundamental Student Support Implement the California State Standards Provide Access to a Broad Course of Study	100% of classrooms will be equipped with materials and supplies necessary for teachers to conduct all lessons in the adopted mathematics curriculum.	Direct service to students		-
		Purchase California standards aligned curriculum materials to support the implementation of new Mathematics curriculum for grades TK-8.  <i>(Cost represented in action #18 below)</i>					See #18 LCAP

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>3</b>	All Students	Provide Fundamental Student Support	The district will retain a 100% highly qualified faculty with the proper permits and/or credentials in all areas.	Direct service to students		-
		The district will contract with Tulare or Kings COE to provide Beginning Teacher Support services. The school will work with Kings County Office of Education to ensure students will have highly qualified teachers with the proper permits and credentials in all grades.					LCAP

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>4</b>	All Students	Implement the California State Standards	All students will be taught by teachers who received professional development in Math, English-Language Arts/English Language Development, writing instruction, and student engagement.	Direct service to students	5000	-
		Professional Development costs include workshop/conference fees, travel expenses, trainer fees, stipends, and substitute payment <i>Math: Development and coaching for Bridges (TK-5) and CPM (6-8) programs</i> <i>ELA/ELD: Training for selection of new ELA/ELD integrated curriculum</i> <i>Writing: Step up to writing training for all staff</i> <i>Science: Next Generation Science Standards for grades 5-8</i>					LCAP 2,220 <i>Fund 1000 &amp; 5000</i>

*was 3,224; update 1/31/17*

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>5</b>	All Students	Implement the California State Standards	Teachers will use at least 20 early-release days (Mondays) to collaborate and plan grade level standards aligned lessons for students	Instructional Staff		-
		Faculty meetings and collaboration/planning time will be scheduled on Mondays from 2:05-4:15 and be held in the teacher resource room. Meetings will be led by and monitored by the Learning Director and Superintendent/Principal. Payment for supplies and materials for faculty use during professional development and early-out collaboration days.  <i>(Cost for Materials &amp; supplies represented in #18 below. Cost for Learning Director salary represented by # 6 below)</i>					See #6 526

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>6</b>	All Students	Implement the California State Standards	Retain the services of a Learning Director to coordinate professional development and training activities for certificated and classified staff	Instructional Services Staffing		-
		Retain the services of a Learning Director to coordinate professional development and training activities for certificated and classified staff. Cost represents salary and benefits.					9,695

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>7</b>	Multiple Student Groups	Implement the California State Standards	CAASPP test results will show a 25% proficiency rate for all students in Math; 25% for EL Students, 25% SED	Direct service to students		-
		Administration will analyze CAASPP Math scores with teachers during professional development days and collaboration/planning days. Analysis will be used to plan all services related to student learning and achievement (classroom instruction, intervention services, tutoring, EL services, professional development, benchmark testing, curriculum/materials/supply purchases)  <i>Costs represented by all actions of the SPSA</i>					Costs represented in all actions of the SPSA

	Action(s)	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
	<b>8</b>	Multiple Student Groups	Implement the California State Standards	CAASPP test results will show a 40% proficiency rate for all students in ELA; 25% for EL Students, 35% SED	Direct service to students		-
		Administration will analyze CAASPP Math scores with teachers during professional development days and collaboration/planning days. Analysis					-

will be used to plan all services related to student learning and achievement (classroom instruction, intervention services, tutoring, EL services, professional development, benchmark testing, curriculum/materials/supply purchases)					Costs represented in all actions of the SPSA	Title II	
						REAP	
						Other Sources	
Action(s)	9	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		EL Students	Implement the California State Standards	75% of EL students will make one level or more of progress towards English proficiency as measured by the California English Language Development Test (CELDT)	Direct service to students & Instructional Services Staffing		
		Retain the services of an English Language Support Specialist and instructional aide personnel who will work with the Learning Coordinator to implement CELDT testing, track results, and provide direct instruction to EL students in an intervention setting				LCAP	Funding
							Other Sources
							-
							-
							-
Action(s)	10	Target Group	LCAP Goal(s)	SPSA Goal	Purpose of funding		
		EL Students	Implement the California State Standards	Teachers will use 20 early-release days (Mondays) to collaborate and plan standards aligned lessons for students with specific focus on the needs of English Learners	Direct service to students		
		Faculty meetings and collaboration/planning time will be scheduled on Mondays from 2:05-4:15 and be held in the teacher resource room. Meetings will be led by and monitored by the Learning Director and Superintendent/Principal. Payment for supplies and materials for faculty use during professional development and early-out collaboration days.				See #6	Funding
						See #18	Title II
							-
							-
		<i>(Cost for Materials &amp; supplies represented in #18 below. Cost for Learning Director salary represented by #6 above)</i>					-
Action(s)	11	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		EL Students	Implement the California State Standards	EL reclassification in 2014-2015 was 10%. Maintaining a 5% reclassification rate will be an ongoing metric to assess EL instruction for EL students	Direct service to students		
		Learning Director and English Language Support Specialist will determine the need for reclassification based on CELDT scores, and meet with parents to reclassify students who are eligible				See #9	Funding
						See #17	Other Sources
							Title I
							-
							-
Action(s)	12	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		Multiple, Grade-specific Student Groups	Implement the California State Standards Provide Access to a Broad Course of Study	40% of students in grades 3-8 will have 1:1 access to technology devices during each school day. There are 102 Chromebooks for 214 students this year. There will be 220 students in grades 4-8 next year. The ultimate goal is to move to a 1:1 device to student ratio for 100% of the students.	Direct service to students		
		Purchase/maintenance of technology devices (Chromebooks, tablets, laptops, etc.) for student use in grades 3-8 for instructional purposes				9,865	Funding
						Fund 4000 - see #23	Title I
							-
						LCAP	Other Sources
							-
							-
							-
							-
Action(s)	13	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		Multiple, Grade-specific Student Groups	Implement the California State Standards Provide Access to a Broad Course of Study	100% of teachers in grades 3-8 will use technology to conduct performance benchmarks in writing	Student Assessment		
		Learning Director will work with teachers to schedule performance benchmarks twice per year				See #17	Funding
							-
							-
							-
							-
Action(s)	14	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		Multiple Student Groups	Implement the California State Standards	Accelerated Reader STAR scores will show one year of growth for 100% of students who receive intervention services. 100% of CAASPP scores for students participating in intervention will be analyzed for growth	Direct Services to Students		
		Learning director, teachers and instructional aides will schedule and conduct intervention services catered to student need. Learning Director will track, analyze and report data on students receiving intervention services				See #17,#26	Funding
						General Fund	Title I
							Other Sources
							-
							-
		<i>(Cost for Learning Director salary represented in action #17. Instructional aide salaries represented in action #27. Teachers salaries paid from General Fund)</i>					-
Action(s)	15	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		Multiple Student Groups	Implement the California State Standards	Accelerated Reader STAR scores will show one year of growth for 100% of students who receive tutoring. Students participating in tutoring for math will score 75% or higher on curriculum based math assessments taken at the end of the year. 100% of CAASPP scores for students participating in tutoring will be analyzed for growth	Student Assessment		
		Pay teachers for before and after school tutoring services and include tutoring services as part of instructional aides' regular day duties on early-release days. Learning Director will track, analyze and report data on students receiving tutoring				See #17,#26, #27	Funding
						9,000	Other Sources
							Title I
							-
							-
		<i>(Cost for Learning Director salary represented in action #17. Cost for instructional aide salaries represented in action #27. Teacher stipend costs represented here)</i>					-
Action(s)	16	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		
		All Students	Implement the California State Standards	100% of students in grades K-8 will take local reading assessments in reading, writing and math (Renaissance Learning (STAR), Step-Up-to-writing, grade level benchmarks, and curriculum based assessments) at the beginning of the year, or when enrolled, and up to 3 times during the year. Local assessment scores will show growth equivalent to the amount of time enrolled in school since the initial assessment.			
		Payment for contracts for online subscription/access to assessments				23,497	Funding
		Payment for training on state standards and adopted curriculum series, including assessments				Fund 5000	Title I
		Professional Development costs include workshop/conference fees, travel expenses, trainer fees, stipends, and substitute payment					-
		<i>Trainings may be for all instructional staff or grade/program specific</i>					-

Action(s)	17	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Implement the California State Standards Provide Access to a Broad Course of Study	Retain the services of a Learning Director to analyze student assessment/achievement data and coordinate services for student groups, including professional development and curriculum planning	Instructional Services Staffing	19,390	Title I
		Retain the services of a Learning Director to analyze student assessment/achievement data and coordinate services for student groups, including professional development and curriculum planning				9,695	REAP
							-
							-

Action(s)	18	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Provide Fundamental Student Support Implement the California State Standards	Purchase materials and supplies to support staff in providing instructional services to underperforming and/or at-risk students	Administrative Costs, Supplies & Materials	16,387	Title I
		Purchase materials and supplies to support staff in providing instructional services to underperforming and/or at-risk students					-
							-
							-

was 12,387; updated 1/31/17

Action(s)	19	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Maintain a High Level of Stakeholder Engagement Maintain a Positive School Climate	100% of students who obtain perfect attendance, and grade point averages above 3.0 will be recognized at trimester awards assemblies.	Administrative Costs, Supplies & Materials	Indirect	Title I
		School secretary will track student achievement with the SIS and collect anecdotal teacher data. Cost for materials for certificate rewards.					-
		<i>Cost assumed to be absorbed indirectly (see action 25)</i>					-
							-

Action(s)	20	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Maintain a High Level of Stakeholder Engagement Maintain a Positive School Climate	Increase District-wide attendance rates by .5%	Administrative Costs, Supplies & Materials	Indirect	Title I
		School Secretary will track attendance rates with the SIS and print awards students for perfect attendance with certificates of recognition.					-
		<i>Cost assumed to be absorbed indirectly (See action 25)</i>					-
							-

Action(s)	21	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Maintain a Positive School Climate	Maintain a suspension rate below 2% and an expulsion rate near zero (> 0.5%).	Administrative Cost	LCAP	Other Sources
		Student Specialist will track, analyze and report on student suspension and expulsion rate					-
		<i>(Cost for Student Specialist Salary represented in LCAP)</i>					-
							-

Action(s)	22	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		All Students	Maintain a High Level of Stakeholder Engagement	25% of parents/guardians will take the stakeholder survey; 100% of SSC & ELAC/DLAC meetings will have a quorum	Administrative Cost	Indirect	Other Sources
		Communication through a weekly newsletter, maintain a school web site, provide auto-call system for families. School-wide events are open to all students and parents: Open House, Back to School Night, themed family nights, Winter program, Spring Program, Student drama productions. A stakeholder survey will be made available at school events and accessible online on the school website. Costs represent more than 1% of Title I funds required to be used for parent engagement					-
		<i>Cost assumed to be absorbed indirectly (See action 25)</i>					-
							-

Action(s)	23	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		Multiple, Grade-specific Student Groups	Provide Access to a Broad Course of Study	15% or more of students in grades 1-8 will have access to and enroll in an after school program, which may be offered by the district, school, or outside entity	Direct Services to Students		Other Sources
		The District will continue to contract with Kings County Office of Education to host the ASES program on site.					-
							-
							-

Action(s)	24	Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding		Funding
		Multiple, Grade-specific Student Groups	Provide Access to a Broad Course of Study	100% identified students in grades 2-7 will be offered admission into a summer school program	Direct Services to Students		Other Sources
		If fiscally feasible, summer school will be offered to students identified by need based on performance in grade level curriculum and assessments, including the CAASPP					-
							-
							-

		Target Group	LCAP Goal(s)	SPSA Metric	Purpose of funding
				Up to 4.50% of indirect costs, including administrative costs and payments for unemployment insurance, workers compensation, social security/medicare, and retirement	



# Kit Carson Elementary

## Recommendations and Assurances

*The school site council recommends this school plan and its related 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  
District Advisory Committee  
English Learner Advisory Committee
- 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 Control Accountability Plan.
- 5 This school plan is based upon 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:

Attested:

Principal: Todd Barlow

Sign here

	Date:	DECEMBER 1, 2016
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Signature of school principal

School Site Council Chairperson: Jean Pasley

Sign here

	Date:	DECEMBER 1, 2016
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Signature of SSC chairperson