

District Name: Kingsburg Joint Union High School CD Code: 10-62257

**LOCAL EDUCATIONAL  
AGENCY PROGRAM**

**IMPROVEMENT PLAN ADDENDUM TEMPLATE**

**The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.**

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year 1 monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jamorrison@cde.ca.gov](mailto:jamorrison@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

1. The transition to Common Core State Standards, a new state assessment (CAASPP), and the suspension of CAHSEE has made analyzing assessment data difficult. In analyzing data from the 2014-2015 school year, the federal requirement of being 100% proficient for CAHSEE was not met and our baseline data from CAASPP showed that proficiency rates were 60% or below in both English and Math.

2. Academic priorities include the following:

Full implementation of Common Core standards in English and Math with a special focus of incorporating common core strategies across all curriculums.

Continued professional development activities for teachers and administration as Common Core is implemented throughout the curriculum.

3. The LEA plan and addendum has not been successful in meeting the tenants of NCLB and 100% proficient. Due to the transition to a new accountability model, the AYP only measured graduation rate and participation rate. Kingsburg High School met both of these targets, but remained a PI 3 school. In evaluating the new assessment measure, CAASPP, the number of proficient schoolwide was 59.4% in English and 31.9% in Math. In the subgroups, Hispanic, Socioeconomically disadvantaged, English Learners and Special Education students the number of proficient was lower than the schoolwide average.

Group	English % Proficient	Math % Proficient
Overall	59.4	31.9
Hispanic	56.2	24.7
White	59.3	35.6
Socioeconomically Disadvantaged	47.4	20
English Learners	13.3	0
Special Education	14.3	4.8

Based on self-assessment using instrument of state test results and local benchmark assessments, an increased emphasis on professional development for math and English to target instructional strategies to support the new model of learning through common core

**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP.

**Graduation rate to meet or exceed 95% overall and with all subgroups.**

**Performance gains expected for all students: The percentage of students scoring standard met or standard exceed increases 1% in both English and Math.**

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

The transition to Common Core Standards has led to an increased need in developing strategies that are student driven and not teacher driven. Professional development has been provided to staff to develop these strategies. The implementation of technology as a means to supporting the transition has also been essential in developing college and career ready students.

The English department is continuing to implement ERWC, English Reading Writing Content that has been developed by the CSU system and approved by the College A-G system as a way of showing process through critical thinking, reading and writing. These units will be implemented in grades 9-12 English.

ELL's and SWD's are now subgroups and receive targeted assistance through research based strategies used one on one and in smaller group settings.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
Annual data collection for CAASPP, CELDT, SABE II and other federal, state and or local tests authorized for all students and special population students. Analysis of aforementioned data and communication with the school administration, Local Governing Board, faculty, and all other stakeholders.	Cindy Schreiner, Fred Cogan,	August, October, February and May as released	1,500.00/Title I, General Fund
Quarterly data collection and analysis of benchmark test data for English and Math courses, as well as other core courses.	PLC teams, English, Math, Social Studies, Science	October, December, March, May annually	3500.00/General Fund
Targeting services and programs to lowest-performing student groups: Remediation class grade 9 in English for those who need help with basic reading skills.	Counselors	August to June	939.00/General Fund

Extended tutorials before school, at lunch and after school to support “at risk” students through supplemental assistance.	Counselors,	August to June	2500.00/General Fund
Adult paraprofessional work in classes assisting “at risk” and “most at risk”.	Randy Morris, Cindy Schreiner	August to June	49790.00/Title I
Any additional services tied to student academic needs through SES tutoring.	Cindy Schreiner Randy Morris	October to March	120000.00/ Title I, General Fund
AVID students receive additional tutorial and practice in academic reading for all content areas. AVID students receive additional monitoring of performance on tests, completion of requirement for college and achievement as measured by grades and coursework. AVID students and parents receive instruction in study skills, time management, organization of materials and resources and advocacy for college enrollment.	Randy Morris	August to June	6500.00/Title I
Title I “at risk” and “most at risk” students receive paraprofessional services within the classroom.	Randy Morris	August to June	49790.00/Title I
ELL students receive paraprofessional service within the classroom from a bilingual aide who helps in preview-review, acting as a supplement to the instructor.	Randy Morris	August to June	49790.00/Title I
Coordinated services for other special needs students such as AVID, Homeless, Foster and Special Education are facilitated by the Director of Student Services.	Cindy Schreiner	August to June	36360.00/Title I

**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
Staff development focused on instructional strategies to support all students in the transition to Common Core State Standards.	Randy Morris	Annually	40000.00/Title I

<p>English staff trained in CSU ERWC techniques to be implemented in all English classrooms which provide college English remediation skills through reading, writing and critical thinking. Emphasis is on rhetoric and language and it aligns will the Common Core.</p>	<p>English PLC's</p>	<p>Annually</p>	<p>1000.00/General Fund</p>
<p>Workshops attended by individuals to gain training on standard based instruction and standards based curriculum in the common core.</p>	<p>Randy Morris</p>	<p>Annually</p>	<p>1000.00/General Fund</p>
<p>AVID Regional Workshops, AVID summer institute, AVID Path Training, AVID Tutor Training, College Board Workshops.</p>	<p>Randy Morris</p>	<p>Annually</p>	<p>2500.00/General Fund, Title 1</p>

**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
During the summer session, summer school is offered. These courses serve not only to allow students to make up missed credits but also allow students to garner support for language and math skills needed to help them become proficient in common core subjects.	Administration, Teachers, Students	Summer 2016	46447.00	General Fund, Title 1
Summer 2016: English Recovery class. Math 1 and Algebra	Administration, Teachers, Students	Summer 2016	5000.00	General Fund
Tutorials in math at lunchtime.	Administration, Teachers, Students	August to June	2500.00	General Fund, Title I
Additional services tied to student academic needs:				
AVID students receive additional tutorial and practice in academic reading for all content areas. AVID students receive additional monitoring of performance on tests, completion of requirement for college and achievement as measured by grades and coursework. AVID students and parents receive instruction in study skills, time management, organization of materials and resources and advocacy for college enrollment.	Administration, Teachers, Students	August to June	6500.00	Title I
Title I “at risk” and “most at risk” students receive paraprofessional services within the classroom.	Administration, Teacher, Aide	Ongoing	25157.00	Title I
ELL students receive paraprofessional service within the classroom from a bilingual aide who helps in preview-review, acting as a supplement to the instructor.	Administration, Teacher, Aide	Ongoing	24633.00	Title I
Extended learning time:				
Continued use of Workshop 9, English E, Math 1A and Math 1B classes to support skills for “at risk” group which include, but are not limited to English Language Learners, SWD and Title I identified students.	Randy Morris	Ongoing	30580.00	General Fund

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Parents will be offered parent involvement activities throughout the year which include, but are not limited to: visitation in their child's classroom, parent education classes, opportunities to attend workshops and conferences, the parent/teacher conference, Back to School Night and Open House and the opportunity to serve on District and Site Advisory Committees and Councils which deal directly with standards based curriculum choice and purchases in the area of English and Math.</p>	Principal, Program Coordinator	Ongoing	1000.00	Title I
<p>Title I, DELAC, ELAC, SSC and Curriculum Council Meetings will be held at the site.</p>	Program Coordinator, SSC	Ongoing	100.00	Title I
<p>Provide Home/School Contacts</p>	School staff, including administrators, teachers, counselors and students.	Ongoing	100.00	General Fund
<p>Auxiliary services for students and parents:</p>	School staff, including administrators, teachers, counselors	Ongoing	2500.00	Title I
<p>Student and parent portals to access students grades, district and school websites, use of Google classrooms, social media, Remind, and other communication methods used by school staff.</p>	School staff, including administrators, teachers, counselors	Ongoing	2500.00	Title I

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA: Kingsburg Joint Union High School**

**County District Code: 10-62257**

**Date of Local Governing Board Approval: April 11, 2016**

**District Superintendent: Randy R. Morris**

**Address: 1900 18<sup>th</sup> Ave**

**City: Kingsburg**

**Zip Code: 93631**

**Phone: 559-897-7721**

**FAX: 559-897-7759**

**E-mail:  
rmorris@kingsburghigh.  
com**

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:**

_____	<b>Randy R. Morris</b>	<b>April 11, 2016</b>
Signature of Superintendent	Printed Name of Superintendent	Date

_____	<b>Mike Serpa</b>	<b>April 11, 2016</b>
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.