

Vivian Banks Charter School  
School-wide Title I Plan  
2016-2017  
(Revised June 2017)



Vivian Banks Charter School  
11800 Pala Mission Road  
Pala, CA 92059

## Vision Statement

*Vivian Banks Charter school will create an environment for learning where students and teachers are learners, where parents are fully involved, where thinking and character are values, where a relationship of trust and integrity exist, where risk is expected behavior, and where the culture and background of each learner is recognized and valued.*

## Mission Statement

*“Academic excellence and support for all students to be highly competitive in their chosen career path and/or college”*

## Vivian Banks Charter School Profile

Vivian Banks Charter School (VBCS) is located on the Pala Indian Reservation, within the Bonsall Unified School District (BUSD) existing boundaries. It is on the grounds of the Pala Mission, an auxiliary site of the nearby San Luis Rey Catholic Mission. The School is named for Vivian Banks, a Native American who served on the District Board of Trustees from 1944 to 1990.

The Vivian Banks Charter School is a learning community committed to the cultural awareness, social and physical development, and intellectual growth of each student. It establishes a learning environment that fosters respect for self and others, responsibility, and enables students to meet present needs and future challenges in a complex, changing society.

The VBCS student will lead our community, region, state and nation in the 21st century. As educated adults able to produce high-quality goods and services for the future economy, they must:

- Maintain physical and mental fitness, thinking critically and creatively.
- Produce and receive communication in all its present and future forms, whether working cooperatively with others or individually.
- Understand their meaningful roles in social groups large and small, actively participating in the democratic process.
- Apply present and future technologies with confidence, as tools to create work products.
- Internalize a self-disciplined work ethic that motivates them to be lifelong learners.

The VBCS educational program serves students with a diverse background and of all ability levels from kindergarten through fifth grade. Its students will be able

to apply basic and higher order thinking skills, use technology, and develop effective interpersonal communication, particularly in the area of self-management. A special emphasis of the school is literacy. A variety of technologies are used to enhance teaching and learning. The school will foster unity by recognizing our common heritage and, within it, the unique contributions of each individual.

### Stakeholders

Throughout the school-wide planning process, Vivian Banks had teachers, staff, parents and administrative support as shown in the chart below.

| NAME               | POSITION                      | CONTACT  |
|--------------------|-------------------------------|--|
| Eric Kosch         | Principal                     | <a href="mailto:eric.kosch@bonsallusd.com">eric.kosch@bonsallusd.com</a>                 |
| David Duro Jr.     | Charter Council Pres.         | (760) 504-3174   |
| Eric Ortega        | Vice Pres.                    | (760) 522-0615   |
| Glo Banks          | Parent                        | (951) 326-6340   |
| Jessica Bow        | Parent                        | (760) 685-1361   |
| Lenore Parra       | Parent                        | (760) 317-7189   |
| Jackie Withers     | Parent                        | (760) 994-7007   |
| Susan Hagadorn     | Teacher                       | <a href="mailto:susan.hagadorn@bonsallusd.com">susan.hagadorn@bonsallusd.com</a>         |
| LeeAnne Brahan     | Teacher                       | <a href="mailto:leeanne.brahan@bonsallusd.com">leeanne.brahan@bonsallusd.com</a>         |
| Rachael Janikowski | Teacher                       | <a href="mailto:rachael.janikowski@bonsallusd.com">rachael.janikowski@bonsallusd.com</a> |
| Sarah Castner      | Teacher                       | <a href="mailto:sarah.castner@bonsallusd.com">sarah.castner@bonsallusd.com</a>           |
| Sarah Dyroff       | Teacher (Secretary)           | <a href="mailto:sarah.dyroff@bonsallusd.com">sarah.dyroff@bonsallusd.com</a>             |
| Teresa Suarez      | School Secretary<br>Treasurer | <a href="mailto:teresa.suarez@bonsallusd.com">teresa.suarez@bonsallusd.com</a>           |
| Kelly Lyons        | Teacher                       | <a href="mailto:kelly.lyons@bonsallusd.com">kelly.lyons@bonsallusd.com</a>               |

# 1. Comprehensive Needs Assessment

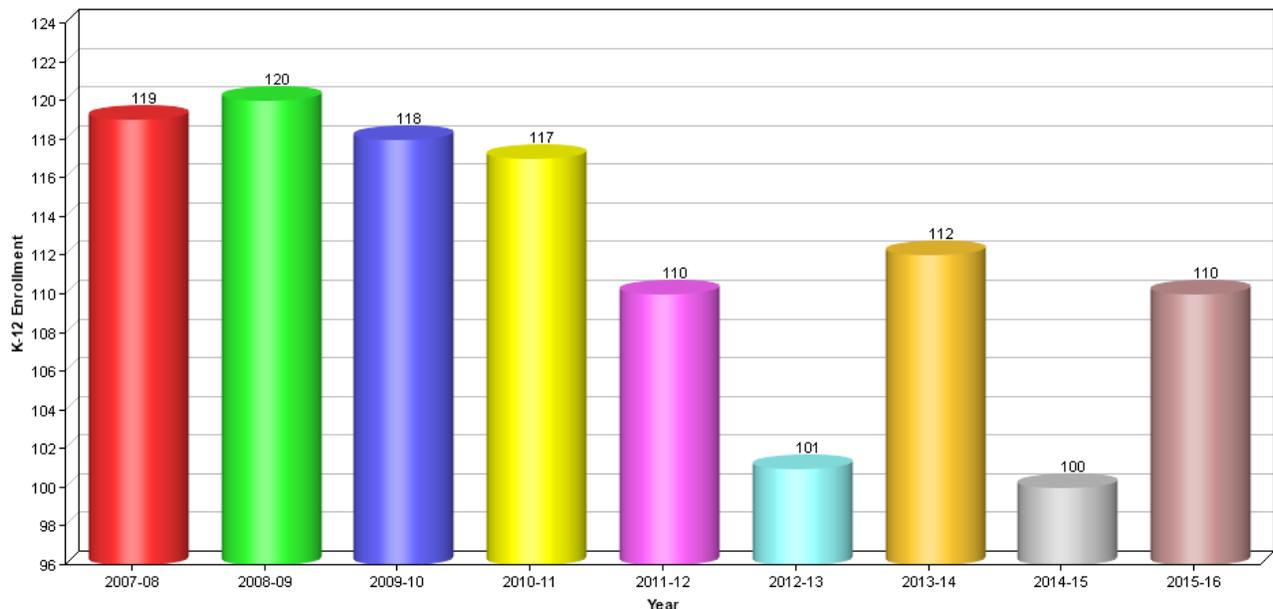
Under the direction of the School Improvement (SIP) Chairpersons, all stakeholders, who include staff, parents, and administration, took part in the Comprehensive Needs Assessment, which led to the design of the 2016-2017 Title I Plan.

Several meetings were held to collaborate on VBCS's needs based on the achievement data (California Assessment of Student Performance and Progress, California Standardized Testing results, i-Ready Diagnostic results, CELDT results, Ready Math, Ready Reading, District Writing, and Common Assessments), perceptual, and demographic data gathered throughout the school year.

In May a Parent/Community online survey was administered to help the SIP Team gather additional demographic and perceptual data that would contribute to the planning, development, monitoring, and evaluation of the School Improvement Plan.

The plan is reviewed and updated yearly to reflect the most recent trends in data and plan strategies to address continued improvement.

## Demographics



## Number of English Learners

|      |    |
|------|----|
| 2012 | 45 |
| 2013 | 42 |
| 2014 | 47 |
| 2015 | 42 |
| 2016 | 43 |

## Students by Ethnicity

| School               | Code    | Hispanic or Latino of Any Race | American Indian or Alaska Native, Not Hispanic | White, not Hispanic | Two or More Races, Not Hispanic | African American | Total |
|----------------------|---------|--------------------------------|--|---------------------|---------------------------------|------------------|-------|
| Vivian Banks Charter | 6113468 | 50                             | 48   | 9                   | 2                               | 1                | 110   |

Upon review of this data it has been determined that our overall student enrollment has remained mostly consistent over the past five years. We have realized an increase in enrollment in 16/17, currently we are serving 110 students. Currently, our lower elementary grades are larger than our upper grades. The projected Kindergarten enrollment for the 2017-2018 will remain high with 20 students.

Additionally, it has been determined that our number of Economically Disadvantaged and EL students remain fairly consistent. Approximately 85% of our students qualify under the McKinney-Vento Homeless Education Assistance Act. Although most of Vivian Banks students were born in the United States, many of their parents are recent immigrants from Mexico who are unfamiliar with American school culture.

**Conclusions:**

Due to the increase in the number of students in the lower elementary grades including EL students, grades 2-3 will be targeted for additional interventions in Reading. Interventions, in a Multi-tiered System of Support (MTTS), will be available at all grade levels for at-risk students.

**Attendance**

| ADA % Year |        |
|------------|--------|
| 2005-2006  | 88.8%  |
| 2006-2007  | 87.7%  |
| 2007-2008  | 90.3%  |
| 2008-2009  | 91.4%  |
| 2009-2010  | 91.5%  |
| 2010-2011  | 90.3%  |
| 2011-2012  | 94.25% |
| 2012-2013  | 93.0%  |
| 2013-2014  | 92.3%  |
| 2015-2016  | 92.8%  |

Vivian Banks student attendance has shown substantial growth over the past 10 years. Over the past three years VBCS has averaged a 92.7% ADA. Consistent student attendance continues to be a challenge at VBCS. We have a number of students who exceed the number of allowable absences and tardies on a yearly basis. We have stepped up our efforts to SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) these families and provide them with the support they need to insure their student arrives to school on time, everyday. We have also instituted an attendance incentive program school wide that rewards students for achieving attendance goals.

While these program helped to motivate some families it was found to have limited impact on the families who were absent the most. In 2016-2017, we will continue to implement attendance improvement incentives while increasing those who are SARTed and SARBed. We will also make daily phone calls to families with increasing attendance concerns and maintain constant communication regarding the importance of ensuring all students are attending school.

We also recognize students that demonstrate perfect attendance monthly by issuing them, "Eagle Bucks". Eagle bucks are valued at one dollar good at the student store. We have found that this attendance reward system has generated increased motivation with the students and has helped to improve regular attendance.

A current ADA review indicates that VBCS is on pace to record a substantial ADA increase for 2016-2017. Current data indicates that through month 4 VBCS's ADA reflects a 3 point increase of 95.5%.

## **Special Education**

The number of Students with Disabilities has remained under 15% of the overall student population over the past five years.

## **Achievement Data**

Students in grade 3-5 will take the CAASPP (California Assessment of Student Performance and Progress) Test in April of this year. This will be the second year the state will score this new assessment. This data will provide a summary of student achievement based on the CCSS (Common Core State Standards). In addition, students in 5<sup>th</sup> grade took the Science portion of the CST test. English Learner students in grades K-5 take the California English Language Development Test (CELDT) annually. VBCS averages approximately 50 students that participate in yearly CAASPP testing. This is a significantly small number of students, it is important to keep this in mind when looking at large fluctuations in test scores from year to year.

## CAASPP School Wide

### English Language Arts

|                     | 2015 | 2016 |
|---------------------|------|------|
| Standard Exceeded   | 9    | 6    |
| Standard Met        | 21   | 31   |
| Standard Nearly Met | 33   | 35   |
| Standard Not Met    | 37   | 29   |

### Math

|                     | 2015 | 2016 |
|---------------------|------|------|
| Standard Exceeded   | 9    | 4    |
| Standard Met        | 16   | 24   |
| Standard Nearly Met | 40   | 34   |
| Standard Not Met    | 35   | 38   |

## CAASPP English Learners

### English Language Arts

|                     | 2015 | 2016 |
|---------------------|------|------|
| Standard Exceeded   | 7    | 5    |
| Standard Met        | 20   | 29   |
| Standard Nearly Met | 33   | 48   |
| Standard Not Met    | 40   | 19   |

## Mathematics

|                            | 2015 | 2016 |
|----------------------------|------|------|
| <b>Standard Exceeded</b>   | 7    | 5    |
| <b>Standard Met</b>        | 20   | 23   |
| <b>Standard Nearly Met</b> | 47   | 41   |
| <b>Standard Not Met</b>    | 27   | 32   |

## CAASPP Ethnicity - Hispanic

### English Language Arts

|                            | 2015 | 2016 |
|----------------------------|------|------|
| <b>Standard Exceeded</b>   | 6    | 4    |
| <b>Standard Met</b>        | 24   | 29   |
| <b>Standard Nearly Met</b> | 29   | 42   |
| <b>Standard Not Met</b>    | 41   | 25   |

### Mathematics

|                            | 2015 | 2016 |
|----------------------------|------|------|
| <b>Standard Exceeded</b>   | 6    | 8    |
| <b>Standard Met</b>        | 18   | 20   |
| <b>Standard Nearly Met</b> | 47   | 40   |
| <b>Standard Not Met</b>    | 29   | 32   |

## CAASPP Ethnicity - Native American

### English Language Arts

|                            | 2015 | 2016 |
|----------------------------|------|------|
| <b>Standard Exceeded</b>   | 5    | 5    |
| <b>Standard Met</b>        | 18   | 26   |
| <b>Standard Nearly Met</b> | 36   | 32   |
| <b>Standard Not Met</b>    | 41   | 37   |

### Mathematics

|                            | 2015 | 2016 |
|----------------------------|------|------|
| <b>Standard Exceeded</b>   | 5    | 0    |
| <b>Standard Met</b>        | 18   | 21   |
| <b>Standard Nearly Met</b> | 41   | 26   |
| <b>Standard Not Met</b>    | 36   | 53   |

## **Conclusions:**

### Strengths:

- Based on a detailed examination of 2016 CAASPP results the following highlights have presented themselves:
  - School-wide students showed a 7 point increase in standard exceeded/met in ELA.
  - School-wide students showed a 3 point increase in standard exceeded/met in Mathematics.
  - English Learners showed a 7 School-wide point increase in standard exceeded/met in ELA
  - Native American Students showed a 7 point increase in standard exceeded/met in ELA

### Challenges:

- Based on a detailed examination of 2016 CAASPP results the following challenges have presented themselves:
  - 67% of EL students did not meet standard in ELA in 2016
  - 73% of EL students did not meet standard in Math in 2016
  - 79% is Native American students did not meet standard in Math in 2016.
  - Student Attendance

## **Discipline**

Discipline issues at Vivian Banks for the most part are isolated and infrequent; the majority of students are respectful of each other and the staff. Each year, there are very few incidents which would require an out of school suspension. Often, it is found that these discipline problems exist because of unclear or weak behavioral expectations or issues that are occurring at home. The lack of consistent expectations has an impact on the learning that occurs in the classroom. At Vivian Banks, the plan is to teach the seven pillars of character through implementation of Charter Counts!

The Character Counts! Approach to character education doesn't exclude anyone. The six pillars include: trustworthiness, respect, responsibility, fairness, caring and citizenship. Every Friday morning at our Flag Raising Assembly, we celebrate and recognize students who have demonstrated outstanding behaviors.

VBCS has also begun the process on implementing the Leader in Me framework on campus. The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The 7 Habits of Highly effective people is also a key component of the overall Leader in Me process.

VBCS has also benefitted from the addition of a part-time counselor on campus the past two years. This counselor was available through a generous donation from the Pala Band of Mission Indians. The research shows clearly that counseling delivers a wide range of benefits, including improved academic performance, reduced classroom disruptions and fewer disciplinary problems, all of which lead to calmer school climates, emotionally healthy students, and reduced violence on campus. Access to school health services is credited with decreasing absenteeism and improving graduation rates.

The addition of a counseling program has benefitted Vivian Banks Charter School in tremendous ways. Lunch Bunch and Social Skills Groups have played a pivotal role in reducing student referrals to the office and have introduced pertinent strategies to help students deescalate and resolve conflicts. Classroom Push-In lessons have focused on our Character Counts Pillars and improving student understanding and expectations regarding their behavior. The counselor works with VBCS's most fragile and needy students has proven very effective in helping these students deal with and overcome very serious emotional and social concerns. All of the above interventions have provided VBCS students a much needed resource. There is little doubt that the counselors presence on campus has and will continue to increase our ability to provide academic excellence and support for all students.

## **Perception Data**

### **Process and Implementation of the Parent Survey**

The members of the School Improvement Team in collaboration with the Charter Council created a Parent/Community Survey.

This survey was available to all school and community members. The survey focused on community demographics, programming, and overall satisfaction. Approximately, 30 parents filled out the survey.

**Vivian Banks Charter School Parent Satisfaction Survey**  
**PLEASE RETURN BY APRIL 22, 2016**

**1.) Academics and Learning**

|  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| I am happy with the learning opportunities my child has.                 | 16                    | 13           | 4              |                 |                          |
| I am satisfied with my child's progress in reading.                      | 13                    | 13           | 4              | 2               |                          |
| I am satisfied with my child's progress in math.                         | 16                    | 9            | 7              |                 |                          |
| My child can get help from his/her teacher when needed.                  | 20                    | 11           | 2              |                 |                          |
| The homework my child's teacher assigns is relevant to his/her learning. | 15                    | 11           | 5              | 1               |                          |

**3.) School Culture and Climate, Communication**

|  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| My child feels safe at school.                             | 12                    | 16           | 4              |                 |                          |
| My child feels a sense of belonging at school.             | 12                    | 15           | 3              | 2               |                          |
| My child has a trusting relationship with staff at school. | 16                    | 12           | 6              |                 |                          |
| Learning is the primary focus at my child's school.        | 14                    | 15           | 3              |                 |                          |
| I feel welcome at the school.                              | 13                    | 18           | 2              |                 |                          |

|   |    |    |   |   |  |
|---|----|----|---|---|--|
| Parents/Guardians are invited to be involved with the education of their children here. | 17 | 14 | 1 | 1 |  |
| I would feel comfortable working in my child's classroom.                               | 16 | 7  | 9 |   |  |

|   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| There is open communication between parents and school staff. | 14                    | 13           | 4              |                 |                          |
| I am satisfied with the information in the Wednesday Notes.   | 13                    | 9            | 8              |                 | 1                        |
| I am satisfied with communication from my child's teacher.    | 17                    | 12           | 1              |                 |                          |
| I attend parent/teacher conferences.                          | 18                    | 7            | 6              |                 |                          |
| The front office staff is courteous and helpful.              | 18                    | 12           | 1              |                 |                          |
| I assess the schools website to receive information.          | 8                     | 5            | 7              | 9               | 1                        |

### 5.) Additional Services

|   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| I am satisfied with the after-school program, ASES. | 12                    | 7            | 8              |                 |                          |

|  |    |    |   |   |   |
|--|----|----|---|---|---|
| I am satisfied with the food served in my child's school.                              | 5  | 7  | 7 | 7 | 3 |
| I am satisfied with the play-ground facilities at my child's school                    | 11 | 9  | 6 | 1 | 2 |
| I am satisfied with the access to and use of technology that my student has at school. | 12 | 14 | 3 | 1 |   |
| I am satisfied with the overall facilities provided for learning.                      | 12 | 14 | 3 | 1 |   |

## Results and Analysis

The results of the survey were very positive. 92 percent of respondents strongly agree/agree that “I am happy with the learning opportunities my child has.” Overall, parents are pleased with the programming and additional activities that are provided at Vivian Banks Charter. 95 percent of respondents strongly agree/agree that “My child feels safe at school.” Parents did express a desire for improved food served at VBCS. 52 percent of respondents were neutral/disagreed/strongly disagreed with the the question, “I am satisfied with the food served in my child's school.”

## Parent Survey Conclusions

Based on the survey results, the SIP team was excited to find that parents wanted more workshops based on strategies to increase student achievement. Also, the committee was encouraged to find that 95% of the parents felt welcome at the school.

## School Programs and Process Data

### Process

During weekly Professional Learning Community (PLC) meetings, teachers will review goals and adjust curriculum, study best-practices, research strategies, and reevaluate data and performance in a continuous process.

### Additional Support for at-risk students

All at-risk students will receive additional support in the classroom. Strategies such as small group instruction, differentiated instruction, additional learning materials, and alternate assignments will be used in all classrooms.

In addition, support staff such as the Intervention Teacher, Bilingual Paraprofessional, and Media Specialist will be used to address students who need direct and explicit monitored support. All students who are classified as at-risk will participate in a daily pullout Intervention Program in ELA. This intervention will be taught in small groups utilizing the Headsprout curriculum. The Bilingual Paraprofessional will be pushing into general ed. classrooms and supporting the EL students during instruction. The Media Specialist will be focusing on literacy support through leveled reading groups for first through third grade. Students will be referred to the intervention program based on formative assessment data (CAASPP, MAP, STAR Reading, and Unit Tests).

**30% Intervention Teacher Title I- \$26,000**  
**20% Intervention Teacher Title VI - \$17,000**

**49.8% Media Specialist - Title I - \$35,500**  
**18% - JOM \$13,500**  
**7.2% - Unrestricted - \$5,500**

**35% Bilingual Paraprofessional Title III - \$12,500**

At-risk students will also be referred to the After school Education and Safety program. This program provides FREE supervised activities after school for K-5 students attending Vivian Banks. The ASES program is funded through a state grant (ASES). The program operates everyday school is in session, from dismissal time until 6:00pm.

The ASES Program provides a fun, safe, stimulating environment for students. Studies have shown that participation in the ASES Program increases students' attachment to their schools, improves academics, and provides a safe environment for students. At-Risk students who attend ASES will receive the following academic support:

### **Certificated Teacher Tutoring**

This tutoring opportunity will provide academic intervention for students from a certificated classroom teacher after school. Students will receive individualized and leveled academic support in ELA and Math to aid them in meeting their academic goals. Instruction may include leveled reading and comprehension review, additional instruction and review in mathematical concepts, and HW support as needed. Students will participate 2 days a week/ 2 hours a week per grade level.

**80 total teaching hours**  
**Title I - \$2769**

### **Summer School**

VBCS will offer an English Learner Summer School. Children who are English Learners need additional exposure to print material, which may be difficult for children in homes where English is not the native language. It is our goal to bridge these gaps over the

summer break thus providing these students the engagement and support they need to retain the important skills they learned over the school year.

**Salary (Title I) 15 days x 4.0hrs x 30\$ x 2 - \$3600**  
**Supplies - \$500**

**1 to 1 Learning Model**

VBCS will implement a 1 to 1 learning model utilizing Chromebooks in grade 2-3. The 1 to 1 learning model presents many advantages. 1-to-1 programs will allow for more individualized learning, which can increase independence and self-initiated learning in students, and extend their learning beyond the classroom. Students who have their own laptop computers have been found to take greater pride and ownership over the knowledge they create. 1 to 1 learning supports collaborative learning and provides flexibility, customization, and personalization, which enhance student motivation, morale, performance, efficiency, and effectiveness.

**Title I \$10,000**

**Goals**

The comprehensive data analysis suggests the following priority needs:

| Student Achievement Goal  | Need: Identified Gap  |
|---|---|
| <p>1. English Language Arts: <b>Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. VBCS will increase the number of students who meet standard in English Language Arts.</b></p> | <p><b>2015-2016 CAASPP</b><br/> <b>All Students - ELA - Met or Exceeded 37%</b><br/> <b>English Learners - ELA - Met or Exceeded 34%</b><br/> <b>Hispanic Students - ELA - Met or Exceeded 33%</b><br/> <b>Native American Students - ELA Met or Exceeded 31%</b></p> |

|  |  |
|--|--|
| <p><b>2. Math: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. VBCS will increase the number of students who meet standard in Mathematics.</b></p> | <p><b>2015-2016 CAASPP</b></p> <p>All Students - Math - Met or Exceeded 28%</p> <p>English Learners - Math- Met or Exceeded 28%</p> <p>Hispanic Students - Math - Met or Exceeded 28%</p> <p>Native American Students - Math Met or Exceeded 21%</p> |
| <p><b>3. Engagement and Safety: Engage families and students. Create a welcoming and safe environment to support student learning.</b></p>   | <p><b>15/16 data will be compared to 16/17 data in the following areas i.e attendance, school behavior referrals, parent attendance at conferences, back to school night, open house, volunteers.</b></p>  |

## **2. Schoolwide Reform Strategies**

### **Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. VBCS will increase the number of students who meet standard in English Language Arts.**

**SCHOOL GOAL: Vivian Banks Language Arts scores will show annual improvement.**

| What data did you use to form this goal?  | What were the findings from the analysis of this data?  | How will the school evaluate the progress of this goal?   |
|---|---|---|
| <p><b>15/16 CAASPP results</b></p> <p><b>i-Ready diagnostic testing results winter 2016</b></p> <p><b>CELDT testing results 2015-2016</b></p> | <p><b>2015-2016 CAASPP</b></p> <p><b>All Students - ELA - Met or Exceeded 37%</b></p> <p><b>English Learners - ELA - Met or Exceeded 34%</b></p> <p><b>Hispanic Students - ELA - Met or Exceeded 33%</b></p> <p><b>Native American Students - ELA Met or Exceeded 31%</b></p> | <p><b>Students will be evaluated utilizing State Testing, i-Ready diagnostic, CELDT, Curriculum Assessments and Student Work.</b></p> |

**STRATEGY:** During 2016-2017 school year, the school will implement an ELA intensive academic intervention program to address the phonemic awareness, fluency, and reading comprehension needs of struggling readers and English Learners (Headsprout). Progress will be monitored and measured utilizing district benchmark assessments and program assessment tools. We will also offer teachers Professional development to enhance ELA instruction.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|-------------|-----------------------|-----------|---|
|             |                       |           |   |

|   |                             |   |   |
|---|-----------------------------|---|---|
| Provide Certificated Teacher Tutoring to at-risk students during ASES.  | teachers, principal         | 2 days week/ 2 hours a week<br>grades 3,4,5<br>80 hours<br>Feb.- May , 2017 | Title 1<br>\$1500   |
| Implement an ELA Academic Intervention for at-risk students.  | Admin. Intervention Teacher | 4 days a week, Sept.-June 2017  | Title 1<br>\$13,000<br>Title 6<br>\$8,500                         |
| Media Specialist to provide literacy support vial leveled reading groups.   | Admin., Teacher             | Daily - Sept. - June 2017   | Title 1<br>\$35,000<br>JOM<br>\$13,000<br>Unrestricted<br>\$5,500 |
| Bilingual Paraprofessional to support EL students in Gen. Ed. classrooms  | Admin, Teacher              | September - June 2017<br>2 days a week                                      | Title III<br>\$6,250  |
| Implement i-Ready Diagnostic testing 3x per year and use data to accurately measure student growth/ make instructional adjustments accordingly. | Teachers, Admin.            | September, January, June 2017   | Base and Supplemental   |

|  |                  |   |                       |
|--|------------------|---|-----------------------|
| Before School Computer Lab access for students to reinforce learning concepts.     | Teacher Admin.   | September - June 2017<br>7:00 - 7:30 Daily                    | Base and Supplemental |
| Implement a 1-1 laptop model in 2nd and 3rd grade.                                 | Teachers, Admin. | Ongoing   | Title 1<br>\$5,000    |
| On-going professional development regarding best practices of CCSS implementation. | Admin., Teachers | Throughout 2016-2017 school year. Thursday Early Release Days | Base and Supplemental |
| Provide a summer intervention program for at-risk students.                        | Admin.           | June/July 2017  | Base and Supplemental |
| EL Summer School   | Admin.           | June/July 2017  | Title I - \$4100      |

**LEA GOAL: Academic excellence and support for all students to be highly competitive in their chosen career path and/or college. VBCS will increase the number of students who meet standard in Mathematics.**

**SCHOOL GOAL: Vivian Banks Mathematics scores will show annual improvement.**

| What data did you use to form this goal?  | What were the findings from the analysis of this data?   | How will the school evaluate the progress of this goal?   |
|---|--|---|
| <p>What data did you use to form this goal?</p> <p><b>15/16 CAASPP results</b></p> <p><b>i-Ready diagnostic testing results winter 2016</b></p> <p><b>CELDT testing results 2015-2016</b></p> | <p><b>15/16 CAASPP</b></p> <p><b>All Students - Math - Met or Exceeded 28%</b></p> <p><b>English Learners - Math- Met or Exceeded 28%</b></p> <p><b>Hispanic Students - Math - Met or Exceeded 28%</b></p> <p><b>Native American Students - Math Met or Exceeded 21%</b></p> | <p><b>Students will be evaluated utilizing State Testing, i-Ready diagnostic, CELDT, Curriculum Assessments and Student Work.</b></p> |

**STRATEGY:** During 2016-2017 school year, the school will continue to utilize computer programs (ST Math, Study Island, i-Ready), small group instruction, and academic intervention in order to accelerate/provide re-teaching opportunities for struggling students. We will also offer teachers Professional development to enhance math instruction.

| <b>Action/Date</b>  | <b>Person(s) Responsible</b> | <b>Task/Date</b>           | <b>Cost and Funding Source (Itemize for Each Source)</b> |
|---|------------------------------|----------------------------|--|
| Implement ST Math 90 minutes a week.  | Teacher, Principal           | Ongoing: Sept. - June 2017 | Supplemental and Base                                    |
| Implement i-Ready assessment 3 times a year and use the data to adjust instruction accordingly. | Teacher/Principal            | Sept. Jan. June 2017       | Supplemental and Base                                    |
| Implement Study Island in Grades 3,4,5  | Teacher/Principal            | Sept. - June 2017          | Base and Supplemental                                    |
| Implement a 1-1 laptop model in 2nd and 3rd grade.  | Teachers/ principal          | February 2017              | Title 1 \$5,000  |

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| Increase math learning and enrichment opportunities for students i.e. before, during, and after-school. | Teachers, ASES, Admin.                    | Sept. - June 2017   | ASES                                 |
| Implement Academic Intervention for at-risk students.   | Teachers, Intervention Teacher, principal | Sept. - June 2017   | \$13,000 Title I<br>\$8,500 Title VI |
| Early release time review best practices in Mathematics instruction.                                    | Teachers, principal, C/I Director         | Thursday Early Release Days<br>August - June 2017                           | Base and Supplemental                |
| Bilingual Instructional Assistant to support EL students in Gen. Ed. classrooms                         | Principal/<br>Teachers                    | September - June 2017<br>2 days a week                                      | \$6,250 Title III                    |
| Provide Certificated Teacher Tutoring to at-risk students during ASES.                                  | Teachers/<br>Principal                    | 2 days week/ 2 hours a week<br>grades 3,4,5<br>80 hours<br>Feb.- May , 2017 | Title 1 - \$1500                     |
| Host a Family Fun math night focusing on fun, real world applications of math concepts.                 | Teacher,<br>Principal                     | May 2017  | Base and Supplemental                |

**LEA GOAL: Create a safe and welcoming environment by engaging families and students.**

**SCHOOL GOAL:** Engage families and students. Create a welcoming and safe environment to support student learning.

| <b>What data did you use to form this goal?</b>   | <b>What were the findings from the analysis of this data?</b>  | <b>How will the school evaluate the progress of this goal?</b>   |
|---|--|--|
| <b>Facilities Inspection Tool (FIT), family participation sign in sheets, Healthy Kids survey data, Physical Fitness testing data</b> | <b>2015-2016 school data will be compared to 2016-2017 school year to monitor growth in attendance, school behavior referrals, parent attendance at conferences, back to school night, open house, volunteers.</b> | <b>After creating baseline data, Increase student attendance by 1%, Increase parent participation by 2% and improve the results of physical fitness testing.</b> |

**STRATEGY:** During 2016-2017 school year, the school will monitor data for parent attendance at Back to School Night, Open House, Volunteer Hours. We will focus on increasing fitness for students, boosting attendance, and decreasing discipline incidents.

| <b>Action/Date</b>  | <b>Person(s) Responsible</b> | <b>Task/Date</b>      | <b>Cost and Funding Source (Itemize for Each Source)</b> |
|---|------------------------------|-----------------------|--|
| Conduct a needs assessment of the parents annually.   | Admin.                       | May 2017              | Base and Supplemental                                    |
| Increase parent training on how to assist students academically/behaviorally. (PPP)   | Staff/Principal              | Ongoing               | Grant  |
| <p>Increase cultural assemblies and events on campus to recognize and celebrate student diversity.</p> <p>i.e. California Indian Day, Cinco de Mayo, Latin American Heritage Month, Cupa Days</p> | Principal/Staff              | Ongoing               | JOM Charter Council                                      |
| Provide a running club before school and reward students for participation.   | PE Teacher                   | 2016-2017 School Year | Base and Supplemental                                    |

|  |                      |   |                                    |
|--|----------------------|---|------------------------------------|
| Provide social skills groups that focus on positive social interactions.   | Counselor            | Ongoing: 2016-2017 School Year<br>Thur. and Fridays | Base and Supplemental              |
| Implement the Character Counts Program   | All school staff     | Ongoing: 2016-2017 School Year                      | Base and Supplemental              |
| Provide bullying prevention training to staff and students.  | Admin.,<br>Counselor | Ongoing   | Charter Council                    |
| Increase opportunities for before and after school enrichment.   | ASES, Admin.         | Ongoing   | ASES                               |
| Provide Teachers training for the Leader in Me implementation.   | Teachers,<br>Admin.  | 2016-2017 School Year                               | Base and Supplemental<br><br>Grant |
| Continue Friday morning patriotic assemblies and recognize students for outstanding academic effort, attendance and citizenship. | Admin.               | Ongoing, Friday Mornings                            | Base and Supplemental              |

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

| State Programs   | Allocation |
|--|------------|
| <b>California School Age Families Education</b><br>Purpose: Assist expectant and parenting students to succeed in school   | \$         |
| <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program   | \$         |
| <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b><br>Purpose: Develop fluency in English and academic proficiency of English learners  | \$         |
| <b>Peer Assistance and Review</b><br>Purpose: Assist teachers through coaching and mentoring   | \$         |
| <b>Professional Development Block Grant</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                                 | \$         |
| <b>Pupil Retention Block Grant</b><br>Purpose: Prevent students from dropping out of school  | \$         |
| <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$         |
| <b>School and Library Improvement Program Block Grant</b><br>Purpose: Improve library and other school programs  | \$         |
| <b>School Safety and Violence Prevention Act</b><br>Purpose: Increase school safety  | \$         |

|  |    |
|--|----|
| <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$ |
| <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) | \$ |

Total amount of state categorical funds allocated to this school

| <b>Federal Programs</b>   | <b>Allocation</b> |
|---|-------------------|
| X <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  | \$82,000          |
| <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$                |
| <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)   | \$                |
| X <b>Title II, Part A: Improving Teacher Quality</b><br>Purpose: Improve and increase the number of highly qualified teachers and principals  | \$2000            |
| <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards  |                   |
| <b>Title VI, Part B: Rural Education Achievement Program</b><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs  | \$                |
| <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement  | \$                |
| X <b>Other federal funds</b> (list and describe) ASES   | \$ 57,882         |

|  |           |
|--|-----------|
| <b>Other federal funds</b> (list and describe)JOM                            | \$19,273  |
| <b>Other federal funds</b> (list and describe)                               | \$        |
| Total amount of federal categorical funds allocated to this school           | \$161,155 |
| <hr/>  |           |
| Total amount of state and federal categorical funds allocated to this school | \$161.155 |

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

### Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| Eric Kosch       | x         |                   |                    |                            |                   |
| David Duro Jr.   |           |                   |                    | x                          |                   |
| Jessica Bow      |           |                   |                    | x                          |                   |
| Glo Mojado       |           |                   |                    | x                          |                   |
| Eric Ortega      |           |                   |                    | x                          |                   |
| Lenore Parra     |           |                   |                    | x                          |                   |

<sup>1</sup> EC Section 52852

|                                     |   |   |   |   |  |
|-------------------------------------|---|---|---|---|--|
| Jackie Withers                      |   |   |   | x |  |
| Lee Anne Brahan                     |   | x |   |   |  |
| Susan Hagadorn                      |   | x |   |   |  |
| Sarah Castner                       |   | x |   |   |  |
| Kelly Lyons                         |   | x |   |   |  |
| Sarah Dyroff                        |   | x |   |   |  |
| Teresa Suarez                       |   |   | x |   |  |
| Numbers of members in each category | 1 | 5 | 1 | 6 |  |

## Form E: Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee Signature

English Learner Advisory Committee Signature

Special Education Advisory Committee Signature

Gifted and Talented Education Advisory Committee Signature

District/School Liaison Team for schools in Program Improvement Signature

Compensatory Education Advisory Committee Signature

Departmental Advisory Committee (secondary) Signature

Vivian Banks Charter Council Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive,

coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: 1/26/17.

Attested:

Eric Kosch \_\_\_\_\_ June 1, 2017  
Typed name of School Principal      Signature of School Principal  
Date

Eric Ortega \_\_\_\_\_ June 1, 2017  
Typed name of CC Vice-Chairperson      Signature of CC ViceChairperson  
Date

### **3. Instruction By Highly Qualified Teachers**

All teachers at Vivian Banks Charter School are highly qualified. Personnel files include a signed statement by each staff member attesting to their status of “highly qualified”. The Human Resources Department monitors the personnel files for accuracy. Staff members are encouraged to attend college classes, professional conference/workshops and school and system professional learning classes. We continue to strive to enhance our professional skills and achieve the goals detailed in our school wide plan.

### **4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Need Schools**

Bonsall Unified School District identifies prospective candidates for hire through an on-line application system (Edjoin). Candidates who meet the job qualifications are selected for an interview. An interview team made up of site principals, teachers, and the superintendent will rank each applicant and make recommendations for hire. Bonsall Unified offers the following to attract prospective candidates:

1. Competitive Salary and Benefits Package
2. Classroom computers and email system for each staff member
3. Positive school climate and shared decision making through the Professional Learning Communities model of school improvement.
4. Opportunities for teacher leadership: Lead Teachers, Charter Counsel Rep., Technology Committee, Superintendent Advisory Committee...
5. Cloud Computing Platform
6. District and School level professional development opportunities.
7. BTSA support for all new teachers
8. BUSD New Teacher Academy



Vivian Banks' professional development focus for the 2016-17 school year has been focused on the implementation of the Common Core Standards. In particular all teachers have participated in intensive professional development in i-Ready Mathematics and English Language Arts. Administration and select staff members have also received training in The Leader in Me. The Leader in ME is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The 7 Habits of Highly effective people is also a key component of the overall Leader in Me process.

The evaluation of our professional development plan occurs at various levels. Upon completion of each professional development activity, participants provide feedback to the presenter on the content and presentation by filling out an evaluation. Finally, and most importantly, student data is examined to determine if the effects of the professional development sessions is transferring to classroom instruction.

#### **Workshops/Conferences/Professional Memberships**

Teachers are encouraged to attend local and state conferences that are related to the SIP Goals. Monies dedicated to professional development through school and district channels are used to pay for these conferences and workshops.

#### **Professional Learning Communities**

All staff at Vivian Banks participates in weekly Professional Learning Communities. During the weekly 60 minute meetings, staff collaborates to discuss topics relating to student achievement.

## **6. Strategies to Improve Parental Involvement**

#### **Parent Involvement in School wide Plan**

Vivian Banks invites parents and community members to participate in the School Improvement process through both written and collaborative avenues. Each spring, a Needs Assessment is distributed to each student to take home. The assessment asks for input on current programming and also encourages parents to offer any suggestions or new ideas. This survey is reviewed by our Charter Council which includes members from the Parent Association. These results are shared with the staff and parents at staff meetings, Parent Association meetings, and ELAC meetings.

Each month, Coffee with the Principal meetings and Charter Council Meetings, the principal shares current data and school programming. At this time, attendees give input and suggestions to improve programming. These groups consist of parents from all grade levels and subgroups. During these meetings, the principal and teachers share the latest data, professional development information, accomplishments and challenges. Using this information, the Charter Council helps to guide

the Title I /SIP process from a parents' perspective.

### **Parent Participation**

VBCS solicits participation from parents on many levels. Through the Charter Council, parents can attend the monthly meetings to stay informed of social activities and important school information. Parents are encouraged to volunteer at the many family-based activities offered throughout the year. Some of these events include the Halloween Walk, Parent Appreciation Breakfast, Student Store, Lunch on the Lawn and Family Movie Night. Also, parents are always welcome to volunteer in the classrooms and library. Before and after school clubs such as Running Club and ASES encourage parent participation which promotes academic and physical well-being.

Each year, parents have many opportunities to participate in events and workshops which support student achievement. Throughout the year, Academic Parenting Workshops are held, both during the day and evening, which focus on areas such as Fine Motor Skills, Phonemic Awareness, Reading, Writing, and Math Strategies.

Parents are also invited to attend a monthly Coffee with there Principal meeting to receive additional school information and share concerns.

### **Distribution of Information**

The 2016-2017 Title I School Wide Plan will be shared at a meeting to be held in January 2017. All parents will be invited to this meeting.

School and student information and academic achievement progress will be shared formally and informally throughout the school year. Information will be shared, formally through:

Semester Report Cards; Annual Report; weekly newsletters; Parent/Teacher Conferences; Coffee with the Principal; classroom newsletters; Charter Council Meetings; and weekly "Blue" folders.

Information will be shared informally through:

e-mail; auto calling system; web pages; phone calls; parent meetings; fall and spring Open House; Newsletters, parent letters, and other important information will be available in both English and Spanish. Also, translation is readily available during all parent meetings and conferences.

## **7. Transition Plan**

Our district offers training to preschool parents and/or preschool teachers on the skills students will need when entering kindergarten through the following programs:

1. A Transitional Kindergarten program is designed to provide students with the skills necessary to be successful in Kindergarten the following year.
2. BUSD provides multiple opportunities throughout the year where Kindergarten teachers across the district come together to collaborate and share best practices. Some of the topics of focus include: Formative assessments, writing best practices, curriculum alignment, direct instruction strategies, technology use, and behavior management.

Within our school community we are beginning to implement the following transition opportunities:

1. Little Feathers pre-school classrooms are invited to attend school activities (assemblies, events, meetings and events).
2. Little Feathers pre-school teachers communicate with the kindergarten team as needed.
3. Preschool parents are invited to attend Coffee with the Principal and pertinent parent workshops at VBCS.

## **8. Measures to Include Teachers in Decision Making**

A data-driven instructional program is key to the academic success of VBCS students. Teachers are involved in decisions regarding how the results of academic assessments should be used to improve student performance in a number of ways.

Through the PLC process, approved by the district twelve years ago, Vivian Banks staff are given time to meet to discuss and make decisions. PLC teams meet every Thursday for 60 minutes to focus on increasing student achievement and best practices.

BUSD has designed and implemented a series of formative assessments to be used to measure and monitor student achievement. Staff analyzes the results of the assessments to determine if students are on track for meeting LCAP goals. This information drives the instructional focus for VBCS teachers.

## **9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

Students experiencing difficulty mastering ELA and Math skills will receive intensive intervention three to five times weekly depending upon their need. These students are identified utilizing CAASPP scores, i-Ready scores, CELDT scores, and teacher observation. This small group pull out program works with students utilizing a curriculum called Headsprout.

The progress of our struggling students is monitored regularly and instructional decisions are made for each individual child on a bi-weekly basis. The administrator, classroom teachers, and intervention teachers review student data and adjust the intervention plans for students not progressing or progressing beyond expectations.

## **10. Coordination and Integration of Federal, State, and Local Programs and Resources**

Under the school wide plan, all funds will be coordinated while respecting the specific entitlement of the funding. A good example is the coordination of the parental involvement funds coming from the Title I appropriation and funds coming from the LEA.

Title I funds purchase technology, hardware, and software to supplement instruction for Title I students and teachers. Funding from the LEA budget and from the DOE and Title I, collectively, support technology in the school for all students.

Through government entitlements (Title I, V) and through the LEA funds, instructional materials are purchased for all teachers and students.

Various funds from outside sources have been used to support the instructional program. Our partnership with the Pala Band of Mission Indians is strong and they have long shown a commitment to continuous improvement at VBCS. They have also provided the school with numerous learning experiences and opportunities. The Pala Band currently funds a full-time PE Teacher, Instructional Assistant, and a part-time Counselor at the school.

Coordination and integration will occur at many levels to support the high achievement of all students at Vivian Banks Charter School. The school leadership team is comprised of the school administrator, representatives from each of the grade levels, the extracurricular subjects, and parent and community members, and will meet monthly to discuss the school's instructional programs and revise the school wide plan as necessary. The school administrators and teachers will meet weekly to monitor the progress of each student and intervene where needed. Through progress monitoring, the instructional program and school wide delivery model will be consistently reviewed and revised.