

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

# Part II: The Single Plan for Student Achievement Template

School: El Mirage School

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675870125880

Principal: Dora Juárez

Date of this revision:

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

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

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Position: Administrator  
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The District Governing Board approved this revision of the SPSA on TBD.

# Table of Contents

## **II. Template for the Single Plan for Student Achievement**

Form A: Planned Improvements in Student Performance

Form B: Centralized Services for Planned Improvements in Student  
Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

## 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:

**Goal 1: Conditions of Learning:** All students are provided appropriately assigned and **credentialed** teachers, teachers/students will have access to standards aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

**SCHOOL GOAL:** Teachers will use best instructional practices in order to meet the goals of all learners by implementing the 4Cs (21st Century skills) communication, collaboration, critical thinking, and creativity. All teachers will use the Standards for Mathematical practices to allow students to access critical thinking skills. All teachers have access to Wonders ELA, Lexia Core5, GO Math, Math in a Flash, MobyMax ELA and Math, and teacher choice intervention materials.

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?
<ol style="list-style-type: none"> <li>1. 100% of teachers are appropriately assigned and credentialed State Metric: Rate of teacher mis-assignments and Williams Report</li> <li>2. 100% of students have access to standards aligned curriculum including English Language Development standards State Metric: Williams Report Local Metric: Walk through observations</li> <li>3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware Local Metric: Tech Department inventory</li> <li>4. 100% of schools will have good rating with minimal deficiencies State Metric:</li> </ol>	<p>According to the LCAP the AESD is using the Core standards in ELA and Mathematics with the Reading Wonders Curriculum and Go Math. All Students have access to the Lexia Learning, ELA intervention, MobyMax, online mathematics intervention along with STAR Reading and STAR Math. All curriculum has an online platform.</p>	<p>Progress Monitoring Student growth through weekly, monthly, staff, collaboration and leadership meetings.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>In the Cost and Funding Source Section</p>

Williams Report Local Metric: Facilities Inspection Tool (FIT) report		
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**STRATEGY: During the 2016-2017 school year, El Mirage School will implement a school wide reading intervention program to address the fluency and reading comprehension needs of struggling readers and English Learners as measured by the CAASPP, ICA, Core 5 Lexia, and STAR Reading Test.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Assessment Phase: By June 2, 2018  1) Identify struggling readers and identify, screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth.	Staff	<ul style="list-style-type: none"> <li>● STAR Early Literacy Kindergarten and First Grade</li> <li>● STAR Reading and STAR Mathematics Second – Sixth Grade</li> <li>● Lexia Learning – Core5 October 2017 – June 2018</li> <li>● Ensure that assessments have been administered within the specified time district time frames.</li> <li>● Progress monitor each student by providing teachers with quarterly data reports for their class.</li> <li>● Review STAR Assessment data with staff at a staff meetings after each administration.</li> <li>● Review ICA and CAASPP scores during data meetings</li> </ul>	District Provided
<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>

<p>Implementation/August 2017</p> <p>2) Implementation and Evaluation of the reading intervention program.</p>	<p>Staff</p>	<p>Select and/or continue to develop reading intervention materials and resources; purchase supplementary instructional materials.</p> <p>Continue to develop reading intervention program goals, service delivery models, teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and assessments</p> <p>Refine a master schedule that reflects allocated time for reading interventions, including English Learner support.</p> <p>Schedule and provide training for instructional staff and schedule follow-up professional development activities.</p>	<p>\$1,000 for Research-Based Intervention Program. (School Focus)</p> <p>N/A</p> <p>\$5,000 EL Intervention Program (Title 1)</p> <p>\$1000 EL Professional Development (Title 1)</p>
<p><b>Action/Date</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Task/Date</b></p>	<p><b>Cost and Funding Source (Itemize for Each Source)</b></p>
<p>Entire School Year: By June 2, 2018</p> <p>3) Implementation and Evaluation of the reading intervention program.</p>	<p>Staff</p>	<p>Daily: Provide additional reading intervention for far below basic, below basic, beginning and intermediate CELDT level students.</p> <p>Bi-Weekly: Teachers conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p> <p>Monthly: Teachers continue the cycle of inquiry, monitor program implementation and analyze student data at the end of each marking period.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

	Monitor and evaluate reading intervention program goals and objectives to determine if goals and objectives are being met. Report findings in SSC minutes. Continue rewards for students meeting Accelerated Reader and Lexia Goals.	\$2,000 Accelerated Reader and Core 5 Lexia Goal Rewards. (Title 1)
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**Goal 2:Pupil Outcomes:** Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

**SCHOOL GOAL:** For the 2017-2018 school year in ELA SBAC/CAASPP will decrease the number of students performing at the lowest band by at least 25% (8 students).

For the 2017-2018 school year in Mathematics SBAC/CAASPP will decrease the number of students performing at the lowest band by at least 25% (10 students).

<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>
<p>Increased number of students meeting or exceeding grade level standards with at least 50% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 50% of all students will meet or exceed standards in all subjects by the end of Grade 8. State Metric: CAASPP assessments Local Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks 2. Decreased number of students performing at the lowest band by at least 25% State Metric: CAASPP assessments Local Metric: STAR Renaissance Reading and Math, Progress Monitoring assessments 3.</p>	<p><b>2016/2017 STAR and CAASPP data indicate:</b></p> <p>Kindergarten – STAR Early Literacy/First Assessed during the Fall Universal Screening  58% At/Above Benchmark (10)  12 % On Watch (2)  18% Intervention (3)  12% Urgent Intervention (2)</p> <p>First Grade – STAR Reading  18% At/Above Benchmark (3)  53% On Watch (9)  29% Intervention (5)  0% Urgent Intervention</p> <p>Second Grade – STAR Reading</p>	<p>Evaluation and monitoring will be completed weekly, monthly, quarterly, and annually.</p> <p>STAR Reports  Lexia Reports  ICAs  Data meetings  Administrative Walk throughs  STAR Math Reports</p>

<p>100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT 4. 100% Foster Youth and families will be given additional support Local Metric: Documentation of actions/services</p>	<p>13% At/Above Benchmark (2)  20% On Watch (3)  20% Intervention (3)  47% Urgent Intervention (7)</p> <p>Third Grade – STAR Reading  24% At/Above Benchmark (4)  6% On Watch (1)  6% Intervention (1)  65% Urgent Intervention (11)</p> <p>Fourth Grade – STAR Reading  6 At/Above Benchmark (1)  19% On Watch (3)  38% Intervention (6)  38% Urgent Intervention (6)</p> <p>Fifth Grade – STAR Reading  6% At/Above Benchmark (1)  11% On Watch (2)  33% Intervention (6)  50% Urgent Intervention (9)</p> <p>Sixth Grade – STAR Reading  33% At/Above Benchmark (3)  11% On Watch (1)  11% Intervention (1)  44% Urgent Intervention (4)</p> <p>Seventh Grade – STAR Reading  30% At/Above Benchmark (3)  10% On Watch (1)  50% Intervention (5)  10% Urgent Intervention (1)</p> <p>Eighth Grade – STAR Reading</p>	
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	<p>7% At/Above Benchmark (1)  7% On Watch (1)  14% Intervention (2)  71% Urgent Intervention (10)</p> <p>2017 CAASPP ELA Data  3.45% Standard Exceeded  13.79% Standard Met  33.33% Standard Nearly Met  49.43% Standard Not Met</p> <p>2017 CAASPP Mathematics Data  2.33% Standard Exceeded  10.47% Standard Met  24.42% Standard Nearly Met  66.79% Standard Not Met</p>	
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**STRATEGY:** During the 2017-2018 school year, El Mirage School will implement a school wide math intervention program to address the math needs of struggling students as measured by the CAASPP, ICA, and STAR Math.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Assessment Phase: By June 2, 2018</p> <p>1) Identify struggling math students and screen and select a research based math intervention program that targets the individual needs of struggling students, and includes ongoing</p>	Staff/Administrator	<p>Collect and analyze school level formative and summative math data; identify students from each grade level for intervention based on their specific math deficits.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research based math intervention programs that are designed to meet individual math needs of struggling students, measure growth, and accelerate math comprehension.</p>	N/A

assessments of student growth.		<p>All general education teachers will employ Lexia Learning as the ELA intervention during 30 minutes of specific intervention that meets the needs of students at their level. Students will be assessed with an initial test and build their academics in ELA using the online system. Lexia is accessible at home and at school.</p> <p>MTSS – students in the lowest band (25%) will have access to other intervention ( phonics for reading)</p>	
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<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Implementation/ Evaluation Phase: By June 2, 2018</p> <p>2) Plan implementation and evaluation of math intervention program</p>	Staff	<p>Select and develop math intervention materials and resources; purchase supplementary materials. Students are able to access materials through one-on-one technology.</p> <p>Develop math intervention program goals, service delivery models, and teaching/learning expectations and outcomes; review and evaluate district approved math intervention programs.</p> <p>Develop a master schedule that reflects allocated time for math interventions.</p> <p>Schedule and provide initial training for instructional staff and schedule follow-up professional development activities.</p>	<p>\$9,000 for SMART TV' and Chromebooks (Title 1)</p> <p>\$1,000 for research based math intervention program. (Title 1)</p> <p>\$5,000 substitute teacher fees for PD. (Title 1)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Entire School Year: By June 2, 2018</p> <p>3) Use of inquiry to model, implement math intervention program and conduct ongoing evaluations to determine student and program outcomes and ensure ongoing program needs.</p>	Staff	<p>Daily: Provide additional math intervention for far below basic, and below basic students.</p> <p>Bi-Weekly: Teachers will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p>	<p>N/A</p> <p>N/A</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		<p>Monthly: Continue cycle of inquiry with teacher, monitor program implementation and analyze student data at the end of each grading period.</p> <p>Quarterly and Annually: Monitor and evaluate math program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in SSC minutes.</p>	<p>N/A</p> <p>N/A</p>

**Goal 3: Engagement:** Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

**SCHOOL GOAL:** For the 2017-2018 school year. monthly attendance will increase to 96% and decrease the number of repeated suspensions.

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>1. District will strive to reach 96% student attendance rate. State Metric: Attendance Rate Local Metric: P2 Report 2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% State Metric: Efforts to seek parent input Local Metric: Title I Parent Survey 3. Reduce the number of suspensions from a rate of 13.5% to 10%. State Metric: Suspension rate Local Metric: Aeries report .</p>	<p>For the 2016-2017 school year, there were 22 days (12.2%) of suspension.</p> <p>Last year’s attendance showed that 94.3% of our general education students attended regularly.</p>	<p>Monthly attendance and suspension rate reports</p> <p>PBIS data</p>

**STRATEGY:** During the 2016-2017 school year, El Mirage School will use an inquiry based approach to identify major school safety issues, review current practices, and utilize PBIS strategies to align student behavior with PBIS goals of Respectful, Responsible, and Safe Behavior.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>Planning and Review: By June 2, 2018</p> <p>1) Teachers and staff will act as PBIS planning committee. SSC will review data on an annual basis.</p>	<p>Staff/Administrator</p>	<p>Teachers and staff will identify components and strategies of PBIS program.</p> <p>Teachers and staff will continue to implement our PBIS plan and reward system.</p> <p>On an ongoing basis, teachers and staff will assess student needs in the PBIS system.</p> <p>The PBIS team will attend training at Desert Mountain Children’s Center in Apple Valley five times during the school year</p> <p>Restorative Justice Training</p> <p>Ambassadors unlimited Mindfulness Training - a 15 session program provided for all classrooms. Students will receive a weekly 20 minutes session. The program’s focus on teaching students relaxations techniques and self-regulation strategies to monitor their own behavior. Benefits of learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well being.</p>	<p>\$1,000 substitute teacher fees for PBIS Training (General Fund)</p> <p>\$2,000 PBIS School Store supplies (General Fund)</p> <p>District Provided</p> <p>District Provided</p> <p>\$950.00</p>
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**LEA GOAL #4:** Increase the support Students are given by increasing parent involvement and engagement by 10% as measured by Board approved volunteers, sign-in sheets, and surveys.

**SCHOOL GOAL:** For the 2017-2018 school year, we will increase our parent volunteers and we will host Eight “Coffee with the Administrator” events, and three All-School events to which parents/families will be invited through the use of flyers and phone calls.

<p><b>What data did you use to form this goal?</b></p> <p>Board Approved Volunteers Sign-In Sheets Parent involvement in SSC and ELAC</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p><b>Less than 10% of the parents/families directly involved in their child’s education</b></p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Parent/family engagement will be evaluated through the use of Board approved volunteers, sign-in sheets, and parent involvement in SSC/ELAC.</p>
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**STRATEGY:** During the 2017-2018 school year, El Mirage School will use an inquiry based approach to identify ways that we can increase parent/family involvement at our school site. We will accomplish this task by reviewing current involvement practices and use this data to identify ways to increase involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Analysis and Outreach: By June 2, 2018</p> <p>1) Analyze parent/family involvement and implement strategies to engage parent/family</p>	<p>Staff</p>	<p>Based on parent/family involvement analysis, implement strategies to increase involvement on campus.</p> <ul style="list-style-type: none"> <li>● Coffee with the Administrator</li> <li>● ESL Parent Classes</li> <li>● Back to School</li> </ul>	<p>\$540 “Coffee with the Administrator” (Title 1)</p> <p>\$1,000 Mother’s Day (Title 1)</p> <p>\$700.00 (Back to School)</p>

involvement in their child's education.		<ul style="list-style-type: none"> <li>● Dia de las Madres/Mother's Day Performance</li> <li>● Winter/Music Performance</li> <li>● Field Trips</li> <li>● Parent on site training</li> <li>● ELAC Meetings</li> <li>● SSC Meetings</li> <li>● Family Science Night</li> <li>● Launch Point Family informational Night - College and Career Readiness</li> </ul>	(Title 1) (General Fund) \$1,500 (Title 1)
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**Form B: Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1 & 2

Actions to be Taken to Reach This Goal <sup>1</sup>	Start Date <sup>2</sup>	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
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<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Completion Date			
Continue with District Coordinators of Curriculum	July 2017-June 2018	50% of salary for each of 3 Coordinators	25% of salary-\$90,000  25% of salary-\$90,000	Title I  Title II
Continue with or add an Assistant Administrator of Instructional Improvement and Academic Coaching (AIIAC) to 13 of the school sites	July 2017-June 2018	70% of salary for each of the 13 AIIACs	\$900,000	Title I
Continue with Site ELD Coordinators	Aug 2017-June 2018	Stipend for Teachers chosen for the position	\$52,000	Title III
Supplemental ELD instructional materials	Aug 2017-June 2018	Buy State-approved ELD materials	\$160,000	Title III
Professional Development for ELD	Jan 2017-June 2018	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
Attendance at local CABA Conference	May 2017	Sub cost for Teacher/ Instructional Aides  Registration for Parents and Staff	\$800  \$5,000	Title III  Title III
Continue with Induction Program Reflective Coaches for new Teachers	Sep 2017-June 2018	Stipend for Induction Program Reflective Coaches	\$58,000	Title II



School Goal #: 4

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>4</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Continue Fingerprinting of District Parent Volunteers	Aug 2017-June 2018	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Parent Center/Academies/Trainings	Sep 2017-June 2018	Continue with Parent Engagement Center  Cost of contracts/hourly pay for trainers & presenters  Childcare  Translation	\$20,000  \$20,000  \$8,000  \$8,000	Title I  Title I  Title I  Title I

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs 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) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
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Revised September 2015

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$10,000	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$10,000

Federal Programs	Allocation	Consolidated in the SWP
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<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$10,174.50	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) 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).	\$1,130.50	<input checked="" type="checkbox"/>
<input type="checkbox"/> <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)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>5</sup>

<sup>5</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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|--------------------------|--|----|--------------------------|
| <input type="checkbox"/> | <b>Title VI, Part B: Rural Education Achievement Program</b>   | \$ | <input type="checkbox"/> |
|                          | Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs   |    |                          |
| <input type="checkbox"/> | <b>For School Improvement Schools only: School Improvement Grant (SIG)</b>   | \$ | <input type="checkbox"/> |
|                          | Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement |    |                          |
| <input type="checkbox"/> | <b>Other federal funds</b> (list and describe)   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Other federal funds</b> (list and describe)   | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Other federal funds</b> (list and describe)   | \$ | <input type="checkbox"/> |

Total amount of federal categorical funds allocated to this school \$19,099.

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Total amount of state and federal categorical funds allocated to this school \$34,228.

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>6</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
Dora Juárez	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecilia Tracy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Kosch-Cowan	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Vanessa Galvan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	
Martha Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Khristina Root	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>		<input type="checkbox"/>
Kimberly Verduzco	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	3	

<sup>6</sup> EC Section 52852

