

El Mirage Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

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 Juarez

Reason for this revision:

A Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 54001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded by the State 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:

Contact Person: Dora Juarez

Position: Administrator

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The Governing Board approved this revision of the SPSA on TBD.

Attachments

Attachment for the Single Plan for Student Achievement

Attachment A: Planned Improvements in Student Performance



B: Centralized Services for Planned Improvements in Student Performance

C: Programs Included in This Plan

D: School Site Council Membership

E: Recommendations and Assurances

Planned Improvements in Student Performance

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

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

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 math skills. All teachers have access to Wonders ELA, Lexia Core5, GO Math, Math in a Flash, MobyMax ELA and Math, and teacher choice interventions.

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>100% of teachers are appropriately assigned</p> <p>100% of students have access to standards aligned curriculum including English Language Development standards</p> <p>100% of schools will have increasing access to instructional technology via infrastructure and hardware.</p> <p>Facilities in good condition</p>	<p>1.State Metric: Rate of teacher misalignments and Williams Report</p> <p>2.State Metric: Williams Report Local Metric: Walk through observations. 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, Khan Academy, MobyMax, online mathematics intervention along with STAR Reading and STAR Math. All curriculum has an online platform.</p> <p>3,Local Metric: Tech Department inventory -Continue to upgrade technology and use funds set aside to purchase and upgrade chromebooks</p> <p>4.State Metric: Williams Report Local Metric: Facilities Inspection Tool (FIT) report</p>	<p>Progress Monitoring Student growth through monthly staff, collaboration and leadership meetings.</p> <p>Where can a budget plan of the projected expenditures for this goal be found?</p> <p>In the Cost and Funding Source Section</p> <p>\$6611 from Title I</p>

**Y: During the 2018-2019 school year, El Mirage School will implement a school wide reading intervention program to address the f
 nprehension needs of struggling readers and English Learners as measured by the CAASPP, ICA, Core 5 Lexia, and STAR Reading**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>Phase: By June 2, 2019 struggling readers and screen and select a research- ing intervention program the individual literacy ruggling students and arners and includes sssments of student</p>	<p>Teachers, paraprofessionals, admin</p>	<ul style="list-style-type: none"> ● STAR Early Literacy Kindergarten and First Grade ● STAR Reading and STAR Mathematics Second – Eighth Grade ● Lexia Learning – Core5 August 2018 – June 2019 ● Ensure that assessments have been administered within the specified time district time frames. ● Progress monitor each student by providing teachers with quarterly data reports for their class. ● Review STAR Assessment data with staff at a staff meetings after each administration. ● Review ICA and CAASPP scores during data meetings 	<p>District Provided</p>
<p>ation/August 2018 entation and Evaluation of intervention program. TSS schedule and student rough data chats e to develop reading n program goals, service odels, teaching and pectations and outcomes; evaluate district approved ervention programs and s</p>	<p>Teachers, paraprofessionals, admin</p>	<p>Select and/or continue to develop reading intervention materials and resources; purchase supplementary instructional materials. MTSS: All staff will have professional development throughout the school year for MTSS, RTI, PBIS along with supplies that will help with Tier II and III intervention: Teachers will fill out the fund form with evidence that the supplies will meet Tier II or Tier III intervention based on the LCAP. Continue review of standards alignment and look at how students are related to other grade levels. Refine a master schedule that reflects allocated time for reading interventions, including English Learner support. Schedule and provide training for instructional staff and schedule follow-up professional development activities.</p>	<p>\$1,200 for Research- Intervention Program Focus) N/A \$5,000 EL Interventi (Title 1) \$1,000 EL Professio Development (Title 1</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
School Year: 2018-2019 Implementation and Evaluation of reading intervention program	EL Coordinator, admin	Daily: Provide additional reading intervention for far below basic, below basic, beginning and intermediate CELDT level students. 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. Monthly: Teachers continue the cycle of inquiry, monitor program implementation and analyze student data at the end of each marking period. 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.	N/A N/A N/A \$3,000 Accelerated Reader Core 5 Lexia Goal Rewards (Title 1)

Pil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for students.

GOAL: For the 2018-2019 school year, the percentage of students scoring on or above grade level in ELA and Mathematics as measured in grades k thru 2 and the ICA and CAASPP in grades 3rd through 8th will gain 5% proficiency (or more) in English/Language Arts and Mathematics (English learners).

What did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate progress of this goal?
Number of students meeting or exceeding standards with at least 50% of students in kindergarten in 2014 meeting or exceeding standards in all subjects by the end of the year and at least 50% of all students will meet standards in all subjects by the end of the year. State Metric: CAASPP assessments Local STAR Renaissance Early Literacy, and Math; District Benchmarks 2.	Based on the 2017-2018 school year ELA CAASPP data for third through eighth grade. Total Students tested 83 <ul style="list-style-type: none"> ● Met or Exceeded - 14.7% ● Nearly met – 16.85% ● Not met - 69.66% 	Evaluation and monitoring completed weekly, monthly, quarterly, and annually. STAR Reports MA & E Lexia Reports ICAs Data meetings

number of students performing at the
d by at least 25% State Metric: CAASPP
s Local Metric: STAR Renaissance
d Math, Progress Monitoring
s 3. 100% of English Learners will have
y and integrated ELD in order to be
l within 3-5 years State Metric: EL
ation Rate, Number of ELs scoring
on CELDT 4. 100% Foster Youth and
ll be given additional support Local
umentation of actions/services

Based on the 2017-2018 school year MA CAASPP data for third through eighth grade.

Total Students tested 83

- Met or Exceeded - 2.22%
- Nearly met – 18.89%
- Not met - 78.89%

ELA STAR 2018 end of year growth report indicated:

87% showed growth 103/126

37% made 1 years growth 47/126

1st/2nd class 88% made growth 24/27

33% made 1 year's growth 9/27

2nd/3rd class 92% made growth 22/24)

24% made 1 years growth 5/21

4th/5th class 84% made growth 16/19)

(42% made 1 years growth 8/19)

5th/6th class 84% made growth 16/19)

(42% showed 1 years growth 8/19)

7th/8th class 89% showed growth 26/30

(40% showed 1 years growth 12/30)

MA STAR end of the year growth report indicated:

82% showed growth 103/125

35% made 1 years growth 44/125

1st/2nd class 96% made growth 27/28

57% showed 1 years growth 16/28

2nd/3rd class 87% made growth 20/23

26% showed 1 years growth 6/23

4th/5th class 80% made growth 18/20

50% showed 1 years growth 10/20

5th/6th class 66% made growth 16/24

20% showed 1 years growth 5/24

7th/8th class 73% showed growth 22/30

27% showed 1 years growth 8/30

Administrative Walkthr

Action/Date	Person(s) Responsible	Task/Date	Cost and Fundi
students to complex al text with a focus in Core Standards in ELA and Generation Science (NGSS) 30, 2018 – June 2019	Teachers and administration	<ul style="list-style-type: none"> ● MobyMax ELA & Science interactive informational text 3rd – 8th September 2018 – June 2019 – will continue to the next year ● RenLearn AR360 	\$500 Title I District Provided
ELA CAASPP scores will have a minimum of 45 English Language in which will include Language Learners. 2018-June 2019	Educators and administration	<p>All general education teachers will utilize Lexia Learning as the ELA intervention during 20 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. MTSS – students in the lowest band (25%) will have access to other intervention (phonics for reading) Each year Lexia will be reset</p> <p>All general education teachers will utilize ELA MobyMax as the ELA intervention during 20 minutes of specific intervention that meets the needs of the students at their level. Students will be assessed with an initial test and build their academics in ELA using the online system. MobyMax is accessible at home and at school. MTSS – students in the lowest band (25%) will have access to other intervention (phonics for reading) Each year MobyMax will be reset.</p>	District provi \$750.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>be monitored throughout the year to improve ELA. 18- June 2019</p>	<p>EL teachers, Coordinator and Admin</p>	<p>Students will be monitored using Ellevation. This program looks at student individual progress, growth and reclassification. Teachers will utilize Ellevation online program to create specific goals and have access to engaging language lessons to improve student English language development.</p>	<p>District Provided</p>
<p>begin from November 2018 until April 2019 in order to assist students in specific areas of ELA</p>	<p>General Education</p>	<ul style="list-style-type: none"> ● Intervention or acceleration for students in order to work on specific areas of learning in a heterogeneous environment ● This will start after the first benchmark 	<p>Title one –paraprofessionals \$3000.00</p>
<p>Teachers will use the English Language Arts (ELA) Common Core Standards in order to drive instruction along with the district ELA curriculum. The curriculum encompasses Direct Instruction and Differentiation strategies in order to focus on students from their level of Proximal Development. 18 – June 2019</p>	<p>General Education and Special Education Teachers (RSP)</p>	<ul style="list-style-type: none"> ● Teachers will utilize Reading Wonders and the online Connect Ed platform to drive instruction alongside the CCSS. ● Reading Wonders Curriculum (online – Connect Ed) <p>Data Talks will be implemented during the school day by grade level teams in order to analyze student data.</p>	<p>District provided curriculum</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>Teachers will incorporate reading, writing and speaking strategies across the curriculum during the August 2019</p>	<p>Teachers and administration</p>	<ul style="list-style-type: none"> ● All Teachers will require students to read, write and discuss real world problems on a regular basis. Tier II/III intervention ● Teachers will implement the Common Core state standards by using the adopted district curriculum, Reading Wonders ● The focus will be on the priority, supportive and supplemental standards, in reading, writing, speaking and listening ● Information text and Literary text]\ 	<p>District support</p>
<p>Teachers will work together to discuss best practices, first best instruction and research-based strategies with their professional learning community. June 18- June 2019</p>	<p>Teachers and administration</p>	<ul style="list-style-type: none"> ● teachers will discuss best practices, first best instruction and research-based strategies with their professional learning community ● Teachers will bring student work samples and discuss proficiency levels and how they can change their teaching and learning strategies in order to guide students toward academic mastery. (Data meetings) 	<p>\$2000.00 title I</p>

<p>s (K-6th) will Origo math Tier 1, Tier III strategies.</p>	<p>Teachers/Admin</p>	<ul style="list-style-type: none"> ● Students will have access to comprehensive mathematics curriculum that combines print and digital materials ● Builds conceptual understanding through rigorous problem-solving activities ● Supports computational fluency with strategies and practices 	<p>1,500 District Provided (TBA)</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>the use of to increase reading g in a format that d careers will ents to be 18- June 2019</p>	<p>Teachers and administration</p>	<ul style="list-style-type: none"> ● Students will have access to College and Career initiatives inside and outside of the classroom throughout the school year. 	<p>\$00.00 – grant funded TBD</p>
<p>e - Family and (7th/8th) 18- June 2019</p>	<p>Teachers and administration</p>	<ul style="list-style-type: none"> ● Students will have access to College and Career readiness course (CTE Family and Consumer) 	<p>\$1,500 Title I</p>

<p>Teachers will integrate MTSS into all content areas through Problem/Project Learning.</p> <p>18- June 2019</p>	<p>All Educators including Special Education</p>	<p>Teachers will integrate hands-on project based learning that will relate to real world application in both ELA/mathematics. Teachers may need consumables or items in order to either bring real world application to the site or be able to go to outdoor educational opportunities.</p>	<p>Included in the above information</p>
<p>Supplies that support student academic achievement in the classroom</p> <p>18- June 2019</p>		<ul style="list-style-type: none"> Teachers will purchase intervention supplies that are above and beyond the regular daily supplies – such as whiteboards, interactive manipulatives, etc. 	<p>\$3,500 Site Focus</p>
<p>Enrichment activities in content area using Project Based Learning</p> <p>18- June 2019</p>	<p>Teachers and classroom support</p>	<p>Brainpop 5th-8th</p>	<p>\$1,000 (LCFF)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>Teachers will utilize the Common Core Mathematics Standards with the eight mathematical practices using the district curriculum.</p> <p>18- June 2019</p>	<p>Administration Teachers</p>	<p>Teachers will use the Go Math curriculum with the interactive mathematics manipulatives and the Think Central online access of the curriculum. Use MTSS in order to accelerate or intervene for student achievement. Training with Go Math manipulatives - Tuesday PD and district PD</p>	<p>District supplied</p>

<p>Assessments for monitoring will be conducted throughout the year 18- June 2019</p>	<p>General Education, Special Education Teachers (RSP teachers)</p>	<ul style="list-style-type: none"> • The benchmark data will be analyzed after each assessment period in order to progress monitor student achievement. • This data will drive MTSS grouping • K-2 district benchmarks (CFA) • 3-5 CAASPP interim assessments 	
<p>Will review data in order to determine the cause of student achievement and determine the effect. 18- June 2019</p>	<p>All educators</p>	<ul style="list-style-type: none"> • All general education teachers will use Renaissance Learning for formative and summative assessments. • All General education teachers will use Renaissance Learning in order to calculate each students mathematics scores in order to determine math goals for each student • Data Talks during the school day throughout the school year • Teachers will work collaboratively to discuss best practices, first best instruction and research based strategies with their professional learning community. 	<p>District provided RenLearn \$2,000.00 title I</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
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<p>udent data during chool Site Council 18- June 2019</p>		<ul style="list-style-type: none"> • November 2018– CAASPP Data presentation • Present current data to the community at SSC meetings using state testing data. • Dashboard presentation – December 2018 	<p>\$100</p>
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Y: During the 2018-2019 school year, El Mirage School will implement a school wide math intervention program to address the math needs of students as measured by the CAASPP, ICA, and STAR Math.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>Phase: By June 2, 2019 struggling math students and select a research intervention program that individual needs of students, and includes assessments of student</p>	<p>Teachers/ Paraprofessionals/Admin</p>	<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>	<p>N/A</p>
<p>Phase: By June 2, 2019 Implementation and of math intervention</p>	<p>Staff</p>	<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>Chromebook cost: \$00.00 – grant</p> <p>\$1,000 for research-based math intervention program. (Title I)</p> <p>\$4,000 substitute teacher fees for PD. (Title I)</p>

<p>ool Year: By June 2,</p> <p>nquiry to model, math intervention and conduct ongoing s to determine student m outcomes and ensure ogram needs.</p>	<p>Staff</p>	<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>
		<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>

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

GOAL: For the 2018-2019 school year, we will decrease the suspension to 5% or less.

<p>What did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p>
<p>will strive to reach 96% student attendance Metric: Attendance Rate Local Metric: P2 increase the total number of parents who at they believe the school is a safe place by Metric: Efforts to seek parent input Local le I Parent Survey 3. Reduce the number of s from a rate of 13.5% to 10%. State suspension rate Local Metric: Aeries report .</p>	<p>Suspension rate for 2017-2018 We had a total of 13 suspensions All students 5.1%; Hisp/Latino – 5.0%; White – 9.5%.</p> <p>Our goal is to decrease this rate by at least 5%. The data was collected by using the district Aeries database. Chronic absenteeism – All 11.5%;Hisp/Latino – 10.4%; white – 21.1 %</p>	<p>School goal will be evaluated on an annual basis as part of the SPSA evaluation process.</p> <p>On a monthly basis, we will view the Aeries report for suspensions and absenteeism. We will communicate with parents by calling them and sending letters regarding SARB. We inform and recommend to parents that Saturday school is available to make up absences</p>

	<p>Our goal is to decrease chronic absenteeism by at least 5%</p> <p>Surveys for family and school input for engagement activities including parent/guardian activities, whole school events and volunteer opportunities.</p>	
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2018-2019 School Year: During the 2018-2019 school year, El Mirage School will use an inquiry based approach to identify major school safety issues and strategies to align student behavior with PBIS goals of Respectful, Responsible, and Safe Behavior.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>Review: 2019</p> <p>SSC will act as PBIS committee. SSC will meet on an annual basis. 2018 - June 2019</p>	<p>PBIS Team</p>	<p>They will identify components and strategies of PBIS program. The PBIS team will continue to have monthly meetings to discuss progress, review behavior data and improve upon the interactive activities with students, staff and parents.</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>Mindfulness Training</p> <p>Box Out Bullying</p> <p>Trauma Informed Training</p> <p>Equity Training</p>	<p>\$2,000 substitute teacher PBIS Training (General Fund)</p> <p>\$2,000 PBIS School supplies (General Fund)</p> <p>\$1,100.</p> <p>\$600</p> <p>District Provided</p> <p>District Provided</p>

2017-2018 School Year: During the 2017-2018 school year, El Mirage School will use an inquiry based approach to identify ways that we can increase parent 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
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<p>nd Outreach: 2019</p> <p>parent/family nt and implement o engage ily involvement in s education.</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"> ● Coffee with the Administrator ● ESL Parent Classes ● Dia de las Madres/Mother’s Day - Paint with Mom ● Winter/Music Performance ● Field Trips ● Parent on site training ● ELAC Meetings ● SSC Meetings 	<p>\$650 “Coffee with the Administrator” (Title 1)</p> <p>\$1,000 Mother’s Day (Title 1)</p> <p>200.00</p> <p>\$6,000 Natural History (General Fund)</p> <p>\$1,500 (Title 1)</p>
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Centralized Services for Planned Improvements in Student Performance

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

#: 1 & 2

to be Taken to Reach This Goal ¹ All appropriate dimensions (Instructional, Learning, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize funding source)
with District Coordinators	July 2018-June 2019	50% of salary for each of 3 Coordinators	25% of salary-\$90,000 25% of salary-\$90,000	Title I Title II
with or add an Assistant Director of Instructional Development and Academic (AAIAC) to 13 of the	July 2018-June 2019	70% of salary for each of the 13 AAIACs	\$900,000	Title I
with Site ELD	Aug 2018-June 2019	Stipend for Teachers chosen for the position	\$52,000	Title III
total ELD instructional	Aug 2018-June 2019	Buy State-approved ELD materials	\$160,000	Title III
al Development for ELD	Jan 2018-June 2019	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
e at local CABE	May 2019	Sub cost for Teacher/ Instructional Aides Registration for Parents and Staff	\$800 \$5,000	Title III Title III

Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supported.

1. Indicate an action will be taken, or will begin, and the date it will be completed.

with Induction Program Coaches for new	Sep 2018-June 2019	Stipend for Induction Program Reflective Coaches	\$58,000	Title II
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to be Taken to Reach This Goal ³ (all appropriate dimensions Teaching and Learning, ing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for ea source)
Fingerprinting of District unteers	Aug 2018-June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
ter/Academies/Trainings	Sep 2018-June 2019	Continue with Parent Engagement Center	\$20,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$20,000	Title I
		Childcare	\$8,000	Title I
		Translation	\$8,000	Title I

alized services may include the following direct services:

ndix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source support

ate an action will be taken, or will begin, and the date it will be completed.

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

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

Assessment analysis services, software, and training for assessment of student progress

These services do not include administrative costs.

Programs Included in this Plan

Box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates. If applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan includes 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 are the best estimates in Form A and the school's allocation from the ConApp.

For any of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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

Operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

Operates a SWP but does not consolidate its funds as part of operating a SWP.

Operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

Operates a SWP and consolidates all applicable funds as part of operating a SWP.

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

ended September 2015

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

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

Programs	Allocation	Consolidated in the SWP
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$10,174.50	<input checked="" type="checkbox"/>

<p>Title I, Part A: Parental Involvement (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 ensure schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$1,130.50		<input checked="" type="checkbox"/>
<p>Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent maximum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>
<p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$ 1404		<input type="checkbox"/>
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students gain English proficiency and meet academic performance standards</p>	\$		Title III funds may not be consolidated as part of a SWP ⁵

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 may not 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 benefit 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 316-319-0845.

Part VI, Part B: Rural Education Achievement Program

Purpose: Provide flexibility in the use of ESEA funds to eligible schools \$

School Improvement Schools only: School Improvement Grant (SIG)

Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Total amount of federal categorical funds allocated to this school **\$14,778.50**

Total amount of state and federal categorical funds allocated to this school **\$ 56,389.00**

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

School Site Council Membership

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representative selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school; such parents; and, in secondary schools, pupils selected by pupils attending the school.⁶ 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"/>
Sarah Mireles	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marnee Durgin	<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	3	3	

Recommendations and Assurances

The site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board that:

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

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
Other committees established by the school or district (list)	Signature

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.

SSC is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to meet the district's and school's goals to improve student academic performance.

SSC was adopted by the SSC at a public meeting on:

Signature of School Administrator _____ Date _____

ia
of SSC Chairperson

Signature of SSC Chairperson Date