EAGLE RANCH ELEMENTARY SCHOOL

Single Plan for Student Achievement 2018-19

A Resource for the School Site Council

ool: Eagle Ranch School

trict: Adelanto Elementary School District

unty-District School (CDS) Code: 36675876109409

ncipal: Bertrand Christophe

e of this revision: 3/22/19

Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educati*
507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all
rograms funded through the ConApp and ESEA Program Improvement into the SPSA.

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

ntact Person: Bertrand Christophe

ition: Principal

ephone Number: 760-949-2100

dress: 12545 Eagle Ranch Parkway

ail Address: bertrand_christophe@aesd.net

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lanned Improvements in Student Performance

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

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

GOAL: Eagle Ranch will have fully credentialed teachers. Students will have access to rigorous district adopted curriculum a y and facilities and good order.

a did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the pro this goal?
affing Data Sufficiency Forms gy Inventory	Through our participation in annual Williams Act visitations, ERS continues to score well in all areas including: structural and facilities in good working order, textbook sufficiency, and credentialed teachers in each classroom. Additional Technology is required in order for ERS students to reach one-to-one technology ratio, due to wear and tear on the chromebooks.	ERS will hire qualified teachers to fill teacher vacancies. ERS will monitor technology inventor provide technology to teachers and stu **Where can a budget plan of the pro expenditures for this goal be found?** In the Cost and Funding Source Secti

GY:			
ction/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Fundi**
3-June 2019	Site Adm.& AAIAC, Classroom Teachers, District Personnel	By August 30th, 2017 San Bernardino County Superintendent of Schools Williams Act Visit	

ll update all oks to reach 1:1	Site Adm.& AAIAC, Classroom Teachers, District Personnel	By June 30, 2019 we will replace 127 chromebooks	$38,728

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

L GOAL: Students in subgroups of English Learners, Hispanic, African American, White, and Economically Disadvantaged wi growth in English Language Arts as measured by STAR Reading or Early Literacy for Grades K-2 and CAASPP ELA for Gra

n subgroups of English Learners, Hispanic, African American, White and Economically Disadvantaged will have at least a 5% s measured by STAR Math for Grade K-2 and CAASPP Math for Grades 3-5.

<div align="center">

Eagle Ranch Elementary DATA for Subgroups
Percentage of Students that Exceeded/Met E/LA -SBAC

</div>

ALL		SED		Special Ed		ELs		RFEP		White		AA		Hispanic		2+
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
19.69	14.77	14.83	12.21	3.64	1.85	0	0	0	29.11	31.37	21.57	16.13	3.22	18.03	17.48	13.3
19.1	14.71	16.91	14.81	0	4.26	2.63	0	41.38	27.59	34.21	13.16	5.45	5.46	20.38	17.68	15.3
-0.59	-0.06	+2.08	+2.6	-3.64	+2.41	+2.63	0	+41.38	-1.52	+2.84	-8.41	-10.68	+2.24	+2.35	+0.2	+2.0

Eagle Ranch Elementary School
Student Performance Outlook on the April 2019 CAASPP- Based on 2018-19 STAR Reading AND Math Scaled Scores
Percentage of Students on Pathway to Meeting/Exceeding
(August 13, 2018-March 23, 2019)

rade	READING: Scaled Score (SS) By Grade that Determines Meeting/Exceeding	READING: Percentage of Students by Grade Meeting/Exceeding	MATH: Scaled Score (SS) By Grade that Determines Meeting/Exceeding	MATH: Percentage of Students by Gra Meeting/Exceeding
d	SS=455+	28%	SS=621+	24%
h	SS=531+	32%	SS=696+	31%
h	SS=600+	25%	SS=782+	17%

2018-19 STAR Early Literacy Growth Chart(pre/post) K-1st (Scaled-Scores) (August 13, 2018-March 23, 2019)

Grade	Pre-Test~Scaled Score	Post-Test~Scaled Score	Growth/Change
K	**469**	**598**	**+129**
1st	**596**	**663**	**+67**

2018-19 STAR Reading Growth Chart(pre/post) 1st-5th   (August 13, 2018-March 23, 2019)

Grade	Pre-Test~Scaled Score	Post-Test~Scaled Score	Growth/Change
1st	80	137	+57
2nd	147	255	+108

3rd	278	340	+62
4th	362	404	+42
5th	425	479	+54

Eagle Ranch Elementary School
2018-19 STAR MATH Growth Chart(pre/post) 1st-5th
(August 13, 2018-March 23, 2019)

Grade	Pre-Test~Scaled Score	Post-TEST~Scaled Score	Growth/Change
1st	256	329	+73
2nd	348	449	+101
3rd	480	538	+58
4th	557	599	+42
5th	608	633	+25

Student Performance Outlook on the April 2019 CAASPP- Based on 2018-19 STAR Reading and MATH Scaled Scores
Percentage of Students on Pathway to Meeting/Exceeding by SUBGROUPS
(August 13, 2018-March 23, 2019)

SUBGROUPs	READING: percentage of Students by Grade Meeting/Exceeding	MATH: Percentage of Students by Grade Meeting/Exceeding
African Americans	21%	19%
White	34.285%	34%
Hispanic	29%	23%

ALL	28%	23%

Eagle Ranch Elementary School
Lexia (Reading Program)
Percentage of Students Meeting/Exceeding Grade Level Reading Skills
(August 13, 2018-March 23, 2019)

GRADE	Percentage of Students Meeting/Exceeding
TK	100%
K	92%
1st	74%
2nd	72%
3rd	72%
4th	58%
5th	49%

a did you m this	What were the findings from the analysis of this data?	How will th evaluate th of this goal
Results ath ks naissance – Monitoring ine	As a school site teachers/Admin used: ● Renaissance STAR ELA & Early Literacy/Mathematics Screening Reports ● District ICA CAASPP Benchmarks ● CAASPP 2017-18 3rd-5th ● Lexia for TK-5th You need to write about your STAR data and CAASPP subgroup performance. **Data Results from CAASPP 2017-18 and 2016-17 indicate the following about Eagle Ranch Student Subgroups:** ● **SED Subgroup made gains in both E/LA and Math.** ● **Special Ed Subgroup went down in E/LA but made growth in Math.** ● **English Learner subgroup made growth in E/LA but not math.** ● **Reclassified Fluent/English subgroup met and exceeded by 41.38%during the 2017-18 school year. In math this group went down slightly.** ● **White subgroup grew in R/LA, however they had a significant drop in Math of -8.41%.** ● **African American subgroup made a slight gain in math. However, in E/LA there was a significant drop of -10.68%** ● **Hispanic students grew in both E/LA and math, thought the math growth was very small with +0.2%.** ● **Students with two or more Races grew in R/LA, but decreased in math by -5.64%** ● **Eagle Ranch school overall dropped in both E/LA and Math, leaving room for much growth.**	We will rev progress we monthly, qu annually thr program mo and evaluat ● Onli CAA Inter Asse ELA for 3 Grad 2017 Mar ● Onli ELA Asse Beg year Win Spri

The Data shared shows Scaled Scores for students on the STAR Reading and Math. The data specifically looked at aligns students scaled scores to grade level scores needed to meet/exceed on the CAASPP. The following analyzes Eagle Ranch Student Subgroups and Grade Levels:

- **African American students at grade level or above in STAR Reading =21%, STAR Math =19%;**
- **Hispanic students at grade level or above in STAR Reading =29%; STAR Math=23%**
- **White students at grade level or above in STAR Reading =34%; STAR Math=34%**
- **ALL students at grade level or above in STAR Reading =28%; STAR Math=22.87%**
- **ALL 3rd Grade students at grade level or above in STAR Reading =28%; STAR Math=24%**
- **All 4th Grade students at grade level or above in STAR Reading =32%; STAR Math =31%**
- **ALL 5th Grade students at grade level or above in STAR Reading =25%; STAR Math= 17%**

Additional STAR Reading, STAR Math and the added STAR Early Literacy indicates that all grades 1st-5th have students showing growth from the beginning of the school year to present. Kinder also shows growth on the Early Literacy but this is not showing data for a majority of the students in Kinder.
- **Early Literacy shows scaled growth of +67 in Kindergarten.**
- **STAR Reading shows a growth of :**
  - **+57 in 1st**
  - **+108 in 2nd**
  - **+62 in 3rd**
  - **+42 in 4th**
  - **+54 in 5th**

The biggest gains in growth show in 2nd, then 3rd, 1st and 5th.
- **STAR Math:**
  - **+73 in 1st**
  - **+10 in 2nd**
  - **+58 in 3rd**
  - **+42 in 4th**
  - **+25 in 5th**

- Site
  and
  run/
  data
  STA
  Lexi
  rout

Where can plan of the expenditur goal be fou

In the Cost
Funding So
Section

Again the biggest growth is in 2nd; followed by 1st, then 3rd.

Lexia Data indicates that majority of Eagle Ranch students are currently grasping and gaining reading skills for their grade level:

- **TK-Kindergarten students assessed show over 90% of students as mastering grade level reading skills.**
- **Students 72-74% of 1st-3rd graders are performing at/above grade level reading skills as determined by Lexia.**
- **4th grade students meeting Lexia reading skills= 58%.**
- **49% of 5th grade students are at or above on Lexia reading skills for their grade level.**

GY: During 2018-2019, the school will implement a school-wide ELA & Mathematics multi-tiered system of support to a needs of all students/subgroups as measured by Common Formative Assessments, District Math Benchmarks, and STA nce Progress Monitoring Tools.

Action/Date	Person(s) Responsible	Task/Date	Cost

| 018-June 2019 ... he math levels of ts on STAR Math, et benchmarks and s information in and delivering a ed system of MTSS) for all sing Go iculum along with ommended on materials to individual cal needs of all ubgroups to ngoing ts of student | Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers | Collect and analyze district and school-level summative and formative Math Data; identify all students through the process of Math instruction needing intervention, enrichment and/or specific CCSS mathematical needs. Data chats and collaboration time to help teachers develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based math intervention programs, measure growth, and accelerate numeracy skills. Further discuss the use of Khan Academy and Go Math online resources on Think Central to include hands on math manipulatives.
 Task #1: **Bi-Monthly:**
 Grade-level teams will conduct bi-monthly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.
 Task #2: **Monthly:**
 Continue cycle of inquiry with all math staff: monitor program implementation and analyze student data at the end of each grade marking period.
 Task #3: **Quarterly and Annually:**
 Monitor and evaluate math and math intervention program goals and objectives; determine if goals and objectives are being met.
 Findings will be reflected in the SSC minutes | $100 |
| 018-June 2019 ... he reading levels ents on STAR district ks and utilize this on in planning and a multi-tiered support (MTSS) dents using curriculum along 3D recommended on materials to | Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers | By Sept. 30th, 2018
 Collect and analyze district and school-level summative and formative ELA Data; identify all students through the process of ELA instruction needing intervention, enrichment and/or specific CCSS ELA needs. Data chats and collaboration time to help teachers develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based ELA intervention programs that are designed to meet individual ELA needs of all students, measure growth, and accelerate numeracy skills. Further discuss the use of Lexia and Wonders support resources on Think Central. Use STAR Renaissance to continue grade level progress through IRL score monitoring.
 Task #1: **Bi-Monthly:** | $100 |

		Grade-level teams will conduct bi-monthly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Task #2: **Monthly:** Continue cycle of inquiry with all ELA standards: monitor program implementation and analyze student data at the end of each grade marking period. Task #3: **Quarterly and Annually:** Monitor and evaluate ELA and ELA intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes	

Action/Date	Person(s) Responsible	Task/Date	Cost
018-June 2019 ementation and a and intervention program.	Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers	*Aug. 2018-June 2019 ORIGO math training will be provided to all teachers to address the drop from YELLOW to ORANGE on the dashboard. Focus is on instructional strategies Develop a master schedule that reflects allocated time for math interventions during MTSS and provide tutoring after school Provide teachers time to work with standards alignment documents and CFAs for data chats	Distr $400 site f
2018-June 2019 ruction With tandards	Site Administration, and Classroom Teachers	Task #1: Continue using appropriate supplemental (SBE) State Board of Education standards-aligned mathematics materials to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments.	Distr
etting and Chats g Strategies with Students	Site Administration	Task #1: Administration to meet one on one with students to discuss their 2017-18 results, set individual goals for 2018-19 CAASPP and review testing strategies.	None

The school will train, reinforce, and support all teachers, leaders, and staff regarding the following four core instruction...
: District adopted strategy for implicit, explicit, and interactive instruction, English Language Development(ELD) and F...
GLAD, Academic Language Development, and formative and diagnostic assessments.

...ction/Date	Person(s) Responsible	Task/Date	... Fun...
...018-June 2019 ...ment of ...nal Strategies, ...and online Math ...on based	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Plan and implement uniform strategies and interventions for targeted students identified at strategic and intensive levels in reading & mathematics with the use of grade level MTSS teachers. Grade level teams will discuss data in their PLCs. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments. Use of a systematic approach for targeting students' instruction/interventions in mathematics by using Ren-Learn and EADMS data.	None... $ 200... II $ 100... II
...2018-June 2019 ...earning Times	Site Administration, and Classroom Teachers	Task #1: Support before and after school tutoring/intervention programs as evidenced by attendance and expenditure reports.	$2,5...
...le Auxiliary ...or Students and	Site Administration, and Classroom Teachers	Task #1: Support activities such as student award assemblies, performances, back-to-school night, PBIS and festivals to promote student/parent engagement. Services determined by flyers, agendas, and sign-in sheets, etc.	$1,0... (010... Refe... Goal...
...School Tutoring		Teachers will do intensive intervention after school for those students with need.	$5,0... 1
...Training/Fall 2018	District Office	Grade level teachers will be trained in ACE writing strategies to support our students in their writing.	Distr...
...Training	District Office	Teachers, TK-5th will trained on math strategies/techniques	Distr...

...ngagement: Increase student engagement by providing a safe school environment which fosters increased communication betw...
..., encourages parent and community involvement, and focuses on improving the school climate for all students. **Decrease suspe...**

ncrease attendance to over 98%

L GOAL: School suspensions will decrease by 50% by the end of the 2nd semester of 2018-2019 School Year by using school w

Behavior Supports.

he support Students are given by increasing parent involvement and engagement by 10% as measured by Board approved volu

and surveys.

Subgroup Suspension Rate (Percentage of Students Suspended

ALL	SED	SP Ed	EL	Homeless	White	AA	Hispanic	2+R
Medium	Medium	High	Low	Very Low	Medium	High	Low	Hig
2.1%	2.3%	3.9%	1.0%	*No Data	3.4%	6.4%	0.2%	2.2
2.2%	2.4%	4.1%	0.9%	0.0%	1.1%	5.3%	0.8%	5.5
0.1% Maintained	0.1% Maintained	0.3% Increased	-0.1% Maintained	*No Comparison	-2.3% Declined Significantly	-1.1% Declined Significantly	0.6% Increased	3.3 Inc

a did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the pro this goal?
n Rates eferral Rates ountain Children's Center Referral ation of SST Meetings Check Out Logs ectations for Locations al Skills Lesson	As we look at SWIS and CICO data, we find that many students who have been identified as at risk also tend to make poor choices and have high rates of classroom referrals. By adhering to the established PBIS student handbook and providing proactive strategies that will help avoid conflict, we will begin to see a decrease in student office referrals. We need to strengthen all levels of support.	The school will monitor referral, schoo PBIS Tier I, II , III interventions, susp throughout the school year to ensure th on track to decrease suspensions. **Where can a budget plan of the prop expenditures for this goal be found?** In the Cost and Funding Source Sectio

GY: During 2018-2019, the school will implement a school-wide system Positive Behavior Intervention and Supports Sys ccess to Tier One, Tier Two, and Tier Three supports appropriate to their needs.

...ion/Date	Person(s) Responsible	Task/Date	Cost and Fundi...
...2018-June ...p/PBIS Team ...committee to ...e PBIS ...on campus	Site Administration, Leadership/PBIS Team	Box Out Bullying for all grade levels Task #1: Collect and analyze school-level PBIS data to identify all students that need support. Task #2: Receive PBIS training and train other staff as needed. Task #3: Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.	$1,100 Title IV $1,000.00 for traini... substitute costs from Title IV $ 2000 Title IV
...2018-June ...ts will be ...l offered ...ment in PBIS ...Classroom ...n. Students ...fered Tiers ...Three as ...er Tier One ...n has occurred.	Site Administration, Leadership Team, PBIS Team, and Classroom Teachers	**Task #1**: Create School-wide Calendar for Tier One Instruction **Task #2**: All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed. **Task #3:** All students who are meeting expectations and exhibiting location expectations will be rewarded with Eagle Pride slips, Golden Feathers, Eagle Store, and PBIS Special Events. **Task #4**: All classrooms will show evidence of PBIS in classroom environments. **Task #5**: Students in need of PBIS Tier Two and Tier Three support will be referred to Check In/Check Out and referred for a behavioral SST if all other resources have been exhausted. **Task #6**: Referrals will be made to outside resources as needed with the support of parents.	None None $2,750.00 Title 1 None $1,637.00 From Title None

2018-June Check-out	Assistant Administrator Principal Teachers Office Staff	Implement Check-in/Check out *Students who are struggling with academic or behavior problems qualify. *Students check-in daily with each teacher. *Students check-out with assigned staff member who provides support.	None
018-June 2019 emblies	Principal Assistant Administrator	Implement PBIS Assemblies *Beginning of school year. *After October break *After Thanksgiving break *Beginning of the second semester *After spring break	None
t Bullying	Principal and CWA Director	Provide the bullying assembly for all grades	$1100 Title IV
Informed n Training	District Office All Staff	All staff will be trained on trauma informed practices to provide better instruction to our students who come from backgrounds of trauma	District Paid
Training & ing	District Office Site Administrators	Attend equity training to better support our students by creating an equity vision statement that site will follow. One site Administrator will be trained on ADR with DMSELPA to support special ed IEPS and parent relationships	District Paid
with Creative	District Office Administration	The afterschool program is provided through Creative Brain and is a grant funded program.	ASES grant

Increase the support Students are given by increasing parent involvement and engagement by 10% as measured by Board approv
s, sign-in sheets, and surveys.

a did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the pro this goal?
nference Participation Rates		
se Participation Rates	The need to increase the number of parents engaging in activities on our campus to support their students will continue to be addressed. Baseline?	The principal will monitor attendance meetings and family events to include the end of the year to monitor the effec parent involvement activities.
earner Advisory Council on Rates		
e Council Participation Rates	To be evidenced by parent sign-in documentation as well as: Flyers, announcements, and event master calendar.	**Where can a budget plan of the prop expenditures for this goal be found?** In the Cost and Funding Source Sectio
acher Association Participation		
Participation Rates gagement Events Participation		

GY: During 2018-2019, the school will increase parent/community involvement by increasing the number of academicall d community engagement opportunities.

ction/Date	Person(s) Responsible	Task/Date	Cost and Fundi
2018-June 2019	Site Administration, Leadership Team, and Staff	August 2018-June 2019	
s will be offered pportunities to campus		Task #1: Open House will be held at the beginning of the year so parents and the community can interact with the classroom teachers and school site staff.	$2000 Focus mone
		Task #2: Parent-Teacher Conferences will be held for all students in October 2018 and at risk in March 2019.	$ 500.00 for transla services when need
th the Principal er Month		Task #3: Student Study Team Meetings will be held with parents, classroom teachers, and administration as an engagement opportunity to ensure students are	$2,500.00 Substitut and translating

ings Monthly eetings Monthly lent Show		receiving additional support in regards to behavioral needs, academic needs, and attendance needs. Task #4: School Site Council, English Learner Advisory Council, Parent Teacher Association, and Volunteer Training will be established..Ongoing opportunities to engage with these groups will be offered throughout the year. Task #5: Coffee with the Principal will be held quarterly. Task #6: Training will be held to support parents/community as their child's first teacher. Task #8: Continue to support and expand the transition outreach between preschool and elementary as measured by parent meeting notes and sign-in sheets, outreach programs, and special preparation programs.	$2,500.00 (3010/Ti $1, 500.00 Focus m $300.00 materials a refreshments- Focu None

2018-June 2019 aff, Parents, and ty	Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers	August 2018-June 2019 Task #1: Support specific programs in mathematics that include staff, parents, and community to include but not limited to Family Math Night and other math centered events. Evidence to include parent notices and agendas. Training and support for parents of EL students with literacy skills	$7000 (010($5272.50 (3 One) Referenced $2000 from

Centralized Services for Planned Improvements in Student Performance

rograms 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 t
s and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide p
e plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school pa
on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility)
n available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

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

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

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

e 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.

grams	Allocation	Consolidated in t
fornia School Age Families Education (Carryover only) Purpose: Assist expectant parenting students to succeed in school	$	☐
nomic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) ose: Help educationally disadvantaged students succeed in the regular program	$	☐
nomic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: elop fluency in English and academic proficiency of English learners	$	☐
r Assistance and Review (Carryover only) ose: Assist teachers through coaching and mentoring	$	☐

fessional Development Block Grant (Carryover only) Purpose: Attract, train, and n classroom personnel to improve student performance in core curriculum areas	$	☐
lity Education Investment Act (QEIA) ose: Funds are available for use in performing various specified measures to improve emic instruction and pupil academic achievement	$	☐
ol and Library Improvement Program Block Grant (Carryover only) ose: Improve library and other school programs	$	☐
ol Safety and Violence Prevention Act (Carryover only) ose: Increase school safety	$	☐
acco-Use Prevention Education ose: Eliminate tobacco use among students	$	☐
and Describe Other State or Local Funds (e.g., Career and Technical Education E], etc.)*School Focus LCAP funds	$	☒

Total amount of state categorical funds allocated to this school $0.00

rograms	**Allocation**	**Consolidated in the**
e I, Part A: Allocation pose: To improve basic programs operated by local educational agencies (LEAs)	$ 58728.00	☒

e I, Part A: Parental Involvement (if licable under Section 1118[a][3][c] of Elementary and Secondary Education) pose: Ensure that parents have ormation they need to make well-ormed choices for their children, more ctively share responsibility with their dren's schools, and help schools develop ctive and successful academic programs s is a reservation from the total Title I, t A allocation).			⊠
Program Improvement Schools only: le I, Part A Program Improvement) Professional Development (10 percent imum reservation from the Title I, Part A ervation for schools in PI Year 1 and 2)	$		☐
e II, Part A: Improving Teacher Quality pose: Improve and increase the number of highly qualified teachers and principals		6318.00	☐
e III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students pose: Supplement language instruction to help LEP students attain English proficiency meet academic performance standards	$		Title III funds ma consolidated as part

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ds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitorin legate 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 of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Lea 916-319-0845.

e VI, Part B: Rural Education Achievement Program pose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	▱
School Improvement Schools only: School Improvement Grant (SIG) pose: to address the needs of schools in improvement, corrective action, and restructuring mprove student achievement	$	▱
er federal funds (list and describe) Title II		▱
er federal funds (list and describe)Title IV	$ 11,075	▱
er federal funds (list and describe)	$	▱
Total amount of federal categorical funds allocated to this school	$ $76,121.00	

unt of state and federal categorical funds allocated to this school

r 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 princip[...] [...]ives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; pare[...] [...]nding the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[2] The current[...] [...] is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bertrand Christophe	☒	☐	☐	☐	☐
Melody Martinez	☐	☒	☐	☐	☐
Ashley Acevedo	☐		☐	☒	☐
Terrisa Palacio	☐	☒	☐	☐	☐
Anna Ccanto	☐	☐	☒	☐	☐
Karen Ortiz	☐	☐	☐	☒	☐
Claudia Sanchez	☐	☐	☐	☒	☐
Mary Mattingly	☐	☒	☐		☐
Heidi Wolfe	☐	☐	☐	☒	☐
Marlen Arredondo	☐	☐	☐	☒	☐
Numbers of members in each category	1	3	1	☐5	☐

[...] 52852

Recommendations and Assurances

site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and ass
e following:

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

e Compensatory Education Advisory Committee	Signature
ish Learner Advisory Committee	Signature
cial Education Advisory Committee	Signature
ed and Talented Education Advisory Committee	Signature
trict/School Liaison Team for schools in Program Improvement	Signature
mpensatory Education Advisory Committee	Signature
partmental Advisory Committee (secondary)	Signature
er committees established by the school or district (list)	Signature

C reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirem
et, including those found in district governing board policies and in the local educational agency plan.
PSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensiv
ated plan to reach stated school goals to improve student academic performance.

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

hristophe
e of School Principal

_____ _____
Signature of School Principal Date

artinez
e of SSC Chairperson

_____ _____
Signature of SSC Chairperson   Date