

Single Plan for Student Achievement



A Resource for the School Site Council

2018-19

Part II: The Single Plan for Student Achievement Template

School: Morgan Kincaid

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675876120604

Principal: Kristen Cooper

Effective date of this revision: **12/10/18**

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

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

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Position: Principal

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El Gobierno del Distrito aprobó esta revisión del SPSA en TBD.

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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of the instructional program for students failing to meet academic performance index and adequate yearly progress goals. 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:

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.

GOAL: For the 2018-2019 school year teachers/students will have continued access to standards aligned materials in all content areas leading to High School Readiness by grade 8 and promoting college readiness through the implementation of AVID. All teachers are credentialed and all positions are filled. The number of teachers receiving training from AVID will increase from 6 to 10, with over 80% trained, and 100% of teachers will receive site level professional development in AVID. By the end of the 2018-2019 school year 85% of classrooms will have 1 to 1 chromebooks and the amount of classrooms with Smart TVs will increase from 32% to 50%. All facilities will remain in good repair.

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?
Certification Data Technology Inventory Equipment Inventory Annual Audit Report	At the end of the 2017-2018 school year 68% of teachers had attended AVID Path training or a Summer Institute. At the end of the 2017-2018 school year 70% of classrooms had 1 to 1 chromebooks and 32% had Smart TVs. All students had access to curriculum/textbooks. All facilities are in good condition.	Annual review of conference and training attendance and annual review of technology inventory. Review FIT report All work orders submitted will be completed on time. Where can a budget plan of the projected expenditures for this goal be found?

Y: During the 2018-2019 school year the school will complete technology inventories and purchase additional chrome and software as needed to increase the usage of technology at the school site. Ensure sufficiency of library supplies

Action/Date	Person(s) Responsible	Task/Date	Cost and Fund
<p>2018 – May 2019</p> <p>hardware and i.e.: computers, projectors, printers needed to support ELA m and Needs ed by IT Department ndation based upon and the District’s gy Plan.</p>	<p>Administration</p> <p>Administration</p>	<p>Quarterly: Oct. 2018 Conduct an inventory of existing technology and a survey of needed and desired technology</p> <p>Increase additional instructional technology hardware/software as needed.</p> <p>Aug 2018 – June 2019 District Tech monitors, supports, fixes any specific teacher/classroom needs</p>	<p>None</p> <p>Title 1 \$58,413</p> <p>None</p>
<p>2018 – Jun. 2019</p> <p>implementation of the istrict Adopted and State Education standards- ELA and Math to fill instructional EL, SWD, and all at subgroups. nce will be determined al classroom walk- teacher lesson plans, ased student ment as determined by ublisher ents</p>	<p>Principal, Assistant Principal</p>	<p>September 30, 2018 Ensure that all teachers have the curricular materials appropriate for their grade level</p> <p>Aug. 2018 – June 2019 Train teachers on the core components and effective use of the core curriculum.</p> <p>Aug. 2018 – June 2019 Conduct regular classroom walkthroughs and provide instructional support</p>	<p>None</p> <p>Cost of training and/or district and support th development o level trainings</p>
<p>2018 - June 2019</p> <p>enhancement</p>	<p>Principal Librarian</p>	<p>Sept. 2018 - June 2019 Purchase library, classroom library books and ebook license.</p>	<p>\$15, 272 Lottery</p>

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.

GOAL: For the 2018-2019 school year the percentage of students meeting or exceeding grade level standards on the BOY assessment in ELA and math will improve by 5% school wide and 5% for each subgroup.

<p>What data did you use to form this goal?</p> <p>MATH Assessments Results Proficiency rates</p>	<p>What were the findings from the analysis of this data?</p> <p>At the end of the 2017-2018 school year 26% of students demonstrated proficiency in grades 3rd-5th on the CAASPP in ELA and 17% in math. At the beginning of the 2018-2019 school year 25% of 1st graders scored above the 50th percentile on the STAR Reading and 46% in STAR Math. 50% of 2nd graders scored above the 50th percentile in STAR Reading and 38% in Math.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual monitoring and evaluation-see action plan below</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Appendix b</p>
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Proficiency data

	ALL	AA		Hispanic		White		EL		SED			
Grade	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA
1st	orange	orange	red	red	orange	orange	orange	orange	orange	orange	orange	orange	red
2nd	orange	orange	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	orange
3rd	-58.2	-72.8	-97.6	-106.5	-51.9	-72.1	-65.1	-62.7	-54.9	-67.2	-64.7	-78.4	
4th	-40.6	-52.7	-68.5	-74.2	-32	-47.3	-56.9	-58.6	-42.3	-48.5	-51	-59.7	
5th	17.6	20.1	29.1	32.3	19.9	24.8	8.2	4.1	12.6	18.7	13.7	18.7	

Proficiency data - Percent of Students At or Above Benchmark

	1st grade	2nd grade	3rd grade	4th grade	5th grade
BOY Assessment	62%*	62%	36%	40%	40%
Mid-Year Assessment	44%*	69%	68%	46%	36%

BOY Assessment 68 students tested. Mid - Year Assessment 99 students tested

Proficiency data - Percent of Students At or Above Benchmark

	1st grade	2nd grade	3rd grade	4th grade	5th grade
Assessment	60%	46%	56%	47%	53%
Assessment	80%	74%	80%	64%	55%

Y: During 2018-2019, the school will implement a school-wide ELA and mathematics intervention program including M and small group interventions utilizing research based intervention materials to address the needs of students struggl th and English learners as measured by district benchmark assessments (monthly, quarterly, annually) Research bas ons may include Rewards, Signs for Sounds, Phonics for Reading, Lexia, Read Naturally, Math Facts in a Flash, and G tions. During 2018-2019, the school will offer opportunities for teachers to attend AVID Path training, AVID Summer Ins ter trainings.

ction/Date	Person(s) Responsible	Task/Date	Cost and Fundin
ot., 2018	School Site Literacy Specialist, Principal, AAIAC	Collect and analyze district and school level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.	\$3500 for school literacy specialist Title 1
truggling readers neue use of -based reading on program that e individual eeds of g students and earners and ongoing ents of student	Lexia team and AAIAC	Summarize grade level STAR ELA and Math data to determine MTSS placement. Use CFA's to monitor alignment of instruction.	None
	Leadership team and administration	Attend trainings, provide professional development and monitor implementation of Lexia program to ensure growth of all subgroups.	None
		Develop a master schedule that reflects allocated time for reading interventions including English learner supports.	

<p>2018 – Jun. 2019</p> <p>systematic for targeting</p> <p>n/interventions y using Lexia R Reading</p> <p>ementation and n of the (within reading on programs</p>	<p>School Site Literacy Specialist, Principal, AAIAC</p> <p>Principal and AAIAC</p> <p>Principal and AAIAC Grade level data teams</p>	<p>Daily/Weekly: Continue use of, and purchase materials as needed for, intervention programs including, but not limited to, Rewards, Phonics for Reading and Signs for Sounds</p> <p>Monthly: Schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Quarterly and Annually: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p>	<p>None Provided by distri</p> <p>None</p> <p>\$8,222 for substit Title II</p>
<p>2018– May 2019</p> <p>ool reading and ervention s</p>	<p>Reading Intervention Teacher</p> <p>School Site Literacy Specialist, Principal, AAIAC</p> <p>School Site Council</p>	<p>Bi-weekly: Provide additional after school reading intervention for students not meeting grade level expectations in ELA</p> <p>Monthly: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p> <p>Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	<p>\$8,950 for aftersco intervention teach Title IV \$4,000 Title I</p> <p>None</p> <p>None</p>
<p>ot., 2018</p> <p>tudents g in math and use of research- athematical on program that e individual</p>	<p>Principal, AAIAC, grade level leads</p>	<p>Collect and analyze district and school level summative and formative Math and English learner data; identify students from each grade level for math interventions and their specific mathematical needs.</p> <p>Attend trainings, provide professional development and monitor implementation of Go Math</p>	<p>None</p> <p>None</p>

<p>ds of struggling and English and includes assessments of growth.</p>	<p>Leadership team and administration</p>	<p>intervention programs to ensure growth of all subgroups.</p> <p>Develop a master schedule that reflects allocated time for math interventions including English learner supports.</p>	<p>None</p>
<p>018 – June 2019</p> <p>nt AVID</p> <p>ary program to</p> <p>students to be</p> <p>nd career ready</p>	<p>AVID team</p> <p>Administration</p>	<p>Monthly:</p> <p>Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p> <p>Provide professional development for WICOR strategies</p> <p>Send teachers to Summer Institute and/or PATH</p> <p>Purchase organizational tools and other AVID materials</p> <p>Attend additional AVID trainings including, but not limited to K-12 conference and Boosts</p>	<p>None</p> <p>\$5000</p> <p>Focus</p> <p>\$5,000</p> <p>Focus</p> <p>\$750 sub costs</p> <p>Focus</p>
<p>018 – Jun. 2019</p> <p>d</p> <p>ntation of AVID</p> <p>s to fill</p> <p>nal gaps for EL,</p> <p>d all significant</p> <p>s. Compliance</p> <p>etermined by</p> <p>classroom walk-</p> <p>, teacher lesson</p> <p>d increased</p> <p>chievement as</p> <p>ed by district or</p> <p>assessments</p>	<p>Principal, Assistant</p> <p>Administrator</p>	<p>August 2018 - May 2019</p> <p>Teachers receive training for AVID</p> <p>August 2018 – June 2019</p> <p>Monitor fidelity of AVID implementation with classroom walk-throughs, teacher observations and teacher lesson plans.</p>	<p>None</p> <p>None</p>

2018 – Jun. 2019 school site collaboration and level meetings include tation	Principal, grade level teams and Leadership Team	Aug. 2018 – June 2019 Collaboration time during staff meetings	None
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018 – Jun. 2019 implement strategies and ons for targeted identified at and intensive Math	Principal, AAIAC	Daily/Weekly: Continue use of, and purchase materials as needed for, intervention programs including, but not limited to, Math Facts in a Flash, and Go Math tier 2 and 3 interventions	None Provided by district
	Principal and AAIAC	Monthly: Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	None
	Principal and AAIAC Grade level data teams	Quarterly and Annually: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes	None
2018 – Jun. 2019 implementation w District and State Board tion standards- ELA and Math to fill nal gaps for EL, d all significant s. Compliance etermined by	Principal, Assistant Principal	September 2018 Ensure that all teachers have the curricular materials appropriate for their grade level Aug. 2018 – June 2019 Train teachers on the core components and effective use of the core curriculum. Aug. 2018 – June 2019 Conduct regular classroom walkthroughs and provide instructional support	None Cost of training su and/or district leve and support throu development or d trainings.

classroom walk- teacher lesson d increased achievement as ed by district or assessments			
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018 – Jun. school site collaboration and el meetings clude tation	Principal, AAIAC, grade level and Leadership Team	Aug. 2018 – June 2019 Collaboration time during staff meetings	None
2018 – June am SWDs to upport and o core tics intervention n in the regular n. Measure the ness of aming through EPs	Principal, RSP/SAI Teachers	August 2018 – June 2019 Daily – SWDs mainstreamed as stated in IEP.	None
2018 – June nt STAR Math n Facts in a Flash	Teachers	August 2018 First administration of STAR testing begins in August. October 2018 Test again March Test Again June Final Testing	None

2018 – June Provide GATE ent lessons, s and materials students.	Principal, GATE Coordinator, Teachers	August 2018 Identify GATE students August 2018 – June 2019 Weekly – GATE students attend within the day enrichment class including STEM and art activities.	None
2018 – Jun. Coordinator	Principal	Sept. 2018 Post and hire an EL Coordinator to monitor redesignations, ELPAC administration Sept. 2018 – June 2019 Release time for EL coordinator to conduct cum reviews and monitor progress of EL students Ensure 30 minutes of designated ELD everyday	\$3500 Title 1 \$500 Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018 – Jun. using ic approach of EL students for n/interventions DMS. Outcomes chedules for erentiated lesson esson plans for tier III ons, meeting d sign-in sheets, planning and ysis sessions.	Principal, EL Coordinator, Grade Level Leads	August 2018 Identify EL, SWDs and significant subgroup students in all classrooms. September 2018 Grade levels coordinate 30 minutes of ELD instruction school wide. Sept. 2018- June 2019 Teacher lesson plans monitored by Principal and walkthroughs conducted to ensure ELD instruction is occurring. Weekly Teacher lesson plans monitored by Principal and reviewed in weekly grade level PLCs/Collaboration	None
2018 – Jun. ntation of ELD curriculum plemental as needed. elopment on S.	Principal, AAIAC Leadership Team, EL Coordinator	September 2017 – June 2018 Training and implementation of Wonders ELD program	None

nt additional n ACE	Principal, AAllAC, Leadership Team, Teachers	April 2019	District Paid
ment NGSS or elementary and Pilot	Principal, AAllAC, Leadership Team, Teachers	Aug 2018 - June 2019	District Paid

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

GOAL: In the 2017-18 school year the suspension rate was 2.8%. In the 2018-19 school year the suspension rate will decrease to 2.0%. In 2018 the chronic absenteeism rate was 13.2%. In the 2018-19 school year this will decrease by 5%..Parent and community involvement activities will be increased by 5% by the end of the 2018-2019 school year.

<p>What data did you use to form this goal? Assessment Reports Data from SSC and PBIS teams Discipline Data Attendance Data</p>	<p>What were the findings from the analysis of this data? The 2017-2018 suspension rate was 2.8% The 2017-2018 chronic absenteeism rate was 13.2%</p>	<p>How will the school evaluate the progress of this goal? PBIS Surveys <ul style="list-style-type: none"> • Self-Assessment Survey • Team Implementation Check Series Discipline Data Parent Surveys</p>
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Data

ALL		AA		Hispanic		White		2+ Races		Foster Youth		EL		SED		Spec
Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension	Chronic Abs.	Suspension
orange		red		green		yellow		green		red		yellow		orange		yellow
green	yellow	yellow	yellow	yellow	yellow	orange	yellow	orange	green	red	blue	yellow	green	green	yellow	green
3.10%		7.30%		1.40%		1.90%		2.30%		7.10%		2%		3%		
2.80%	13.20%	5.40%	18.40%	1.30%	12.60%	5.40%	14.60%	5.20%	5.60%	7.40%	2%	1.70%	4.20%	3%	15.70%	

KEY: During 2019-2019, the school will implement a school-wide system Positive Behavior Intervention and Supports System. Access to Tier One, Tier Two, and Tier Three supports appropriate to their behavior and attendance needs. Monitor unexcused absences and identify students with attendance problems as early as possible to provide supports and interventions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
Sept. 2018	District, SSC	Sept 2018 Parents will attend SSC training	Paid by district

2018 –June 2019 Update the PBIS	Principal, Assistant Principal, PBIS Team, Teachers	Aug. 2018 Update the Model Gryphon Handbook Aug. 2018 – Sept. 2018 Teach expectations through behavior lessons Aug. 2018, Oct. 2018, Jan 2019, Apr. 2019 Behavior tours and assemblies Sept. 2018 – June 2019 Implement CICO/order CICO forms Oct. 2018 – June 2019 Social skills groups through SAP Aug. 2018 – June 2019 Supplies and materials including but not limited to referral forms, playground citations, and student action plans	None None \$250 Title IV \$250 Title IV
2018 –June 2019 Master training.	Principal, AAIAC, PBIS Team	Aug. 2018-Jun. 2019 Grade level PBIS training	None Staff meeting time
2018 –June 2019 Training	Principal, AAIAC	Oct. 2018-May 2019 Training fees including but not limited to PBIS, PTR, CPI, SWIS, ISIS Substitute teachers for staff to attend training	\$1000 Title IV \$450 sub cost Tit
2018 –June 2019 Attendance/Behavior Rewards	Principal, AAIAC, PBIS Team	Aug. 2018 – June 2019 Include but not limited to Positive Postcards and Phone Calls Soaring Gryphons, Model Gryphons, and Gryphon Feathers Monthly attendance rewards	\$500 Title 1
2018 –June 2019 Anti-bullying assemblies	Administration	Sept 2018 – May 2019 Schedule and arrange for anti-bullying assemblies	\$1100 Title IV
Anti-bullying Informed Training	District, Administration, teachers	Attend district training that is planned for all teachers and administration	Title I district

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
Restorative Justice/ Training	Administration, teachers	August 2018 - May 2019 Teachers and Administration to attend training offered by district on restorative justice and restorative circles	None
Training	District, administration	Admin training for ADR, special ed support	paid by district
Equity Training	District, administration	Admin will attend Equity Training through Generation Ready	paid by district
2018 –June Regular progress monitoring meetings for behavior	Administration, SST lead teachers, teachers	Sept. 2018 – June 2019 Release time/substitute teachers needed for teachers to schedule and hold all day progress monitoring meetings and to provide follow up.	\$900 sub cost Title 1
2018 –June After school supervision of students	Administration, teachers	Aug. 2018 – June 2019 Increased supervision to monitor student behavior before and/or after school in order to increase student safety.	\$14,954 School Focus

Increase the support students are given by increasing parent involvement and engagement by 5% as measured by Board appointments, sign-in sheets, and surveys.

What 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>Used parent/community involvement opportunities for the 2017/2018 and 2018/2019 school year.</p> <p>Site Council priorities identified in site council meetings from both the 2017/2018 and 2018/2019 school year.</p>	<p>Increase opportunities for parent involvement through scheduled activities, meetings and parent workshops on campus including but not limited to family nights, Coffee with the Principal, volunteer training, Career Day, after school library hours, multicultural assemblies, awards, music concerts, art displays, student performances, festivals, AVID night and parent classes in CCSS.</p>	<p>Parent surveys Flyers Agendas Minutes</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

Y: Continue existing parent involvement opportunities and provide families new opportunities to participate in Community Involvement Events for the 2018/2019 school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding (Itemize for Each)
2018 –June 2019 informational parenting classes but not limited cultural events, Parent Trainings, Family Adoption and Core Parent Workshops.	Administration, Teachers	Aug. 2018 – June 2019 Calendar, revise all informational and parenting classes Oct. 2018 – June 2019 Principal and coordinators facilitate workshops and family nights. Oct. 2018 – June 2019 Materials for Family Literacy Night, Science Night, and Career Day	None None \$600 Title 1
2018–June 2019 Parent Involvement in ELAC, SA and school events through calls, all calls, workshops, and/or parent meetings.	Principal, Assistant Principal	Aug. 2018 – June 2019 All calls will be made and fliers will be sent home to remind parents of upcoming events. Volunteer training will be held at least once a month.	\$500 Title 1
2018 –June 2019 Parents attend one day C.A.B.E. Conference in 2017/2018 school year.	Principal, Assistant Principal, EL Coordinator	Oct. 2018 – May 2019 During Fall ELAC meeting identify parents that are interested in attending a one day C.A.B.E conference. Complete registration and arrange transportation. May 2019 EL parents attend one day C.A.B.E conference in Riverside.	None None provided by district
2018 –June 2019 School Library	Administration, Librarian	Nov. 2018 – May 2019 Librarian will open library for one additional hour after school to provide parents the opportunity to access the library with their students	\$1500 Title 1

2018 –June 2019 monitoring	Administration, SST team	Sept. 2018 – May 2019 Schedule and hold progress monitoring meetings with parents	\$2300 cost for su teachers Title 1
2018 –June 2019 on services for whose English is language	Administration, translator	Aug. 2018 – June 2019 Translation services available for parents whose second language is English in order to increase their involvement and understanding of their student's educational plan.	\$200 Title 1

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. M
 nt for each categorical program in Form B must be aligned with the Consolidated Application.

Goal #: 1 & 2

Actions to be Taken to Reach This Goal ¹ (All appropriate dimensions of Instruction, Teaching and Learning, Learning, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
with District Coordinators of Curriculum	July 2018- June 2019	50% of salary for each of 3 Coordinators	25% of salary- \$106570.93 25% of salary- \$106570.93	Title I Title II
with or add an Assistant Administrator of Instructional Improvement and Instructional Coaching (AIIIC) at the school sites	July 2018- June 2019	70% of salary for each of the 13 AIIICs	\$1,476,604.04	Title I
with Site ELD Coordinators	Aug 2018- June 2019	Stipend for Teachers chosen for the position	\$60,000	Title III
Additional ELD Instructional materials	Aug 2018- June 2019	Annual purchase of Ellevation	\$32,800	Title III

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

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

Professional Development for	Aug 2018- June 2019	Sub cost for Teachers and/or additional hours for beyond the contract time	\$35,000	Title III
Service at local CABLE	May 2019	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$22,000	Title III
with Induction Reflective Coaches Teachers	Sep 2018- June 2019	Stipend for Induction Program Reflective Coaches	\$124,616.43	Title II

Goal #: 4

Actions to be Taken to Reach This Goal ³ (all appropriate dimensions of Teaching and Learning, Learning, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Fingerprinting of Parent Volunteers	Aug 2018- June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Academies/Trainings	Sep 2018- June 2019	Liaison	\$60,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$17,000	Title I
		Childcare	\$5,000	Title I

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

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

		Translation	\$8,000	Title I
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Centralized services may include the following direct services:

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

District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on assignment, Instructional Coaches

After-School and Summer School programs funded by categorical programs

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

Indirect 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 that the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the information from the ConApp.

many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options. For more information available 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:

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

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

This site operates as a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates as 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 (SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the 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"/>

Professional Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
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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 specified measures to improve academic instruction and overall 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 and Technical Education [CTE], etc.) School Focus LCAP funds	\$45,332	<input checked="" type="checkbox"/>

Amount of state categorical funds allocated to this school \$45,332

Programs	Allocation	Consolidated in the SWP
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$69,429	<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 help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$7,714		<input checked="" type="checkbox"/>
<p>Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum 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>	\$ 7,722		<input type="checkbox"/>
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	\$		Title III funds may not be consolidated as part of a SWP ⁵
<p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</p>	\$		<input type="checkbox"/>

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. The LEA 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 the students and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Council.

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 Title IV student support and academic achievement \$ 1100

Other federal funds Supplemental Concentration \$ 20000

Other federal funds Lottery - Instructional Materials \$ 15272

Amount of state and federal categorical funds allocated to Title I \$112,149

Other 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; one parent or community member; and two secondary students. The principal shall be selected by the principal; the parent or community member shall be selected by parents or community members; and, in secondary schools, the two secondary students shall be selected by secondary students attending the school.⁶ The current SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Stacey Craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Veronica Prieto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Jennie Morris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Viviana Valverde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Jonathan Wilson	<input type="checkbox"/>	<input type="checkbox"/>	x		<input type="checkbox"/>
Brian Hahn	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Ashley	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greg Stultz	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Cooper	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"/>
Numbers of members in each category	1	3	1	4	<input type="checkbox"/>

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material change in the School Plan for Student Achievement (SPSA) requiring board approval.

The 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
- Gifted and Talented 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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

The SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to meet the identified school goals to improve student academic performance.

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

Signature of School Principal Date

Signature of SSC Chairperson Date