

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council
Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Mesa Linda Middle School

District: Adelanto School District

County-District School (CDS) Code: 36-67892-007

Principal: Alicia Tuttle

Date of this revision: January 7, 2019

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

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

Contact Person: Alicia Tuttle

Position: Principal

Telephone Number: (760) 246-6363

Address: 13001 Mesa Linda Ave Victorville, CA 92392

E-mail Address: alicia_tuttle@aesd.net



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

Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance

Form B: Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Form A: Planned Improvements in Student Performance

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

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

SCHOOL GOAL #1: All students are in appropriate classes with credentialed teachers. All students have access to the curriculum and technology. School facilities will be in good repair. Technology will be purchased with site Title I funds to update inventory.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ● CA Commission on Teacher Credentialing ● MST Board ● Williams information from visit 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ● Our teachers are fully credentialed or intern eligible ● We have the appropriate classes to meet the needs of all students ● There were a couple of items that needed to be repaired 	<p>How will the school evaluate the progress of this goal?</p> <p>Continue to meet the requirements of Williams audit and the HR audit for placement of credentialed teachers in the right courses.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? In the budget section of this document</p>
---	---	--

STRATEGY: Maintaining safe facilities , replace tech, hire teachers.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
Checking Campus to ensure good repair Williams visit in August	Custodians Administration	Walkthrough of entire campus to ensure everything in in good repair. August 2018. No major repairs and all work orders entered. All work orders completed.	No Cost

STRATEGY: Hiring Fully Credentialed Teachers- make sure we work with HR and prepare the master schedule with appropriate staff			
Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
Working with Human Resources to hire teachers	Administrative Team Human Resources	Interview and hire highly qualified teachers	No Cost

STRATEGY: Review current technology on site and update inventory to ensure that all licenses and software are compatible. Purchase the additional technology as required for upgrade by June 30			
Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
Survey technology on campus to ensure 1:1 chromebook ratio	Administrators IT Department	Check technology in teacher classrooms Make any repairs necessary and replace technology as needed Ensure all students have access to 1:1 chromebooks	\$29,694 Title 1

Form A: Planned Improvements in Student Performance

<p>Goal 2: Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.</p> <p>SCHOOL GOAL #2:</p> <ol style="list-style-type: none"> 1. Student achievement will increase by 5% in ELA, Math, as measured by CAASPP Data, STAR Testing, and Common Assessment Data 2. Implement NGSS and monitor CAST preparation for 8th grade and pilot materials 3. Implement Social Science framework and pilot materials
--

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • State Test Scores • STAR Data • CFA Data 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 15.7% of all MLMS students Met or Exceeded standards on the CAASPP in ELA • Subgroup Data ELA <ul style="list-style-type: none"> ○ ELD: 96.1 points below standard/increase 13.6 ○ Hispanic/Latino: 89.6 points below standard/increase 7.8 ○ Socio/Economically Disadvantaged: 100.0 pts below standard/increase 9.5 ○ African American: 123.4 points below standard/ Decline -3.3 ○ Students with Disabilities: 172.9 points below standard/ Maintained -.07 • 5.7% of all MLMS students Met or Exceeded standards on the CAASPP in Math • Subgroup Data Math <ul style="list-style-type: none"> ○ African American: 176.4 points below standard/increase 5.6 ○ ELD: 157.8 points below standard/increase 4.1 ○ Socio/Economically Disadvantaged: 159.5 points below standard/increase 18 ○ Hispanic: 151 points below standard/maintain 0.8 ○ Students with Disabilities: 224.7 points below standard/maintain 0.9 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Analysis of Data • Data Chats with teachers <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • Title I • Title II
---	---	---

	<ul style="list-style-type: none"> ● STAR Reading Data: <ul style="list-style-type: none"> ○ 6th grade <ul style="list-style-type: none"> ■ 16% At or Above ■ 14% On Watch ■ 22% Intervention ■ 48% Urgent Intervention ○ 7th grade <ul style="list-style-type: none"> ■ 18% At or Above ■ 11% On Watch ■ 28% Intervention ■ 42% Urgent Intervention ○ 8th grade <ul style="list-style-type: none"> ■ 14% At or Above ■ 10% On Watch ■ 19% Intervention ■ 57% Urgent Intervention ● STAR Math Data <ul style="list-style-type: none"> ○ 6th grade <ul style="list-style-type: none"> ■ 24% At or Above ■ 17% On Watch ■ 32% Intervention ■ 27% Urgent Intervention ○ 7th grade <ul style="list-style-type: none"> ■ 18% At or Above ■ 11% On Watch ■ 29% Intervention ■ 42% Urgent Intervention ○ 8th grade <ul style="list-style-type: none"> ■ 16% At or Above ■ 17% On Watch ■ 25% Intervention ■ 41% Urgent Intervention 	
--	--	--

STRATEGY: During the 2018-2019 school year, MLMS will implement a school-wide ELA and mathematics intervention program including MTSS rotations and small group interventions utilizing research based intervention materials to address the needs of students struggling in ELA and/or math and English learners as measured by district benchmark assessments (monthly, quarterly, annually) Research based interventions may include Rewards, Lexia, Khan Academy, and Go Math Tier II interventions.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
1. August 2018 – November 2018 <i>Train ELA teachers in the use of; Rewards, Lexia, and AR</i>	<ul style="list-style-type: none"> Assistant Administrator 	August and September 2018 Work with the district office to provide staff training for these interventions.	No Cost
2. August 2018 – May 2019 <i>Progress monitoring</i>	<ul style="list-style-type: none"> Principal Assistant Administrator Certificated Staff 	Every six weeks for MTSS, intervention classes and every 6-8 weeks for general ELA class	No Cost

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
3. October 2018 – May 2019 <i>Data Meetings</i>	Principal Assistant Administrator Certificated staff	Release time is scheduled for teachers in subject matter teams to meet to interpret, analyze, and develop action plans for student achievement based on data discussion.	\$9,594 of Title II

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
August 2018 – May 2019 4. Provide intensive intervention in Language Arts skills	Principal Assistant Administrator Teachers	<ul style="list-style-type: none"> Implement Language Arts Support classes for students scoring at least 2 grade levels below their current grade level. Utilize Lexia and other approved interventions. 	NA

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
-------------	-----------------------	------	-------------------------

5. August 2018	Principal Assistant Administrator ELL Coordinator ELD teacher Bilingual Aide	Continue using systematic instructional approach of targeted ELL students for instruction through ELD A, ELD B, and ELD C classes.	No cost \$2500.00 stipend
----------------	--	--	----------------------------------

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
-------------	-----------------------	------	-------------------------

6. August 2018 – June 2019 Using STAR reading growth reports, students are monitored to determine progress	Principal Assistant Administrator EL Coordinator Classroom Teacher	Redesignated students are monitored for four years after redesignation. Students who are not progressing or who are regressing according to the STAR growth report will receive an additional class in reading intervention as their elective. They will receive instruction using Lexia, and direct instruction.	No cost
---	---	--	---------

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
-------------	-----------------------	------	-------------------------

9. August 2018 – June 2019 Continue services of Bilingual Aide	Principal	August 2018 Continue services of Bilingual Aide for limited English speaking students to assist instructionally within the classrooms and to provide assistance with LPAC and other ELL assessments.	\$22,652 Title I Salary and benefits
---	-----------	---	---

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
-------------	-----------------------	------	-------------------------

August 2018 – June 2019 10. AVID Program	Principal	AVID Site Team and Administrator attends	\$11,000 Supp/Conn
	Assistant Principal	Summer Institute	Registration, Hotel, Food, and
	Assistant Administrator		Mileage
	AVID Coordinator – Assistant	AVID Trainings	\$1500 Discretionary
	Principal	AVID Tutors	\$11,760 Title IV
	AVID Site Team		

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
11. After School Tutoring	Assistant Administrator Teachers	Teachers will do intensive intervention after school for those students with need.	\$5,000.00 Title 1
12. CTE Electives	Principal Certificated Staff	Send teacher to CTE Conference to learn more about CTE November 2018	\$1000.00 Title 1
		Create CTE Elective Classes and purchase materials. Set up second computer lab for courses August-September 2018	\$4000 Title 1
13. ACE Training/Fall 2018	District Office	English teachers will be trained in ACE writing strategies to support our students in their writing.	Title 1
14. ERWC Training/ Fall 2018	District Office	Teachers will be trained with ERWC to better support their English Language Arts classes and give them tools and strategies to support all students.	Title 1

15. NGSS and CAST Training/ 2018-2019 School Year	District Office Site Administration	Science teachers will be trained to understand and work with the new science standards. These trainings will help the science teachers by giving them new strategies and introduces them to the new standards.	Title 1
16. Accelerated Math/August 2018	District Office Site Administration	We will open one Accelerated Math class this school year for our 7th grade students. This class prepares our students for high school.	Title 1
17. Social Studies Standards Training/ 2018-2019 School Year	District Office Site Administration	Teachers will attend trainings to learn about the new Social Studies Standards. They will learn how to teach the standards to better support our students at all levels.	Title 1
18. College and Career Counseling/ 2018-2019 School Year	District Office Counselors	School Counselors will work as a team and attend workshops to support college and career at their school sites.	Title 1

19. CFA Creation and Implementation	District Office Site Administration Teachers	Site administrators, teachers, and district office staff will work on a team to analyze the Common Formative Assessments that were created last year. They will reshape them as will most benefit the students. The CFAs track our students progress throughout the school year.	Title I
-------------------------------------	--	--	---------

Goal 3: Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students. **Decrease suspension by 5% and increase attendance to over 98%**

SCHOOL GOAL #3: We will increase decrease our suspension rates by 5% and increase attendance by 5% as measured by data in AERIES.

What data did you use to form this goal? <ul style="list-style-type: none"> 2017-2018 Suspension data from AERIES 2017-2018 Attendance data from AERIES 	What were the findings from the analysis of this data? <ul style="list-style-type: none"> There were 401 suspensions 20.2% of students suspended Our attendance rate was, on average, 92% 31.5% Chronic Absenteeism 	How will the school evaluate the progress of this goal? <ul style="list-style-type: none"> regularly check discipline and attendance data Where can a budget plan of the proposed expenditures for this goal be found? Discretionary and Title I
--	--	--

STRATEGY: Interventions to Support Positive Behavior on Campus- Focus on African American Subgroup with 31.6% of suspensions, and White with 20.2%.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
1.08/14/2018 Purchase Suite 360	Site Administration	Purchase and set up Suite 360 for all students. This is a behavioral intervention program.	\$2500 Discretionary
2. 8/27/2018 Analyze behavior data from last year and create intervention groups	Principal	Set up group with students who are exhibiting problem behaviors.	No Cost
3. 2018-2019- Through behavioral data analysis	Assistant Principal, Probation Officer	Establish groups for students exhibiting extreme behaviors; ex. anger management groups, girls groups, boys groups	No Cost

Commented [1]: Not personal names... fix with positions

Commented [2]: _Marked as resolved_

Commented [3]: _Re-opened_ I fixed this

create groups for students exhibiting need.	Counselors	Establish social skill groups	No Cost
---	------------	-------------------------------	---------

5. Mindfulness Training	Principal Teachers	Improve Instructional Strategies and provide more instructional time by being trained in best class practices	\$3,000 Title 1
-------------------------	-----------------------	---	-----------------

6. Aug. 2017 –June 2018 Check-in/Check-out	Assistant Administrator Assistant Principal Teachers Office Staff	Implement Check-in/Check-out <ul style="list-style-type: none"> 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
---	--	---	------

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
7. Aug. 2018 –June 2019 PBIS Assemblies	Principal Assistant Administrator Assistant Principal	Implement PBIS Assemblies <ul style="list-style-type: none"> Beginning of school year. After October break. After Thanksgiving break. Beginning of the second semester. After spring break. 	None
Box Out Bullying Assembly	Director of CWA Administration	October 31, 2018	\$1100 Title IV

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
8.. Aug. 2018 –June 2019 PBIS Positives	Principal Assistant Principal Assistant Administrator PBIS Team Teachers	Implement PBIS Positives <ul style="list-style-type: none"> Pawsome Awards Every month. Teachers pick one student per period. Principal's Awards 	None \$300 Discretionary

		<p>Every quarter. 1.5 GPA or higher to qualify. Teachers nominate students. Students receive special lunch.</p> <ul style="list-style-type: none"> • Top Dog Awards <p>Every quarter. Good behavior to qualify. Students receive a special lunch</p> <ul style="list-style-type: none"> • Positive Postcards & Phone Calls <p>Postcards sent home. Teachers call parents.</p>	<p>\$300 Discretionary</p> <p>\$300 Discretionary</p>
9. Trauma Informed Instruction 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	No Cost

10. Athletic Program	Administrative Team	Hire Athletic Director and coaches to coach the following sports: Wrestling, Cross Country, Volleyball, Basketball, Track, and Soccer.	\$20,000 Supplemental Concentration
11. Equity Training	District Office Site Administrators	Attend equity training to better support our students by creating an equity vision statement that site will follow.	No Cost
12. Trauma Informed Instruction 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	No Cost
13. Establish Creative Brain/August 2018	District Office Administration	The afterschool program is provided through Creative Brain and is a grant funded program. The District provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle school are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brain staff, site administration and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc	Title 1

STRATEGY: Attendance Incentives to decrease chronic absenteeism: Overall 31.5%, Focus on African American subgroup with 41.2%, Hispanic/Latino with 27.6%, and white with 29.1%

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
11. Attendance Awards	Attendance Clerk Administration	Students are recognized monthly for perfect attendance	No cost
12. Monthly SARB Packets	Records Clerk Administration	Complete SARB packets for students with excessive absences.	No cost
13. Home Visits/ As Needed	Administration CWA Office	Conduct home visits for students we have not been able to get ahold of who have been absent.	No cost

STRATEGY: Conduct Parent Events

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Coffee with the Principal Every other Month	Principal	Principal will hold Coffee with the Principal every other month for the 2018-2019 school year.	\$150 Discretionary
SSC Meetings Monthly	Principal	Principal will hold monthly SSC meetings.	\$300 Discretionary
ELAC Meetings Monthly	Principal Assistant Administrator EL Coordinator	Coordinator will hold monthly meetings	\$150 Discretionary
AVID Parent Nights	AVID Team Administrators	2 AVID parent nights	
School Talent Show	Talent Show Committee	School Talent show and District Talent show	No Cost

Awards Assemblies	Administratration Teachers	Every semester	\$100 Discretionary
College and Career Nights	AVID Team	Twice a year	No Cost
Parent/Teacher Conferences	Teachers	Twice a Year	No Cost

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 1 & 2

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Technology	8/2018	Fixing Broken Chromebooks	\$5000.00	Title IV
Teaching and Learning	October and March	Pay for subs to pull teachers out of classrooms	\$9,594.00	Title II
Staffing	8/2018-6/2019	Pay stipend for EL Coordinator	\$2,500.00	Supp/Concentration
Staffing	8/2018-6/2019	Pay salary for Bilingual Aide	\$22,652	Title I
Professional Development	6/2019	Pay for Training and transportation/hotel costs	\$11,000	Discretionary
Professional Development	9/2018	Train teachers so we have more AVID trained teachers on site	\$1500	Discretionary
Staffing	9/2018-6/2019	Pay college tutors to work with our AVID tutorial classes	\$11,760	Title IV

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

Staffing	9/2018-6/2019	Pay teachers to provide after school intervention for our students	\$5000	Title I
Professional Development	10/2018	CTE Conference	\$1000	Title I
Teaching and Learning	8/2018-6/2019	CTE Electives: Purchase equipment for electives	\$4000	Title I

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #: 3 & 4

Actions to be Taken to Reach This Goal ³ (Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development))	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Teaching and Learning	8/2018-6/2019	Purchase Suite 360 as behavior intervention program	\$2500	Discretionary
Teaching and Learning	8/2018-6/2019	Pay for Mindfulness program to train all staff and students	\$3000	Discretionary
Positive Incentives	8/2018-6/2019	Purchase items for rewards for academic achievement and positive behavioral growth	\$900	Discretionary
Parent Engagement	8/2018-6/2019	Coffee with the Principal School Site Council Mtgs ELAC Meetings	\$150 \$300 \$150	Discretionary
Staffing	8/2018-6/2019	Hire Coaches and Athletic Director	\$20,000	Supplemental Concentration

Note: Centralized services may include the following direct services:

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

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

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

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

CSI Grant Funding

Action for dashboard	Subgroup	Duration of action	Funding allocation
Begin to implement UDL by providing training for staff in Universal Design for Learning. 2-3 teaching strategies using UDL as identified by staff 2-3 district aligned best practices using Marzano research to be observed in every classroom	Targeting all students in all subgroups for ELA and Math	March 2019-June 2020	\$4000 for trainer \$7000 for trainer \$12,080 for subs for training \$1200 for UDL Implementation book for teachers \$2,500 for 10 modules to sustain implementation \$16,000 for coaching support for UDL implementation
Training for staff in co-teaching strategies	Targeting red SPED population increase by 5%	March 2019- June 2020	No cost for training \$2700 for after school training
Monthly data chats analyzing student data and looking at student learning plans to assess needs of students	Targeting all students in ELA and Math	March 2019-June 2020	\$2,952 for 6th Grade Hourly after school pay \$2,352 for 7th Grade hourly after school pay \$2,352 for 8th Grade hourly after school pay
Monthly training for all staff in trauma informed or poverty instruction	Targeting Chronic Absenteeism and Suspension students in red and orange: ELD, SPED, Homeless, Socioeconomically disadvantaged, Hispanic, White	March 2019-June 2020	\$5864 for training cost \$9000 to pay staff after school training

After School Tutoring	Targeting all subgroups in the red, orange, or yellow in ELA or Math	March 2019-June 2020	\$10,000 for IXL \$24,000 for teaching staff
ACE writing strategies	All subgroups for ELA and ELD	Aug 2019-June 2020	After school pay \$4000.00
Targeted Saturday School Tutoring	All subgroups	March 2019-June 2020	\$4000.00
Math strategies and best practices SVMl 3 teachers + administration including summer institute	All Subgroups	June 2019-June 2020	\$10,000

Form C: Programs Included in this Plan

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

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

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

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

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<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"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>

<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) *School Focus FOCUS-LCAP funds		<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	49,694.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	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).	\$5,348.50	<input checked="" type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input type="checkbox"/>	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	\$		Title III funds may not be consolidated as part of a SWP ⁵
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For 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	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	9594	<input type="checkbox"/> Title II
<input type="checkbox"/>	Other federal funds (list and describe)	\$	14000	<input type="checkbox"/> Title IV
<input checked="" type="checkbox"/>	Other federal funds (list and describe)	\$	120,000	<input type="checkbox"/> CSI Grant
Total amount of federal categorical funds allocated to this school				

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

Total amount of state and federal categorical funds allocated to this school

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

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.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
Alicia Tuttle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chandra Thornton	<input type="checkbox"/>		x	<input type="checkbox"/>	<input type="checkbox"/>
Susan Ortiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glenn Wheeler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leanne Bauduin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aaron Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Luis Astudillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mayra Meza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guadalupe Quinonez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandra Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
Matthew Fernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁶ EC Section 52852

Numbers of members in each category	1	3	1	5	<input type="checkbox"/>
-------------------------------------	---	---	---	---	--------------------------

Form E: Recommendations and Assurances

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

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

<input type="checkbox"/> State Compensatory Education Advisory Committee	Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	Signature
<input type="checkbox"/> Special Education Advisory Committee	Signature
<input type="checkbox"/> Gifted and Talented Education Advisory Committee	Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	Signature
<input type="checkbox"/> Other committees established by the school or district (list)	Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 1/26/17.

Attested:

Signature of School Principal

Date

Signature of SSC Chairperson

Date