

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: West Creek Elementary School

District: Adelanto School District

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

Principal: Deborah Bowers

Date of this revision: October 29, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 1572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for performance through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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Planned Improvements in Student Performance

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 planned 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 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 facilities will be in good repair.

PL GOAL #1: Ensure all teaching positions are filled 100% with credentialed teachers. Students will have access to AESD board approved instructional materials in arts, math, social studies, science and ELD when appropriate. West Creek is working toward each child having 1:1 technology in grades K-2. Custodial staff will keep facilities clean and safe for our school community making repairs and improvements when needed.

Data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2016-2017 School Accountability Report Card published in the 2017-2018 school year. Technology count at West Creek William's 2018 Report FIT Report 2018-2019</p>	<p>Teacher Credential Status: Fully credentialed 24</p> <p>Textbook Sufficiency: 100% sufficiency</p> <p>School Facility Conditions: Systems: Good Interior: Good Cleanliness: Good Electrical: Good Restrooms/Fountains: Good Safety: Good Structural: Good External: Good</p> <p>Technology: Chromebook Carts:</p>	<ul style="list-style-type: none"> ● Monitor open teacher positions ● Meet with librarian to review reports for sufficiency ● Monthly walk-through with custodial staff in order to check the condition of school. ● Monitor technology needs with leadership team. <p>Where can a budget plan of the planned expenditures for this goal be found?</p> <p>Cost and Funding Source section</p>

	<p>16 carts with 30 chromebooks per cart</p> <p>Computer Lab: 30 desktop computers</p>	
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REGY: West Creek will follow the district procedures for replacing teachers when vacancies open for teaching positions. The school will manage the distribution and ensure all students have required textbooks and replace any when necessary. Students will continue to have access to technology and technology will be made as needed. Administration will work with custodial staff to maintain a clean, safe campus. Staff will report any maintenance issues to custodial staff; custodial staff will create work orders when needed.

Date	Person(s) Responsible	Task	Cost and Funding
<p>June 30, 2019)</p> <p>will purchase at least one class set of textbooks or equivalent so that at one grade level will rotate the technology class to class in order to prevent the use of technology daily in each class. TV's will be purchased in at least one classroom.</p>	<p>Admin</p> <p>Teachers</p>	<p>Work with the district IT department to identify the technology which will best meet the needs of the teachers and students on campus. Taking into account the interventions staff and district want to implement in the classrooms.</p> <p>Update technology in order to access curriculum.</p> <p>Teachers will be responsible for creating a schedule for rotating the technology we have on campus and making sure technology is utilized for interventions and testing as needed.</p>	<p>Title I: \$7000</p> <p>LCFF: \$4000</p>

Date	Person(s) Responsible	Task	Cost and Funding
<p>June 30, 2018)</p> <p>with AESD Human Resources to fill vacancies at the school. Adhering to district procedures when hiring.</p>	<p>Administration</p> <p>Human Resources</p>	<p>Admin will track enrollment within each classroom at each grade level to determine the need for more teachers.</p> <p>Admin will monitor classroom teacher vacancies and inform Human Resources when a need exist for a teacher.</p>	<p>District General</p>

Date	Person(s) Responsible	Task	Cost and Funding
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<p>1, 2018-June 30, 2019) clean, safe facilities parents, staff and community</p>	<p>Staff Teachers Custodians Administration</p>	<p>Custodial staff will monitor facilities daily. Once a month admin and custodian will conduct a walkthrough to discuss any concerns about the cleanliness and/or safety of the facility. Work orders will be placed by the custodian when needed. FIT report will be provided to determine if West Creek is in good condition.</p>	<p>N/A</p>
<p>Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Funding</p>
<p>1, 2018-June 30, 2019) parents meet the textbook agency for language arts, science, social studies and math when appropriate.</p>	<p>Administration Staff/Teachers Librarian</p>	<p>All students will have a textbook checked out to them through the Destiny System. Teachers will report any damaged or lost books to the librarian. Librarian and admin will work together to make sure all students have textbooks.</p>	<p>N/A</p>
<p>Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Funding</p>
<p>June 1, 2019) replace chromebooks to older ones that are no longer compatible with current programs and requirements.</p>	<p>Administration District Office</p>	<p>Our first set of chromebooks purchased several years ago will no longer be compatible with technology after June 2019. Together with the assistance of IT, we will calculate the number of chromebooks which will no longer meet our needs and replace them with newer versions.</p>	<p>Title I: \$35,458</p>

Planned Improvements in Student Performance

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

PL GOAL #2: At least 18% of our students will be proficient in Math as measured by STAR Math, benchmarks and/or report cards (other s) for grade K-5 and CAASPP Math for grades 3-5. At least 30% of our students will be proficient in English Language Arts as measured benchmarks and/or report cards for grades K-5 and CAASPP English Language Arts for grades 3-5.

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 goal?
<p>STAR Data 2018 Data September 2018 benchmarks 2018 dashboard 2018</p>	<p>West Creek data shows every class has shown positive growth in both STAR Language Arts and Math scores. The CAASPP scores show 22% of students are proficient in Language Arts (increase of 12%) and 10% are proficient in Math (increase of 4%). Subgroup data for ELA CAASPP is as follows for 2017/2018 school year: All: -72.6 AA: -98.8 Hispanic: -64.6 EL:-79.0 SED: -75.5 Sped: -132.9</p> <p>In every subgroup the gap to proficiency is closing. Our Special Education subgroup showed the greatest amount of growth with an improvement of 27.2% from 2016-2017 school year. Followed closely by our African/American/Black with 27% growth. The Hispanic subgroup continues to be the highest performing subgroup and made 22% growth from 2016/2017.</p> <p>Subgroup data for Math CAASPP is as follows for 2017/2018 school year:</p>	<p>Where can a budget plan of the expenditures for this goal be found?</p> <p>Cost and Funding Source section</p>

	<p>All: -101.7 AA: -127.5 Hispanic: -89.7 EL: -100.0 SED: -101.2 Sped: -154.9</p> <p>Once again, in every sub-group, math proficiency gap is closing. Our special education population closed the proficiency gap by 31.5% in math from the 2016/2017 school year. Our Hispanic subgroup continues to be the highest performing subgroup and made 19.3% growth in the 2017/2018 school year.</p>	
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STRATEGY: During the 2018-2019 school year West Creek will hold data chats in which all data from assessments will be analyzed by grade level team members. Based on the data, interventions and enhancement activities will be planned by the administration and the grade level teams.

Date	Person(s) Responsible	Task	Cost and Funding
2018-2019 school year) training to teachers on of district adopted um in order to assure s understand the s being taught in the um.	Administration Teachers/Staff District Office Personnel	Administration will provide information related to dates and times the district will be holding workshops/trainings on how to use the district adopted curriculum. Admin and teachers will conducted site level professional development on curriculum offered by the district such as Lexia, Go Math, etc...	N/A
Date	Person(s) Responsible	Task	Cost and Funding

<p>3-2019 school year) students who are in Tier 2, and Tier 3 gs. Target the specific needs of students in erent tiers of ion. Common ve Assessments, and CAASPP data will during these ative meetings</p>	<p>Teachers Admin</p>	<p>At least three times a year, West Creek will collect and analyze both district and site summative and/or formative assessments identifying students needs and group them into the different tiers of intervention for academic instruction.</p> <p>Collect and analyze district and school summative and formative ELA, math, and EL data. Identify student's specific literacy and writing needs for intervention implementation.</p> <p>Collect and analyze district and school summative and formative math data. Identify student's specific math needs for intervention implementation.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring and evaluating research based reading, writing, and math intervention programs that are designed to meet the needs of struggling students. Programs should measure on-going growth of our students.</p> <p>Required professional development will be supported. As well as supplies needed to implement said programs.</p>	<p>Title II: \$4914</p>
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Date	Person(s) Responsible	Task	Cost and Fundin
<p>3-2019 school year) d use intervention ns available to the ite. Programs may but are not limited to AR, Freckle, and for SBAC.</p>	<p>Teachers Administration</p>	<p>Develop intervention goals for students in the different tiers of intervention.</p> <p>Determine which intervention programs will meet the needs of the students in the different tiers of instruction.</p> <p>Plan an implementation of materials schedule in order to accomodate the needs of the students in the different learning tiers of instruction.</p>	<p>Title I: \$5000</p>
Date	Person(s) Responsible	Task	Cost and Fundin

<p>2018-2019 School Year) Professional development and implementation on how to use manipulatives and visualization in all curricular areas. Research based strategies will also be included.</p>	<p>Administration Teachers District Office Curriculum Department</p>	<p>Professional development by teachers who use manipulatives in their classroom will be provided to the rest of the staff.</p> <p>District office curriculum department will be invited to provide professional development to the staff in regards to using manipulatives and visualization with the district adopted curriculum.</p> <p>Staff will attend trainings and workshops devoted to research based teaching strategies.</p>	<p>Title I:\$1000 LCFF:\$1000</p>
<p>Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Funding</p>
<p>2018 - June 2019) Students will be identified for pre and after school tutoring program.</p>	<p>Administration Teachers</p>	<p>Using data from district benchmarks, curriculum assessments, and formative assessments teachers will collaboratively identify students who would benefit from tutoring.</p> <p>All grade levels will generate a list of students to attend the tutoring program at least twice a week for at least 30 minutes each session.</p> <p>The tutoring program will last for at least 6 weeks. Students will receive a pre and post test in order to establish the effectiveness of the program.</p>	<p>Title IV: \$7700</p>
<p>Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Funding</p>
<p>2018-June 30, 2019) Literacy materials in classroom in order to have the exposure our students have to literature. A variety of genres of literature.</p>	<p>Staff Administration School Site Council Librarian</p>	<p>Teachers will analyze the CCSS and determine what genre of literature their students need to be exposed to in order to be proficient at their grade level.</p> <p>Teachers will generate a list of literature materials needed on the school site to use with decided upon genre.</p> <p>Using literature available, teachers will have students work in small groups. Literacy materials will be sent home with the students in order to encourage reading at home.</p>	<p>Library Funds: \$</p>
<p>Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Funding</p>

1, 2018- June 30, s will gain knowledge world around them the experience of field	Teachers School Site Council Administration	Teachers along with the guidance of the School Site Council and administration will plan for students to have real experiences in order to better understand concepts brought to them through the curriculum. Field trips will be analyzed to ensure they are meeting the criteria to further develop knowledge of the CCSS and other curricular areas.	LCFF:\$10,000
Date	Person(s) Responsible	Task	Cost and Fundin
1, 2018- June 30 2019) lies will be planned to student exposure in make content areas our students	Teachers Staff	Staff will research assemblies for our students that will help students gain knowledge about the world around them.	LCFF: \$2000
Date	Person(s) Responsible	Task	Cost and Fundin
ust 1, 2018-June 30, Coordinator(s) to the CELDT testing of lents and EL nation at the site.	Administration EL Coordinator	Hire EL Coordinator(s) by March of each year to ensure training. EL Coordinator will test EL students and monitor reclassification of students who meet the criteria.	Title I: \$3000.00
Date	Person(s) Responsible	Task	Cost and Fundin
nthly) ll present ideas they g within the classroom ase the academics of dents. If staff has d trainings/conferences l share info with other embers.	Teacher Assistant Admin Admin	Admin and assistant admin will plan staff development days in which teachers will present information they have learned by attending conferences and trainings. Staff will be given time to explore and analyze how they will utilize the information within their classrooms.	NA
rch 2018-June 2020) eachers in which ing engaging lessons tudents across all the ar areas. May include limited to Learning	Admin Teachers		

WDL, or Thinking			
Strategies as identified by			

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

SMART GOAL #3: All staff and students at West Creek will be trained and educated in a safe and healthy learning environment where every student is provided with Tier 1 and/or Tier 2 positive behavior interventions and supports to decrease West Creek's suspension rate and increase attendance. Tier 3 interventions will be utilized when necessary.

Data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Series suspension reports Monthly attendance reports California Dashboard 2018 Volunteer List Family Involvement activities</p>	<p>In the 2016/2017 school year the percentage of students who were suspended from school was 5%. Our current data shows 5.5% of our students are being suspended. Our current chronic absenteeism is at 24.7%</p> <p>Suspension data is as follows: All: 5.5% AA: 9.7% Hispanic: 2.3% White: 3.9% 2+ Races: 9.5% Foster: 7.4% EL: 3.2% SED: 6% Sped: 8.7%</p> <p>Our suspension rates are about 1% lower than the overall district rates. There are discussions which need to take place to decrease our African/American, 2+ Races, and special education students suspension</p>	<p>There will be monthly PBIS meetings. The PBIS team will analyze the suspension data and check in /check out.</p> <p>Monitor monthly attendance</p> <p>Plan family activities each month</p> <p>Monitor parental involvement on call sign-in sheets.</p> <p>Where can a budget plan of the projected expenditures for this goal be found?</p> <p>Cost and Funding Source section</p>

rates. With continued PBIS meetings, teaching expectations, training, and offering interventions we hope to decrease suspension in all areas.

Chronic Absenteeism is as follows:

All: 24.7%

AA: 27.4%

Hispanic: 23.9%

White: 27.3%

2+ Races: 21.1%

Foster: 16.7%

EL: 21.0%

SED: 25.7%

Sped: 34.0%

At West Creek we have several students who are in our Moderate/Severe class who are diagnosed with medical complications. When these children become ill they are out for several days. We also have many students whose families cannot afford gas to bring them to school if they miss the bus. We offer incentives for classrooms who have perfect attendance, and by building strong relationships with our community we hope to increase attendance.

The after school 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 schools are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brains staff, site administration and district administration collaborate

	<p>closely in order to address issues related to student programming, student discipline, and parent concerns. The after-school program serves as a resource for our community and continues to be a great support for homework, robotics, coding and after-school sports etc...</p> <p>The following parent events were offered during the 2017/2018 school year:</p> <ul style="list-style-type: none"> Literacy Night Coffee with the Principal School Site Council PBIS Meetings Holiday Performance Read Across America Award Assemblies Volunteer Trainings Back to School Night Trunk Car Treat Character Day Parade Family Game Night Book Fair Science Fair Young Authors Celebration Art Fair 	
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STRATEGY: West Creek will review current practices already in place on the campus and identify strategies which will increase the staff buy-in for Tier I, Tier II, and Tier III implementation of PBIS. Attendance incentives will be developed and implemented.

Action/Date	Person(s) Responsible	Task	Cost and Funding
(June 2019) West Creek will hold assemblies related to building a positive community on our campus.	Admin PBIS Team Teachers Classified Staff CWA District Staff	<ul style="list-style-type: none"> * Work with CWA office to coordinate anti-bullying assemblies. * Admin will conduct behavior assemblies when needed on campus. * Schedule assemblies which support character development around West Creek School's expectations and mindfulness. 	Title IV: \$1200 NA Title I: \$1000

Action/Date	Person(s) Responsible	Task	Cost and Fun
Oct. 2018) will be organized on the . Running Club, all, and year book are a as.	Teachers Proctors Parents Admin	* Running club will be established. West Creek will provide incentives to encourage students to live a healthy life. Incentives can include shirts, trophies, posters, banners, fidget spinners, etc... * Each student will be given a ¼ sheet of paper to track their progress twice a week for their morning run. * There will be a kick-off for the Running Club in which West Creek will host a Color-Run for a family involvement activity. Powder Color will need to be purchased for the event.	Focus Funds: \$15 Title I: \$1000 (Pa Involvement)

Action/Date	Person(s) Responsible	Task	Cost and Fun
3-2019 School Year) ff will be trained on the e used and teaching ues associated with	PBIS Team PBIS Coach Administration	PBIS team and selected teachers will attend workshops/trainings in which the culture of poverty in a focus. The staff members who attend the trainings will share the information with their grade level teams. Staff meeting time will be dedicated to modeling behavior lessons and creating school wide expectations. Behavior tours and behavior lessons will be utilised by each classroom.	LCFF: \$1000

Action/Date	Person(s) Responsible	Task	Cost and Fun
n Quarter) ent positive ements will be utilised out the year. cements may include postcards, pirate tudent store, positive alls home, dance, Top wards, etc...	Administration Teachers Proctors Custodians Office Staff PBIS Team	Daily: Pirate Praise Tickets will be given to all students who are demonstrating school wide expectations. Weekly: Student Store will be open for students to use their Pirate Praise Tickets. Teachers will be encouraged to send home Positive Postcards to at least 5 students a week. Monthly: School wide incentives for students who are consistently following the school expectations. For example, dances, Top Pirate Awards, extra recess, etc...	LCFF:\$250

Action/Date	Person(s) Responsible	Task	Cost and Fun
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<p>2018-2019 school year) presentation of other forms consequences beside ctions. After-school n,in-house suspension, y School Attendance, Beautification Project, ers can take the place f-school suspensions.</p>	<p>Administration Staff PBIS Team</p>	<p>Teachers may volunteer for after-school detention rotations once to twice a week. The teachers who volunteer may send students to the detention room.</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>
<p>June 30, 2019) PBIS team along with tration will create a and vision statement to PBIS on the West ampus.</p>	<p>Teachers Administration Staff</p>	<p>Analytical discussion about PBIS, positive and negative consequences, mission, and vision will take place on a regular basis. Conversations can be a part of the PBIS team meetings, staff meetings, or on a casual basis.</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>
<p>2018/2019 School Year) d implement a school ampus pride program.</p>	<p>Teachers PBIS Team</p>	<p>A plan will be developed to have classes adopt certain areas of the school campus in which they will be responsible to keep clean.</p> <p>West Creek has several planters classrooms can maintain with drought tolerant plants. Administration will work in conjunction with an outside source to provide the plants needed to fill the planters.</p> <p>Positive consequences such as classroom pirate praise tickets can be given to classroom's who maintain their portion of the school.</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>

<p>3/2019 School Year) Implementation of tiered levels ort for students with a n strengthening Tier I r II supports while Tier III supports.</p>	<p>PBIS Team Administration Teachers Staff</p>	<p>Teachers will utilize behavior tours and behavior lesson plans when needed in their classrooms. All students will be given positive incentives for following expectations.</p> <p>Check-in/Check-out will be implemented for those students who need extra support and more encouragement (tier II). Tier II students will still have access to Tier I supports.</p> <p>Behavior Support Plans and/or 504 plans will be offered to students who still need support after Tier I and Tier II supports have been shown as unsuccessful (Tier III).</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>
<p>3-2019 School Year) build resilience in y will be researched and ented which will but not limited to informed training and raining.</p>	<p>Administration Teachers Staff PBIS Team</p>	<p>Staff members will be trained in order to meet with students and build resilience.</p> <p>Staff will participate in Trauma Informed Training.</p> <p>Staff will participate in equity training to better understand the community in which we teach.</p>	<p>Title I District F</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>
<p>Oct. 2018) and admin will ate in School Site training.</p>	<p>Admin Parents District Personnel</p>	<p>Admin will recruit parents to attend a School Site Council training scheduled through the district office.</p>	<p>Title I District F</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>
<p>8-2019 School Year) will participate in ive Dispute Resolution cial Education.</p>	<p>Admin District Personnel</p>	<p>Admin will attend four trainings on how to avoid due process in the special education setting.</p> <p>Admin will implement ideas learned during the Alternative Dispute Resolution training.</p>	<p>District Funded</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task</p>	<p>Cost and Fun</p>

8-2019 School Year) Training will be led by admin.	Admin District Personnel	Admin will attend equity training throughout the school year. Ideas learned during equity training will be implemented by administration.	District Funded
Action/Date	Person(s) Responsible	Task	Cost and Fun
Continuously) Classes will be offered for students and students who achieve 100% attendance.	Teachers Attendance Clerk Admin	Goals will be set for classrooms and students to reach 100% attendance. Incentives will be offered to those students and classrooms who reach those goals.	LCFF: \$250
Action/Date	Person(s) Responsible	Task	Cost and Fun
o. 2019-June 2019) Classes will become a part of the after-school program. Materials for classes and training for staff will be provided.	Teachers Admin	Coding will be offered with the classroom and after-school Staff members will attend training for coding within all grade levels. Staff will use their knowledge of coding to implement coding with their students.	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized services may include the following direct services:

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

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

[CSI Planning Document](#)

for dashboard	Subgroup	Duration of action	Funding allocation
r teachers in which opping engaging lessons for dents across all the ular areas. May include but hited to Learning Cube, or Thinking Maps. ategies as decided by the	All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.	March 2018- June 2020	\$20000- extra pay for tea attend trainings \$5000- sub expense for release days \$ 12,000 for Training
t identified Teaching	All subgroups in RED, ORANGE	August 2019	\$10,000.00

<p>gies for best first instruction</p> <p>ied 2-3 strategies by staff observed in every room</p>	<p>and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.</p>	<p>June 2020</p>	
<p>als/supplies for teachers to the information learned the PD.</p> <p>clude but not limited to ing Cube, UDL, or Thinking</p>	<p>All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.</p>	<p>March 2018 June 2020</p>	<p>\$10,360.00</p>
<p>ly data chats</p>	<p>All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.</p>	<p>Aug 2019-June 2020</p>	<p>\$10,000.00</p>
<p>e and after school tutoring</p>	<p>All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.</p>	<p>March 2019-June 2020</p>	<p>\$10000.00</p>
<p>ted Tutoring in Saturday ol to address gaps in ELA, ELD</p>	<p>All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19 in grades 3-5.</p>	<p>March 2019-June 2020</p>	<p>\$4000.00</p>
<p>strategies and best ces SVM1 3 teachers + istration including summer</p>	<p>All subgroups in RED, ORANGE and YELLOW Goal: increase by 5% in 2018-19</p>	<p>June 2019-June 2020</p>	<p>\$10,000</p>

te	in grades 3-5.		
mentation of ACE writing gies		Aug 2019- June 2020	\$ 8640.00 for subs for te to meet in grades and ca

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). Describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals should match the cost estimates in Form A and the school's allocation from the ConApp.

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

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

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

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

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

The school site operates a SWP and consolidates all applicable funds as part of operating a SWP.

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

Revised 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 pupil academic achievement	\$	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	\$20,000 \$100,000	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$20,000

Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$55,458	<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>	\$2,000		<input checked="" type="checkbox"/>
<p>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)</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>	\$	4,914	<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 ¹

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

Title VI, Part B: Rural Education Achievement Program

Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs \$ 8,800

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 \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Other federal funds (list and describe) \$

Total amount of federal categorical funds allocated to this school \$55,458

Amount of state and federal categorical funds allocated to this \$75,458

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

School Site Council Membership

a *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 at the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Deborah Bowers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judith Phipps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phyllis Mestanas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Fresta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Razo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Jose Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Adriana Guerrero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jenny Beck	<input type="checkbox"/>	X	<input type="checkbox"/>		<input type="checkbox"/>
Omar Valencia	<input type="checkbox"/>	X	<input type="checkbox"/>		<input type="checkbox"/>
Amy Cooper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Josie Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kyondia Sims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Numbers of members in each category	1	5	1	5	<input type="checkbox"/>
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Recommendations and Assurances

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

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

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

SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**

- State Compensatory Education Advisory Committee Signature
- English Learner Advisory Committee Signature
- Special Education Advisory Committee Signature
- Gifted and Talented Education Advisory Committee Signature
- District/School Liaison Team for schools in Program Improvement Signature
- Compensatory Education Advisory Committee Signature
- Departmental Advisory Committee (secondary) Signature
- Other committees established by the school or district (list) Signature

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

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

SPSA was adopted by the SSC at a public meeting on:12/03/2018.

Bowers Principal
ek Elementary

Signature of School Principal Date

Castellanes, SSC Chair

Signature of SSC Chairperson Date