

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: Adelanto Elementary School

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675876035174

Principal: Ramon Rizo

Date of this revision: **12/7/17**

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:

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Position: Principal

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



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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/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: Adelanto Elementary School, in coordination with our district HR department, will have fully credentialed teachers servicing both general and special education students. All students will have access to rigorous, CCSS (Common Core) aligned, district adopted curriculum to include appropriate technology with access to online resources.

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?
Complete school wide Credentialed Staff District Textbook Sufficiency Forms Technology Inventory	Through our participation in annual Williams Act visitations, AES continues to score well in all areas including: structural and facilities in good working order, textbook sufficiency, and credentialed teachers in each classroom. Additional Technology is required in order for AES students to reach one-to-one technology ratio.	AES will hire qualified teachers to fill any teacher vacancies. AES will monitor technology inventories to provide technology to teachers and students.. Where can a budget plan of the proposed expenditures for this goal be found? In the Cost and Funding Source section

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Aug. 2017-June 2018	Site Adm.& AAIAC, Classroom Teachers, District Personnel	By August 30 th , 2017 San Bernardino County Superintendent of Schools Williams Act Visit	

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.

SCHOOL GOAL: For the 2017-2018 school year the proficiency level for all students (sub groups) in the ELA SBAC/CAASPP categories of Met or Exceeded will increase by 10 % or more (i.e. from 10.2% to at least 20.2%)

For the 2017-2018 school year the proficiency level for all students (sub groups) in the Math SBAC/CAASPP categories of Met or Exceeded will increase by 10 % or more (i.e. from 7.8% to at least 17.8%)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>As a school site teachers/Admin used:</p> <ul style="list-style-type: none"> • Renaissance STAR ELA & Early Literacy/Mathematics Screening Reports • District ICA CAASPP Benchmarks • Spring 2017 CAASPP • Lexia ELA-Online • Go Math Data/Formative Assessments • NGSS- pilot assessment <p>Go Math, teacher grades including quarter progress reports, and EADMS data reports.</p>	<p>Based on the 2017-2018 school year CAASPP ELA data for third through fifth grade.</p> <ul style="list-style-type: none"> • Total Students Met or Exceeded-10.2% • Total students nearly met – 16.9% • Total students not met – 72.9% • Total Students tested – 3rd-5th– 110 <p>This means that more than half of the students are not ready for the next grade and will not be college and career ready by the time they graduate high school (based on 3rd through 5th grade CCSS standards assessed).</p> <p>In order to meet our school goals for ELA and Math this year, we will need to move the majority of the students in the Nearly Met Category (22.7% and 28.2% respectively) into the Met or Exceeded Category.</p> <p>Based on the STAR beginning of the year Screening Report in reading for first through fifth grade, proficient out of 290 students tested are 57 or 19.6% This means that approximately 80% of the students will need to be proficient by the end of the school year.</p> <p>CAASPP Math data for third through fifth grade.</p> <ul style="list-style-type: none"> • Total Students Met or Exceeded -7.8% • Total students nearly met – 28.2% • Total students not met – 60.9% • Total Students tested – 110 <p>This means that more than half of the students are not ready for the next grade and will not be college and career ready by the time they graduate high</p>	<p>We will revisit our progress weekly, monthly, quarterly, and annually through program monitoring and evaluation.</p> <ul style="list-style-type: none"> • Online CAASPP Interim Assessments in ELA & Math for 3rd -5th Grade in Nov. 2017 and March 2018. • Online STAR ELA & Math Assessment Beginning of year, Fall, Winter, and Spring. • Site teachers and Admin will run/monitor all data from ICA, STAR, and Lexia Learning routinely. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the Cost and Funding Source Section</p>

	<p>school (based on 3rd through 5th grade CCSS standards assessed). In order to meet the goals for Math set in our district wide strategic plan we will need to move at least 37 students from the Standard Not Met/Nearly Met Category into the Met or Exceeded Category.</p> <p>Based on the STAR beginning of the year Screening Report in Math for first through fifth grade students, proficient out of 264 tested are the following:</p> <ul style="list-style-type: none"> • Total Students Proficient – 78 (30%) • Total Students Tested- 264 <p>This means that approximately 54 more students will need to be proficient by the end of the school year.</p>	
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STRATEGY: During 2017-2018, the school will implement a school-wide ELA & Mathematics multi-tiered system of support to address the academic needs of all students/subgroups as measured by Common Formative Assessments, District Math Benchmarks (ICA), and STAR Renaissance Progress Monitoring Reports. In order to ensure a holistic, balanced ELA program, writing continues to be our school wide focus to include staff development with the use of Thinking Maps. AES will also participate in the NGSS state assessment, provide staff development in the Next Generation Science Standards, and participate in the district wide science fair.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>1. Aug. 2017-June 2018</p> <p>Identify the math levels of all students on STAR ELA & Math, and district benchmarks and utilize this information in planning and delivering a multi-tiered system of support (MTSS) for all students using the Reading Wonders & Go Math curriculum along with AESD recommended intervention materials to target the individual ELA/Mathematical needs of all students/subgroups to include ongoing assessments of student growth.</p>	<p>Site Adm.& AAIAC, Lexia Learning & STAR Champions, Grade Level PLCs, Classroom Teachers,</p>	<p>By Sept. 30th, 2017</p> <p>Collect and analyze district and school-level summative and formative ELA/Math Data; identify all students through the process of Math/ELA instruction needing intervention, enrichment and/or specific CCSS mathematical needs.</p> <p>End of Each New MTSS Cycle 2017/2018</p> <p>In teacher PLCs develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based math intervention programs that are designed to meet individual ELA/ Mathematical needs of all students, measure growth, and accelerate numeracy skills. Further discuss the use of Go Math/Wonders online resources on Think Central/Connect Ed to include hands on math manipulatives.</p>	<p>None</p> <p>None</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2. Aug. 2017-June 2018</p> <p>Plan implementation and evaluation of the Math & ELA intervention program.</p>	<p>Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team,</p>	<p>Aug. 2017-June 2018</p> <p>Select and/or develop ELA/Math intervention materials and resources; purchase supplementary instructional materials to include materials needed for RTI (response to interventions) groups.</p>	<p>\$4,000 for Instructional Online Resources Materials from Title I</p>

	Classroom Teachers		
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Develop ELA/Math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved Math intervention programs and benchmark assessments.	None
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Develop a master schedule that reflects allocated time for ELA/Math interventions.	None
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	<p>Schedule and provide initial training for instructional staff and schedule follow up professional development activities in the areas of:</p> <ul style="list-style-type: none"> • Touch Math (MTSS/RSP) Touch Math professional development will be available for all 1st and 2nd grade teachers for the purposes of developing MTSS groups. Special education teachers will also have access to these materials to be used with their students as a kinesthetic alternative to learning mathematics. • Khan Academy, Moby Max (online) For the use of enhancing Math materials already in place. Site IT ancillary duty teacher will be given any P/D necessary to accomplish this goal. • Ren-Learn ELA/Math Tools Math/STAR Math/Math Facts in a Flash professional development will be available for all grade level teachers for 	<p>\$4000.00 for Professional Development to include training and substitute costs from Title I</p> <p>\$3,000.00 From Title I</p>

		the purposes of developing MTSS groups. Site IT ancillary duty teacher will be given any P/D necessary to accomplish this goal.	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
3. Aug. 2017-June 2018 Using the cycle of inquiry model, implement the reading & mathematics intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Weekly: Each grade level will monitor and analyze student performance data, analyze and set student growth targets, and modify lesson plans according to pacing guides.	None
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Monthly: Continue cycle of inquiry with all math staff: monitor program implementation and analyze student data at the end of each grade marking period.	None

	School Site Council members and Chairperson	<p>Quarterly and Annually: Monitor and evaluate math & reading intervention program goals and objectives; determine if goals and objectives are being met.</p> <p>Findings will be reflected in the SSC minutes.</p>	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4. Aug. 2017-June 2018 Alignment of Instruction With Content Standards	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	<p>Aug. 2017-June 2018</p> <p>Continue using appropriate supplemental (SBE) State Board of Education standards-aligned ELA & Math materials to fill instructional gaps. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district benchmarks.</p>	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5. Aug. 2017-June 2018 Improvement of Instructional Strategies, Materials, and online ELA/Math intervention based programs.	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team,	<p>Aug. 2017-June 2018</p> <p>Plan and implement uniform strategies and interventions for targeted students identified at strategic and intensive levels in reading & mathematics with the use of grade level MTSS teachers. Grade level teams will discuss data in their PLCs. Implementation</p>	None

	Classroom Teachers	<p>determined by lesson plans, increased student achievement as determined by uniform assessments.</p> <p>Use of a systematic approach for targeting students' instruction/interventions in ELA/Math by using Ren-Learn and EADMS data.</p> <p>Upgrade hardware and software, i.e.: computers, monitors, big screen monitors, printers etc. as needed. Needs determined by IT Department recommendation based upon inventory and the district technology plan.</p>	<p>None</p> <p>\$15,000 for technology upgrades to support instruction from Title I & LCFF-FOCUS</p>
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6. Aug. 2017-June 2018 Extended Learning Times	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Aug. 2017-June 2018 Support before and after school intervention programs as evidenced by attendance and expenditure reports.	\$2,500 for Before and After School Tutoring/Certificated Extra Duty Hourly Costs From Title One & LCFF-FOCUS
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>7. Aug. 2017-June 2018</p> <p>Auxiliary Services for Students and Parents</p>	<p>Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers</p>	<p>Aug. 2017-June 2018</p> <p>Support activities such as student award assemblies, promotions, back-to-school night, PBIS incentives, and Literacy/Math/Science Night to promote student/parent engagement. Services determined by flyers, online In-Touch “All Call” system, agendas, and sign-in sheets, etc.</p>	<p>\$1,000.00</p> <p>From Title I</p>
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<p>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.</p> <p>SCHOOL GOAL: School suspensions will decrease by 50% by the end of the 2nd semester of 2017-2018 School Year by using school wide Positive Behavior Supports.</p>		
<p>What data did you use to form this goal?</p> <p>Suspension Rates Office Referral Rates Desert Mountain Children’s Center Referral Rates Documentation of SST Meetings Check In/Check Out Logs</p>	<p>What were the findings from the analysis of this data?</p> <p>As we look at SWIS and CICO data, we find that many students who have been identified as at risk also tend to make poor choices and have high rates of classroom referrals. By adhering to the established PBIS student handbook and providing proactive strategies that will help avoid conflict, we will begin to see a decrease in student office referrals. We need to strengthen all levels of support.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The school will monitor referral, school wide PBIS Tier I, II , III interventions, suspension rates throughout the school year to ensure that we are on track to decrease suspensions.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the Cost and Funding Source Section</p>

PBIS Expectations for Locations PBIS Social Skills Lesson		
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STRATEGY: During 2017-2018, the school will implement a school-wide system Positive Behavior Intervention and Supports System to provide access to Tier One, Tier Two, and Tier Three supports appropriate to their needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Aug. 2017-June 2018 PBIS team will act as committee to support the PBIS initiative on campus	Site Adm.& AAIAC, and Tier I, II, III PBIS Teams, SST Coordinator and Team, Classroom Teachers	Aug. 2017-June 2018 Collect and analyze school-level PBIS data to identify all students that need support. Receive PBIS training and train other staff as needed with several dates throughout the year. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.	None \$3,000.00 for training and substitute costs from Title I None.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2. Aug. 2017-June 2018</p> <p>All students will be taught and offered reinforcement in PBIS Tier I Classroom Instruction through PBIS lesson plans and expectations matrix.</p> <p>Students will be offered Tiers II and III as needed after Tier I Instruction has occurred.</p>	<p>Site Adm.& AAIAC, and Tier I, II, III PBIS Teams, SST Coordinator and Team, Classroom Teachers</p>	<p>Create School-wide Calendar for Tier One Instruction</p> <p>All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed.</p> <p>All classrooms will show evidence of PBIS in classroom environments.</p> <p>Referrals will be made to outside resources as needed with the support of parents.</p>	<p>None</p>
	<p>Site Adm.& AAIAC, Tier I, II, III PBIS Teams, and Classroom Teachers</p>	<p>Students in need of PBIS Tier II support will be referred to Check In/Check Out. School forms to include referrals, "Think Sheets", and CICO.</p> <p>Tier Three students will then have an SST scheduled/completed and fulfill any additional goals.</p>	<p>\$1,637.00 From Title I</p>
	<p>Site Adm.& AAIAC, Tier II team, SELPA support</p>	<p>The Tier II team will receive further support from SELPA/DMCC</p>	<p>None</p>

	Site Administration, Tier I, II PBIS Team	Online SWIS account, and technology .	\$1,000 from Title I
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3. Aug. 2017-June 2018 Safe School Ambassadors will serve as Tier One, Tier Two, and Tier Three preventative measure to improve the school culture	Site Adm.& AAIAC Safe School Ambassador Team	Safe School Ambassadors will meet formally in Safe School Ambassador family groups monthly to improve the culture on campus and to receive instruction. Safe School Ambassadors will meet informally as needed to improve the culture on campus.	\$200.00 for Training/Substitute Costs From Title I
	Site Adm.& AAIAC, Tier II team, SELPA support	To include anti-bullying assembly, annually.	\$200 from LCFF- FOCUS

LEA GOAL #4: Increase the support Students are given by increasing parent involvement and engagement by 10% as measured by Board approved volunteers, sign-in sheets, and surveys.

SCHOOL GOAL: Parent/Community Engagement will increase by 10% each year.

<p>What data did you use to form this goal?</p> <p>Parent Conference Participation Rates</p> <p>Open House Participation Rates- to include Literacy/Math/Science Nights</p> <p>English Learner Advisory Council Participation Rates</p> <p>School Site Council Participation Rates</p> <p>Parent Teacher Association Participation Rates</p> <p>Volunteer Participation Rates</p> <p>Participation in Coffee w/Principal</p>	<p>What were the findings from the analysis of this data?</p> <p>The need to increase the number of parents engaging in activities on our campus to support their students will continue to be addressed. Baseline?</p> <p>To be evidenced by parent sign-in documentation as well as: Flyers, announcements, and event master calendar.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The principal will monitor attendance at parent meetings and family events to include a survey at the end of the year to monitor the effectiveness of parent involvement activities.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the Cost and Funding Source Section</p>
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STRATEGY: During 2017-2018, the school will increase parent/community involvement by 2%.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>1. Aug. 2017-June 2018</p> <p>All parents will be offered multiple opportunities to engage on campus</p>	<p>Site Administration PBIS Team Teachers Office Staff</p>	<p>Aug. 2017-June 2018</p> <p>Back to School Night will be held at the beginning of the year so parents and the community can interact with the classroom teachers and school site staff.</p> <p>Parent-Teacher Conferences will be held for all students in November 2017, and at risk students in the spring (2018).</p> <p>Student Study Team Meetings will be held with parents, classroom teachers, and administration as an engagement opportunity to ensure students are receiving additional support in regards to behavioral needs, academic needs, and attendance needs.</p> <p>By January 2018 CCSS state standards parent workshops to be part of the on-site before and after school tutoring.</p> <p>Aug. 2017-June 2018 School Site Council, English Learner Advisory Council, Parent Teacher Association, and Volunteer Training will be ongoing to the end of Spring 2018. Ongoing opportunities to engage with these groups will be offered throughout the year.</p> <p>Coffee with the Principal will be held quarterly. Training will be held to support parents/community as their child's first teacher.</p>	<p>None</p> <p>None</p> <p>\$1,312.00 for Substitute Costs from Title One</p> <p>\$451.00 for babysitting, translating, and refreshments from Title One</p> <p>\$500.00 for babysitting, translating, and refreshments from Title One</p> <p>\$868.00 for babysitting, translating, and refreshments from Title One</p>
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			\$563.00
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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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Continue with District Coordinators of Curriculum	July 2016- June 2017	50% of salary for each of 3 Coordinators	25% of salary- \$90,000 25% of salary- \$90,000	Title I Title II
Continue with or add an Assistant Administrator of Instructional Improvement and Academic Coaching (AIIAC) to 13 of the school sites	July 2016- June 2017	70% of salary for each of the 13 AIIACs	\$900,000	Title I

Continue with Site ELD Coordinators	Aug 2016- June 2017	Stipend for Teachers chosen for the position	\$52,000	Title III
Supplemental ELD instructional materials	Aug 2016- June 2017	Buy State-approved ELD materials	\$160,000	Title III
Professional Development for ELD	Jan 2017- June 2017	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
Attendance at local CAFE Conference	May 2017	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$5,000	Title III
Continue with Induction Program Reflective Coaches for new Teachers	Sep 2016- June 2017	Stipend for Induction Program Reflective Coaches	\$58,000	Title II

School Goal #: 4

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Continue Fingerprinting of District Parent Volunteers	Aug 2016- June 2017	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Parent Center/Academies/Trainings	Sep 2016- June 2017	Continue with Parent Engagement Center	\$20,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$20,000	Title I
		Childcare		

		Translation	\$8,000	Title I
			\$8,000	Title I

Note: 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

Centralized services do not include administrative costs.

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"/>

<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 LCAP funds	\$32,079	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$32,079

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)	\$51,689	<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).	\$3,694	<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
<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"/>	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"/>	Other federal funds (list and describe)	\$	▢
<input type="checkbox"/>	Other federal funds (list and describe)	\$	▢
<input type="checkbox"/>	Other federal funds (list and describe)	\$	▢
Total amount of federal categorical funds allocated to this school		\$32,079	
Total amount of state and federal categorical funds allocated to this school		\$83,768	

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. 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
Ramon Rizo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marty Draper	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norma Flores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Sandoval	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alejandra Alvarado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monica Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amalia Ortiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie McAlister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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)**:

- 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

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: 12/7/2017.

Attested:

____Ramon Rizo_____
Typed name of School Principal

Signature of School Principal

Date

____Norma Flores_____
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date