

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: Eagle Ranch School

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675876109409

Principal: Laura Ramos

Date of this revision: February,5, 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 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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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: Eagle Ranch will have fully credentialed teachers. Students will have access to rigorous district adopted curriculum and technology.

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>School Staffing Data Textbook Sufficiency Forms Technology Inventory</p>	<p>Through our participation in annual Williams Act visitations, ERS continues to score well in all areas including: structural and facilities in good working order, textbook sufficiency, and credentialed teachers in each classroom.</p> <p>Additional Technology is required in order for ERS students to reach one-to-one technology ratio, due to wear and tear on the chromebooks.</p>	<p>ERS will hire qualified teachers to fill any teacher vacancies.</p> <p>ERS will monitor technology inventories to provide technology to teachers and students..</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: 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	

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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: Students in subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged will have at least a 5% growth in English Language Arts as measured by STAR Reading or Early Literacy for Grades K-2 and CAASPP ELA for Grades 3-5.

Students in subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged will have at least a 5% growth in in Math as measured by STAR Math for Grade K-2 and CAASPP Math 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 progress of this goal?
CAASPP Results District Math Benchmarks STAR Renaissance – Progress Monitoring	STAR Math Beginning of Year Data First Grade – STAR Reading 39% At/Above Benchmark 12% On Watch 40% Intervention 9% Urgent Intervention Second Grade – STAR Reading 58% At/Above Benchmark 12% On Watch 12% Intervention 18% Urgent Intervention Third Grade – STAR Reading 41% At/Above Benchmark 17% On Watch 23% Intervention 19% Urgent Intervention Fourth Grade – STAR Reading	We will revisit our progress weekly, monthly, quarterly, and annually through program monitoring and evaluation. <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>33% At/Above Benchmark 21% On Watch 16% Intervention 30% Urgent Intervention</p> <p>Fifth Grade – STAR Reading 30% At/Above Benchmark 15% On Watch 23% Intervention 32% Urgent Intervention</p> <p>First Grade – STAR Math 50% At/Above Benchmark 9% On Watch 27% Intervention 15% Urgent Intervention</p> <p>Second Grade – STAR Math 38% At/Above Benchmark 21% On Watch 25% Intervention 15% Urgent Intervention</p> <p>Third Grade – STAR Math 51% At/Above Benchmark 17% On Watch 15% Intervention 17% Urgent Intervention</p> <p>Fourth Grade – STAR Math 43% At/Above Benchmark 17% On Watch 16% Intervention 24% Urgent Intervention</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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	<p>Fifth Grade – STAR Math 50% At/Above Benchmark 13% On Watch 17% Intervention 21% Urgent Intervention</p> <p>2017 CAASPP Math Data 4% Standard Exceeded 17% Standard Met 35% Standard Nearly Met 45% Standard Not Met</p> <p>2017 CAASPP ELA Data 10% Standard Exceeded 10% Standard Met 23% Standard Nearly Met 58% Standard Not Met</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, and STAR Renaissance Progress Monitoring Tools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>1. August 2017-June 2018</p> <p>Identify the math levels of all students on STAR Math and STAR Early Literacy and utilize this information in planning and delivering a multi-tiered system of support for all students using the Go Math curriculum and AESD recommended intervention materials to target the individual mathematical needs of all students/subgroups and includes ongoing assessments of student growth.</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Collect and analyze district and school-level summative and formative Math Data; identify all students for instruction, intervention, or enrichment and their specific mathematical needs.</p> <p>Task #2: Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based math intervention programs that are designed to meet individual mathematical needs of all students, measure growth, and accelerate numeracy skills.</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. August 2017-June 2018</p> <p>Plan implementation and evaluation of the multi-tiered system of support for all students using the Go Math curriculum and AESD recommended intervention materials.</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Select and/or develop math intervention materials and resources; purchase supplementary instructional materials.</p> <p>Task #2: Develop math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved math intervention programs.</p> <p>Task #3: Develop a master schedule that reflects allocated time for math interventions.</p>	<p>\$1,500.00 intervention materials Title 1</p> <p>None</p> <p>None</p>

		Task #4: Schedule and provide initial training for instructional staff and schedule follow up professional development activities	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3. August 2017-June 2018 Use the cycle of inquiry model, implement multi-tiered system of support for all students using the Go Math curriculum and AESD recommended intervention materials and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers School Site Council members and Chairperson	August 2017-June 2018 Task #1: Bi-Monthly: Grade-level teams will conduct bi-monthly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Task #2: Monthly: Continue cycle of inquiry with all math staff: monitor program implementation and analyze student data at the end of each grade marking period. Task #3: Quarterly and Annually: Monitor and evaluate math and math intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.	None None None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>4. August 2017-June 2018</p> <p>Align Instruction With Content Standards</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Continue using appropriate supplemental (SBE) State Board of Education standards-aligned mathematics materials to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments.</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>5. August 2017-June 2018</p> <p>Improve Instructional Strategies and Materials</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Plan and implement uniform strategies and interventions for targeted students identified at the urgent intervention, intervention, and on-watch levels in mathematics. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments, and coaching logs.</p> <p>Task #2: Use of a systematic approach for targeting students' instruction/interventions in mathematics by using EADMS data.</p> <p>Task #3: Upgrade software as needed. Needs determined by IT Department recommendation based upon inventory and the District's Technology Plan.</p>	<p>None</p> <p>None</p> <p>\$3557.50 (3010/Title One) \$22299 (0100/LCAP) – Also Referenced in Goal #1</p>

		<p>Task #4: Mainstream SWDs to provide support and access to core intervention mathematics instruction in the regular classroom. Measure the effectiveness of mainstreaming through student IEPs.</p> <p>Task #5: Continue to support and expand the transition outreach between preschool and elementary, and elementary and middle school to support achievement in mathematics as measured by parent meeting notes and sign-in sheets, outreach programs, and special preparation programs.</p> <p>Task #6: Continue using systematic approach of targeting ELs, SWDs and significant subgroup students for instruction/interventions using EADMS. Outcomes include differentiated lesson plans, lesson plans for tier II and tier III interventions, meeting notes, sign-in sheets and notes for planning and data analysis sessions.</p>	<p>None</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>6. August 2017-June 2018</p> <p>Monitor Progress, Implementation, and Results</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Continue using district intervention blocks to deliver instruction for all significant subgroups. Continue monitoring this program for effectiveness through the following: standardized tests, district benchmarks, STAR Renaissance data, and administrator walk-throughs.</p> <p>Task #2: Continue to administer and monitor district wide benchmark assessments in the area of Math. Evidence based upon data in EADMS and sign-in sheets and notes from planning sessions.</p> <p>Task #3: Ensure that site administrators are receiving/reviewing collaboration agendas, minutes and/or notes on a regular basis to support achievement in Math as evidenced by agendas, minutes, notes and administrator summaries of the aforementioned documents.</p> <p>Task #4: Conduct regular walk-throughs by a combination of district/county school officials, principals, teachers and content experts to monitor implementation of district-adopted SBE materials and instructional minutes. Evidence based upon collection of walkthrough data. Continue monthly</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>

		district and school site teacher collaboration and grade level meetings which include documentation.	
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
7. August 2017-June 2018 Extend Learning Times	Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers	August 2017-June 2018 Task #1: Support before and after school tutoring/intervention programs as evidenced by attendance and expenditure reports.	\$20,000 (Certificated Hourly Duty 3010/Title One) \$10,000 (Certificated Hourly Duty 0100/LCAP) REFERENCED ABOVE IN GOAL #1

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8. August 2017-June 2018 Involve Staff, Parents, and Community	Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers	August 2017-June 2018 Task #1: Support specific programs in mathematics that include staff, parents, and community to include but not limited to Family Math Night and other math centered events. Evidence to include parent notices and agendas.	\$7000 (0100/LCAP) \$5272.50 (3010/Title One) Referenced in Goal #1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>9. August 2017-June 2018</p> <p>Provide Auxiliary Services for Students and Parents</p>	<p>Site Administration, STAR Champions, PLC/Leadership Team, Curriculum and Pacing Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Support activities such as student award assemblies, performances, back-to-school night, PBIS and festivals to promote student/parent engagement. Services determined by flyers, agendas, and sign-in sheets, etc.</p>	<p>\$3000 (0100/LCAP) Referenced in Goal #1</p>
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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.

SCHOOL GOAL: In the 2016-17 school year there were 32 suspensions. In the 2017/2018 school year the suspension rate will decrease by 10%.

<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 PBIS Expectations for Locations PBIS Social Skills Lesson</p>	<p>What were the findings from the analysis of this data?</p> <p>Our students need support. Students were receiving office referrals and suspensions at a higher rate. We need to strengthen all levels of support.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>PBIS Surveys</p> <ul style="list-style-type: none"> ● Self-Assessment Survey ● Team Implementation Checklist <p>Aeries Discipline Data Parent Surveys</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 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)
<p>1. August 2017-June 2018</p> <p>Leadership/PBIS Team will act as committee to support the PBIS initiative on campus</p>	<p>Site Administration, Leadership/PBIS Team</p>	<p>August 2017-June 2018</p> <p>Task #1: Collect and analyze school-level PBIS data to identify all students that need support.</p> <p>Task #2: Receive PBIS training and train other staff as needed.</p> <p>Task #3: Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.</p>	<p>None</p> <p>\$3,000.00 for training and substitute costs from Title I</p> <p>None</p>
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2. August 2017-June 2018</p> <p>All students will be taught and offered reinforcement in PBIS Tier One Classroom Instruction. Students will be offered Tiers Two and Three as needed after Tier One Instruction has occurred.</p>	<p>Site Administration, Leadership Team, PBIS Team, and Classroom Teachers</p>	<p>August 2017-June 2018</p> <p>Task #1: Create School-wide Calendar for Tier One Instruction</p> <p>Task #2: All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed.</p> <p>Task #3: All students who are meeting expectations and exhibiting location expectations will be rewarded with Eagle Pride slips, Golden Feathers, Eagle Store, and PBIS Special Events.</p> <p>Task #4: All classrooms will show evidence of PBIS in classroom environments.</p>	<p>None</p> <p>None</p> <p>\$750.00 Title 1</p> <p>None</p>

		<p>Task #5: Students in need of PBIS Tier Two and Tier Three support will be referred to Check In/Check Out and referred for a behavioral SST if all other resources have been exhausted.</p> <p>Task #6: Referrals will be made to outside resources as needed with the support of parents.</p>	<p>\$1,637.00 From Title I</p>
			None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3. August 2017-June 2018 Safe School Ambassadors will serve as Tier One, Tier Two, and Tier Three preventative measure to improve the school culture.	Administration Safe School Ambassador Team	August 2017-June 2018 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.	\$3,000 (3010/Title One)

<p>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.</p> <p>SCHOOL GOAL: 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.</p>		
<p>What data did you use to form this goal?</p> <p>Parent Conference Participation Rates</p> <p>Open House Participation Rates</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</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</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>Parent Engagement Events Participation Rates</p>	<p>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>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 increasing the number of academically focused family and community engagement opportunities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>1. August 2017-June 2018</p> <p>All parents will be offered multiple opportunities to engage on campus</p>	<p>Site Administration, Leadership Team, and Staff</p>	<p>August 2017-June 2018</p> <p>Task #1: Open House will be held at the beginning of the year so parents and the community can interact with the classroom teachers and school site staff.</p> <p>Task #2: Parent-Teacher Conferences will be held for all students in October 2017 and at risk in March 2018.</p> <p>Task #3: 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>Task #4: School Site Council, English Learner Advisory Council, Parent Teacher Association, and Volunteer Training will be established by the end of September 2017. Ongoing opportunities to engage with these groups will be offered throughout the year.</p> <p>Task #5: Coffee with the Principal will be held quarterly.</p> <p>Task #6: Training will be held to support parents/community as their child's first teacher.</p> <p>Task #8: Continue to support and expand the transition outreach between preschool and elementary as measured by parent meeting notes and sign-in sheets, outreach programs, and special preparation programs.</p>	<p>Title 1 (10%) \$8,300.00 None</p> <p>\$1, 500.00 for translating and refreshments</p> <p>\$2,500.00 Substitute teachers and translating Title 1</p> <p>\$2,500.00 (3010/Title One)</p> <p>\$1, 500.00 for materials, refreshments and translating</p> <p>\$300.00 materials and refreshments</p> <p>None</p>
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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)
Continue with District Coordinators of Curriculum	July 2017-June 2018	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 2017-June 2018	70% of salary for each of the 13 AIIACs		
Continue with Site ELD Coordinators	Aug 2017-June 2018	Stipend for Teachers chosen for the position	\$51,000	Title III
Supplemental ELD instructional materials	Aug 2017-June 2018	Buy State-approved ELD materials	\$50,000	Title III
Professional Development for ELD	Jan 2017-June 2018	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
Attendance at local CABE Conference	May 2018	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$5,000	Title III

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.

Continue with Induction Program Reflective Coaches for new Teachers	Sep 2017-June 2018	Stipend for Induction Program Reflective Coaches	\$58,000	Title II
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School Goal #: 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)
Continue Fingerprinting of District Parent Volunteers	Aug 2017-June 2018	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Parent Center/Academies/Trainings	Sep 2017-June 2018	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

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.

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

Centralized services do not include administrative cost.

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"/>
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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 LCAP funds	\$42,299	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$42,299

Federal Programs	Allocation	Consolidated in the SWP
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<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$47,452.50	<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).	\$5,272.50		<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

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.

- Title VI, Part B: Rural Education Achievement Program**
- Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs \$
- 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 \$52,725

Total amount of state and federal categorical funds allocated to this school \$95,024

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	Prin cipal	Cla ssr oo m Te ach er	Oth er Sc ho ol Sta ff	Par ent or Co m mu nity Me mb er	Se con dar y Stu de nt
Bertrand Christophe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melody Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susana Galindo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna Ccanto	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Perada Luevano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Claudia Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nicola Harris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁶ EC Section 52852

Heidi Wolfe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karla Blanco Paez	<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"/>
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**):

- | | |
|--|-----------|
| <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:

Attested:

Bertrand Christophe
Typed name of School Principal

Signature of School Principal

Date

Melody Martinez
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date