

School Plan for Student Achievement



A Resource for the School Site Council

Principal: Adelanto Elementary School

District: Adelanto School District

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

Principal: Ramon Rizo

Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educati* 507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Ramon Rizo

Position: Principal

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



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Planned Improvements in Student Performance

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

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

GOAL #1: Adelanto Elementary School, in coordination with our district HR department, will have fully credentialed teachers for both general and special education students. All students will have access to rigorous, CCSS (Common Core) aligned, district 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?
<p>school wide Credentialed Staff Textbook Sufficiency Forms Technology Inventory</p>	<p>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.</p> <p>Additional Technology is required in order for AES students to reach one-to-one technology ratio.</p> <ul style="list-style-type: none"> ● Teacher Credential Status ● Fully Credentialed 16 ● Without Full Credentials 0 ● Teaching Outside Subject 0 ● Area of Competence (with full credential) 0 <p>District-Adopted Textbooks</p> <ul style="list-style-type: none"> ● Sufficient: Yes 	<p>AES will hire qualified teachers to fill teacher vacancies.</p> <p>AES will monitor technology inventory and provide technology to teachers and students.</p> <p>Where can a budget plan of the projected expenditures for this goal be found?</p> <p>In the Cost and Funding Source section of the budget.</p>

	<ul style="list-style-type: none"> ● Lacking 0% <p>School Facility Conditions</p> <ul style="list-style-type: none"> ● Systems (Gas leaks, Mech/HVAC, Sewer): Good ● Interior: Good ● Cleanliness (Overall cleanliness, Pest/Vermin Infestations): Good ● Electrical: Good ● Restrooms/Fountains: Good ● Safety (Fire safety, Hazardous materials): Good ● Structural (Structural damage, Roofs): Good ● External (Grounds, Windows, Doors, Gates, Fences): Good <p>Technology</p> <ul style="list-style-type: none"> ● Chromebook Carts: 6 Carts with 20 & 8 with 30 Chromebooks ● Desktop Computers - 2-4 desktop computers per classroom ● Computer Lab - 30 desktop computers ● Big screen monitors in most general education classroom 		
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2018-2019 Goal: The school will continue to maintain work orders in a timely manner with guidance from the district for Williams Act compliance. The school will also continue to improve school wide technology infrastructure, and develop opportunities for our teachers to meet in collaborative PLCs throughout the school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
3-2018 - June 2019	Site Adm. District Personnel	By August 30 th , 2018 San Bernardino County Superintendent of Schools Williams Act Visit	District Paid
2018 – June 2019	District Personnel, Principal and AAIAC	Teacher grade level leads attend district sponsored collaboration meetings/ Professional developments	District Paid

district and school er collaboration, and grade level which include ation		August 2018-June 2019 Quarterly Data chats with grade-level	
18 – June 2019 computers, printers in each to support ELA n and Needs d by IT nt and the District.	District Personnel, Principal and AAIAC	Inventory ordered and installed by IT. Upgrade laptops, projectors, document cameras, speakers and headphones).	Title I \$18,228.00

**upil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on cl
ent gap for struggling students.**

GOAL #2: For the 2018-2019 school year the proficiency level for all students (sub groups) in the ELA SBAC/CAASPP categories of Met or Exceeded will increase by 5 % or more (i.e. from 21% to at least 26%) .

2018-2019 school year the proficiency level for all students (sub groups) in the Math SBAC/CAASPP categories of Met or Exceeded will increase by 5 % or more (i.e. from 8.6% to at least 13.6%)

<p>What data did you use to form your plan?</p> <p>As a school site teachers/Admin</p> <p>Renaissance STAR ELA & Early Literacy/Mathematics Screening Reports</p> <p>District CFA Benchmarks</p> <p>Spring 2019 CAASPP</p> <p>Lexia ELA-Online</p> <p>Math Data/Formative Assessments</p> <p>GSS- pilot assessment</p> <p>Teacher grades including progress reports, and data reports.</p>	<p>What were the findings from the analysis of this data?</p> <p>As a school site teachers/Admin used:</p> <ul style="list-style-type: none"> • Renaissance STAR ELA & Early Literacy/Mathematics Screening Reports • District CFA CAASPP aligned Benchmarks • SBAC/CAASPP <p>STAR Growth Reports show overall growth in both Reading and Math in all grade levels in terms of scaled scores:</p> <p>STAR Reading Scaled Score Growth Report (As of December Winter Benchmark)</p> <p>Kinder Early Lit: +27</p> <p>Grade 1: +5</p> <p>Grade 2: +49</p> <p>Grade 3: +44</p> <p>Grade 4: +44</p> <p>Grade 5: +29</p> <p>STAR Math Scaled Score Growth Report (As of December Winter Benchmarks)</p> <p>Grade 1: +41</p> <p>Grade 2: +67</p> <p>Grade 3: +66</p> <p>Grade 4: +38</p> <p>Grade 5: +20</p> <p>All students are sent to school-wide MTSS classes designed to cater to the needs of grade-appropriate groups. (e.g. Based on STAR Screening Reports and other multiple measures, a 4th grade student may be placed in a 2nd grade MTSS group for a more appropriate MTSS instruction)</p>	<p>How will the school monitor the progress of this goal?</p> <p>We will revisit our progress weekly, monthly, quarterly, and annually through progress monitoring and evaluation.</p> <ul style="list-style-type: none"> • Online assessments aligned with district wide ELA & Math Grade From Jan. 2018 to writing. • Online STAR Math Assessment Beginning of Winter, and • Site teachers Admin will collect all data from STAR, and Learning <p>Where can a budget for the proposed expenses for this goal be found?</p>
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STAR Early Literacy Data (Based on Dec. Winter Screening Report)

Kinder

- 32% At or Above
- 12% On Watch
- 15% Intervention
- 41% Urgent Intervention

\STAR Reading Data (Based on Dec. Winter Screening Report):

Grade 1

- 47% At or Above
- 5% On Watch
- 13% Intervention
- 34% Urgent Intervention

Grade 2

- 32% At or Above
- 4% On Watch
- 17% Intervention
- 47% Urgent Intervention

Grade 3

- 27% At or Above
- 18% On Watch
- 12% Intervention
- 43% Urgent Intervention

Grade 4

- 22% At or Above
- 18% On Watch
- 33% Intervention
- 27% Urgent Intervention

Grade 5

- 20% At or Above
- 12% On Watch
- 31% Intervention
- 37% Urgent Intervention

STAR Math Data (Based on Dec. Winter Screening Report):

Grade 1

In the Cost and Fun
Section

- 50% At or Above
 - 19% On Watch
 - 17% Intervention
 - 14% Urgent Intervention
- Grade 2
- 33% At or Above
 - 12% On Watch
 - 27% Intervention
 - 29% Urgent Intervention
- Grade 3
- 35% At or Above
 - 19% On Watch
 - 13% Intervention
 - 33% Urgent Intervention
- Grade 4
- 38% At or Above
 - 18% On Watch
 - 29% Intervention
 - 16% Urgent Intervention
- Grade 5
- 43% At or Above
 - 10% On Watch
 - 18% Intervention
 - 29% Urgent Intervention

Our CAASPP ELA data show 11.10% growth from 2017 to 2018 school year, more than our goal of 5% increase. Our CAASPP Math data on the other hand show only 0.80% increase from the previous year's. The subgroups that did not show growth in ELA and Math are SpEd and EL.

2018-2019 Goal: During 2018-2019, the school will continue to implement a school-wide ELA & Mathematics multi-tiered system of support to meet the academic needs of all students/subgroups as measured by Common Formative Assessments, Benchmarks (CFA), and Progress Monitoring Reports. In order to ensure a holistic, balanced ELA program, writing continues to be our school's focus.

include staff development with the use of Thinking Maps and ACE Strategy. AES will also adopt the use of Khan Academy as an MTSS resource and likewise participate in the NGSS state assessment, provide staff development in the Next Generation Science Standards, and participate in the district wide science fair.

To address the needs of the SpEd and EL subgroups (the subgroups that did not do well in CAASPP), we have purchased and used interactive Reading, MobyMax, and Touch Math for SpEd students. We have also intensified use of EL strategies and programs such as Thinking Maps, and Ellevation. Moreover, we have conducted more effective data checks and chats, student progress monitoring (SPMC), Professional Learning Community (PLC), and collaboration to more effectively implement MTSS.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>2018-June 2019</p> <p>Review the math levels of students on STAR ELA and district data and utilize this information in planning and implementing a multi-tiered support (MTSS) for students using the Wonders & Go curriculum along with recommended intervention materials to address individual mathematical needs of students/subgroups to meet ongoing needs of student</p>	<p>Site Adm.& AAIAC, Lexia Learning & STAR Champions, Grade Level PLCs, Classroom Teachers,</p>	<p>By Sept. 30th, 2018</p> <p>Collect and analyze district and school-level summative and formative Math Data; identify all students through the process of Math instruction needing intervention, enrichment and/or specific CCSS mathematical needs.</p> <p>End of Each New MTSS Cycle 2018/2019 in teacher PLCs, 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. Further discuss the use of Khan Academy and Go Math online resources on Think Central to include hands on math manipulatives</p>	<p>Title I \$2000.00</p> <p>None</p>

GOAL: 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 Multilingual/L2 Learner/GLAD, Academic Language Development, and formative and diagnostic assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-June 2019 Implementation and evaluation of the Math & Intervention program.	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Aug. 2018-June 2019 Select and/or develop Math/ELA intervention materials and resources; purchase supplementary instructional materials to include Explode the Code and Corrective Reading materials needed for MTSS/RTI (response to interventions) groups.	\$2,000 for Instructional Math Materials from Title I
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Develop math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved Math/ELA intervention programs and benchmark assessments.	District Paid
	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Develop a master schedule that reflects allocated time for Math/ELA interventions during site staff meetings. Schedule and provide initial training for instructional staff and schedule follow up professional development activities in the areas of: <ul style="list-style-type: none"> ● Touch Math/Explode the Code & Corrective Reading (MTSS/RSP) 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 For the use of enhancing Math/ELA materials already in place. Site IT ancillary duty teacher 	None \$1000.00 for Professional Development to include training and substitute from Title I

		<p>will be given any P/D necessary to accomplish this goal.</p> <ul style="list-style-type: none"> Ren-Learn Math Tools Math/STAR ELA Math professional development will be available for all grade level teachers for the purposes of developing MTSS groups. Site IT ancillary duty teacher will be given any P/D necessary to accomplish this goal. 	\$1,000.00 From Tit
018-June 2019	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	<p>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 through data chats.</p>	Title II \$1175
cycle of inquiry plement the mathematics on program and ngoing evaluations ne student and utcomes and going program	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	<p>MTSS Cycle: (5 weeks) Continue cycle of inquiry with all staff: monitor program implementation and analyze student data at the end of each 5 week MTSS rotation.</p>	Title II \$1175
	School Site Council members and Chairperson	<p>Quarterly and Annually: Monitor and evaluate Math/ELA intervention program goals and objectives; determine if goals and objectives are being met.</p> <p>Findings will be reflected in the SSC minutes.</p>	Title II \$1175
018-June 2019	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	<p>Aug. 2018-June 2019</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>	District Paid
Department of Instruction tent Standards			

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-June 2019 Implementation of Instructional Strategies, and online Math based	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Aug. 2018-June 2019 Plan and implement uniform strategies and interventions for targeted students identified at strategic and intensive levels in Math/ELA with the use of grade level MTSS teachers. Grade level teams will discuss data in their PLCs. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments. Use of a systematic approach for targeting students' instruction/interventions in mathematics by using Ren-Learn and EADMS data. 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.	District Paid Additional see #6 District Paid As above for technology upgrades to support instruction from Title I & LCFF-FO
2018-June 2019 Learning Times	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Aug. 2018-June 2019 Support before and after school intervention programs as evidenced by attendance and expenditure reports.	\$1964 for Before and After School Tutoring/Center Extra Duty Hourly Title I & IV

2018-June 2019	Services for and Parents	Site Adm.& AAIAC, STAR Champions, PLC/Leadership Team, Classroom Teachers	Aug. 2018-June 2019 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.	\$1,000.00 From Title I
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Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between school and home, encourages parent and community involvement, and focuses on improving the school climate for all students. **Decrease suspensions and increase attendance to over 98%**

GOAL #3: School suspensions will decrease by 15% by the end of the 2nd semester of 2018-2019 School Year by using school-wide Positive Behavior Supports.

What did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> Referral Rates Referral Rates Mountain Children’s Center Referral Documentation of SST Meetings Check In/Check Out Logs Expectations for Locations Life Skills Lesson 	<p>As we look at SWIS and CICO (check-in, check-out) tier II 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>The school will monitor referral, suspension, and PBIS Tier I, II, III interventions, suspension rates throughout the school year to ensure we are on track to decrease suspensions.</p> <p>Where can a budget plan of the projected expenditures for this goal be found?</p> <p>In the Cost and Funding Source Section</p>

GOAL #4: During 2018-2019, the school will implement a school-wide system Positive Behavior Intervention and Supports System to ensure access to Tier One, Tier Two, and Tier Three supports appropriate to their needs.

Start/End Date	Person(s) Responsible	Task	Cost and Funding Source
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<p>2018-June 2019</p> <p>Person will act as substitute to support the intervention on campus</p>	<p>Site Adm.& AAIAC, and Tier I, II, III PBIS Teams, SST Coordinator and Team, Classroom Teachers</p>	<p>Aug. 2018-June 2019</p> <p>Collect and analyze school-level PBIS data to identify all students that need support.</p> <p>Receive PBIS training and train other staff as needed with several dates throughout the year.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.</p>	<p>\$1,500.00 for training substitute costs from Title IV</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>2018-June 2019</p> <p>Interventions will be taught and reinforcement in all Classroom through PBIS interventions and interventions matrix.</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>\$1100 From Title I</p>

will be offered and III as needed I Instruction has	Site Adm.& AAIAC, Tier I, II, III PBIS Teams, and Classroom Teachers	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. Tier Three students will then have an SST scheduled/completed and fulfill any additional goals.	\$1,000.00 From Title IV
	Site Adm.& AAIAC, Tier II team, SELPA support	The Tier II team will receive further support from SELPA/DMCC	County SELPA
	Site Administration, Tier I, II PBIS Team	Online SWIS account, and technology .	AESD Grant
2018-June 2019 School Ambassadors as Tier One, Tier Tier Three ive measure to ne school culture	Site Adm.& AAIAC Safe School Ambassador Team Tier II team, SELPA support	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. To include anti-bullying assembly, annually. Box Out Bullying	\$500.00 for Training/Substitute From Title IV \$1,100 From Title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-June 2019 Counselors will Tier Two and	Site Administration, Certificated Staff, Classified Staff, SELPA Counselors	Provide strategies in social skills and building team - work ethics to improve the culture on our campus. -Three intervention creating individual, small group, whole class interventions.	County SELPA
Teacher/Admin ing district wide	District Personnel, Principal	Provide an in depth review of proper SSC (school site council) procedures, who should be on the council, and appropriate timelines.	District Paid
Informed al development	Teachers, AAIAC and Principal	November 2018 All district certificated staff will attend presentation by Dr. Powell describing statistical data on the effects of trauma on our students.	District Paid

with Sped support to include: IEPs & tutions. .	Teachers, AAIAC and Principal	October-November 2018	District Paid
Administrative	Teachers & admin	August to April 2018	District Paid
School program Creative Brain	District Admin & Creative Brain Principal	Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle school are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brain staff, site administration and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc.	AESD Grant Funded

Centralized Services for Planned Improvements in Student Performance

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

ralized 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

Programs Included in this Plan

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. 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 amounts on these pages 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) available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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

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

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

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

The school 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 reluctant and parenting students to succeed in school	\$	<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"/>
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"/>

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"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	\$0.00	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school

Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$38,716.00	<input checked="" type="checkbox"/>
Title I, Part A: Parental Involvement (if applicable under Section 8[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make 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 subtraction from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

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"/>
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	3,525	<input checked="" 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
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
Program 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 Title IV	\$	6,350	<input checked="" type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school			
Amount of state and federal categorical funds allocated to this school		\$48,591.00	

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. Do not delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the benefit of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Center at 916-319-0845.

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

School Site Council Membership

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal; one parent or community member; and, in secondary schools, pupils selected by pupils attending the school.² The current membership 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"/>
Maria Sandoval	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robin Brown	<input type="checkbox"/>	<input checked="" 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"/>
Alejandra Alvarado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Osorio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mychelle Campbell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amanda Quiroga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blanca Velez	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

C reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements are appropriate, 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 and integrated plan to reach stated school goals to improve student academic performance.

SPSA was adopted by the SSC at a public meeting on: 12/19/18.

of School Principal

_____ Ramon Rizo _____
Date

of SSC Chairperson

_____ Mychelle Campbell _____,
Date