

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: Baker Junior High School

District: Baker Valley Unified School District

County-District School (CDS) Code: 36-73858-3630076

Principal: Ronda Tremblay

Date of this revision: April 2016

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 _____ .



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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:

LCAP GOAL: Support and enhance student achievement and educational opportunities for all students, including ELs.

SCHOOL GOAL: *All students will increase one proficiency band according to the CAASPP, or maintain their current level if already in Exceed Standards.*

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?
Results from the CAASPP (2016), California English Language Development Test (CELDT), and local ELA assessments.	<p>School Wide: 45% of the students met or exceeded the standard on the CAASPP Examination for the 2016 testing year.</p> <p>Breakdown:</p> <p>Grade 6: 18% met or exceeded the standard in ELA. Grade 7: 63% met or exceeded the standard in ELA. Grade 8: 58% Met or exceeded the standard in ELA.</p>	<p>The teachers through Professional Learning Communities for individual students will analyze formative and summative assessments, by class, and by grade level for academic gains in ELA.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Page 17</p>

STRATEGY: During the school year 2016-2017, the students will be taught using effective and proven teaching strategies, including strategies aimed at facilitating learning for ELs and SWDs in all class settings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on ELA instruction completely aligned with the Common Core State Standards in all grades.	Teachers and Administrators	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Enhanced professional development opportunities for teachers in the best practices for implementing and delivering rigorous CCSS-centered instruction.	Teachers and Administrators	Teachers will continue to pursue additional professional development opportunities emphasizing ELA practices that will enhance learning for all students. (Throughout the school year).	None
(Throughout the school year) Implement technology-based ELA instruction in and out of the classroom to increase student learning and participation..	Teachers and Administrators	Teachers will continue to increase technology-based learning and instruction delivery to all students. This instruction will be delivered to the students through the use of Google Classrooms, Google Docs, other programs offered through Google Drive, and other programs that enhance student learning and participation. (Throughout the year).	None
(Throughout the year) Teachers will use the PLC time to analyze student data to guide instruction and intervention practices.	Teacher and Administrators	Teachers will meet during designated PLC times to analyze student data and plan the appropriate sequence of lessons to guide students towards mastery of the desired CCSS goal. (Twice Monthly)	None
(Throughout the year) The Principal would conduct clinical observations to ensure that students receive standards based instructions.	Administrator	Principal will observe and provide feedback to the teacher to ensure that appropriate instruction delivery is being implemented in the classroom. Principal will also ensure that all students, including EL and SWD, are receiving appropriate and rigorous instruction through scaffolding and differentiation.. (Throughout the year)	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the year) Consistent monitoring of student progress in ELA through Engrade will be available to all students and parents.	Teachers and Administrators	Input all grades into Engrade to allow the students and parents ample time in advance to monitor the progress towards mastery of ELA standards. This will allow the students and parents to know in real time the progression and allow interventions to be implemented throughout the year to ensure success. (Throughout the year)	None
(Throughout the school year) Design and implement effective assessments to gage the students progression towards mastery of ELA standards.	Teachers and Administrators	Use assessments created by McGraw-Hill's StudySync for progress monitoring. Also use teacher-created assessments to bring in more data to analyze about student progress. Will also use a variety of informal assessments for immediate feedback on student success (throughout the year)	None
(Throughout the school year) Provide instruction in ELA while bringing in other disciplines to allow work to become more meaningful to students.	Teachers and Administrators	Include multiple disciplines into ELA to make learning more meaningful to students. Work collaboratively with teachers from other disciplines to incorporate a multi-discipline approach. (Throughout the school year)	None
(Throughout the school year) Improve students' academic performance by providing extra time after hours to support their learning.	Teachers and Administrators	Provide opportunities to the students to enhance their skills by supporting their learning during the after school program. (Throughout the school year)	\$15,000 from Unrestricted General

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Improve and encourage parental and community involvement in respect to the student's success.	Teachers and Administrators	Reach out to bring parents and community members into the classroom so they can help shape their child's learning experience. Allow students, teachers, and parents to plan a path to success by providing meaningful instruction that is relevant to their lives. (throughout the year)	None
(Throughout the year) Send home student assessment results in a timely manner including CEDLT and CAASPP test results, report cards and ongoing assessment results in parent's language and in a format that is easily understood by parents.	Teachers and Administrators	Parents would receive frequent updates regarding the student's progress towards success and mastery of all ELA standards. Results given will include CAASPP, CELDT, midterms, finals, and all other assessments that provide the needed information in a timely and consistent manner. (throughout the year).	None
(Throughout the year) Familiarize the students with the 21 st Century skills and themes needed to meet the demands of the global economy.	Teachers and Students	The lessons would be focused on the preparing the students with the 21 st Century skills and themes so that they can meet the demands of the colleges and careers they pursue. Emphasis would be on the global themes and integration of disciplines in order to make the content relevant to them. (Throughout the year)	None

LCAP GOAL: Support and enhance student achievement and educational opportunities for all students, including ELs.

SCHOOL GOAL: *The school wide proficiency rate on the CAASPP will increase to 15% in math.*

<p>What data did you use to form this goal?</p> <p>Standardized Testing and Reporting (CAASPP), California English Language Development Test (CELDT), and local Math assessments.</p>	<p>What were the findings from the analysis of this data?</p> <p>School Wide: 9% of students in grades 6 to 8 were proficient on the CAASPP for the 2016 testing year.</p> <p>Breakdown: Grade 6: 0% met or exceeded the standard in math. Grade 7: 0% met or exceeded the standard in math. Grade 8: 25% met or exceeded the standard in math.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The teachers through Professional Learning Communities for individual students will analyze formative and summative assessments, by class, and by grade level for academic gains in Math.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Page 17</p>
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STRATEGY: During the school year 2016-2017, the students will move from their current level of not understanding the concept of functions to being able to recognize functions in real-world and mathematical situations at a high school standard level.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>(Throughout the school year)</p> <p>Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.</p>	<p>Math Teachers, Principal</p>	<p>The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.</p>	<p>None</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Increase focus on the Math Practice Standards to address the skills student need to meet the demands of the 21 st century global economy.	Math Teachers, Principal	Teachers would focus on lesson planning with emphasis on Unit by Design in order to align them with the CCSS and CCR standards. (Throughout the year).	None
Throughout the school year) Enhance professional development for teachers and develop a process to share these strategies with a systematic implementation plan.	Math Teachers, Principal	Teachers will use the professional development template and share the highlights of the trainings they attend so all staff may benefit from them. A plan to implement and monitor these strategies will be place.(Throughout the school year)	None
(Throughout the school year) Continue to use performance-based instruction in all grades.	Math Teachers, Principal	Teachers would enhance the lessons with the frequent use of performance-based activities and focus on increasing students' critical thinking skills. They will use Depth of Knowledge level of questioning for the assessments to determine their mastery. (Throughout the year).	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the year) Teachers will use the PLC time to plan and discuss the implementation of various strategies.	Math Teachers, Principal	Teachers will meet during the PLC time every two weeks to discuss and plan various teaching strategies teachers tied to student achievement and progress. (Twice Monthly)	None
(Throughout the year) The Principal would conduct clinical observations to ensure that students receive standards based instructions.	Ronda Tremblay	Principal will use the knowledge and skills gained in materials-based training to ensure full implementation of the CCSS Math adopted programs and instruction of the grade level content standards. (Throughout the year)	None
(Throughout the year) Consistent monitoring of the students progress will be done using Engrade, the online grading system and inform students and parents about their progress.	Math Teachers, Principal, Business Manager	Inform the student about the academic standards and expectations at that beginning of each unit of study. (Every three to four weeks)	\$700 from unrestricted general
(Throughout the school year) Design effective assessments to gauge student learning and provide support as needed to students who may struggle with concepts.	Math Teachers, Principal	Twice Monthly Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Provide instruction to small groups of students and scaffold their learning.	Math Teachers, Principal, Education Specialist	Continue to provide daily small group targeted instruction by grade level based on student's instructional need. (Throughout the school year)	None
(Throughout the school year) Increase collaboration among disciplines to integrate CCSS standards and make the content relevant to student learning.	Math Teachers, Principal	Maximize and improve integration among disciplines to provide students with cross-curricular learning opportunities. Teachers would use their PLC time to plan collaborative units, which would integrate the CCSS standards. (Throughout the school year)	None
(Throughout the school year) Improve students' academic performance by providing extra time after hours to support their learning.	Tutoring Teachers, Principal, Business Manager	Provide opportunities to the students to enhance their skills by supporting their learning during the after school program. (Throughout the school year)	\$15,000 from unrestricted general
(Throughout the school year) Improve and encourage parental and community involvement in the refinement and revision of the school's statements and SPSA.	Math Teachers, Principal	The SSC meetings and other workshops would be used to inform parents about the revisions needed to be made to the SPSA and provide them the opportunities to provide feedback to this process. (Four times a year).	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(September 2015-May 2016) Improve parental access to the Engrade grading system by providing access to computers and training on how to access the system.	Math Teachers, Principal, Office Personnel	The teachers would use Back-to-school- Night and parent teacher conferences to inform parents about the online grading system and provide them access to their students' grades. (September to May).	None
(October to May 2016) Send home student assessment results in a timely manner including CEDLT and CAASPP test results, report cards and ongoing assessment results in parent's language and in a format that is easily understood by parents.	Math Teachers, Principal,	(Quarterly) Parents would receive frequent updates regarding the assessment results of their student and all CAHSEE and CELDT test scores would be released to them in a timely manner. (October to May 2016).	None
(Four times a year) Use the School Site Council meetings to share ongoing student progress in Math (assessment data) and discuss what needs to be implemented to make greater progress.	Math Teachers, Principal, SSC Team	(Four times during the school year.) Ongoing discussions on the existing programs and researching the need for new programs to enhance student achievement would be the focus of these meetings.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the year) Familiarize the students with the 21 st Century skills and themes needed to meet the demands of the global economy.	Teachers, Principal	The lessons would be focused on the preparing the students with the 21 st Century skills and themes so that they can meet the demands of the colleges and careers they pursue. Emphasis would be on the global themes and integration of disciplines in order to make the content relevant to them. (Throughout the year)	None
(Throughout the year) Continue to use local and state assessment results to make instructional decisions for each student in Math.	Math Teachers, Principal, Business Manager	Monitor students progress every quarter and ensure students are supported with the necessary skills needed to succeed. (Throughout the year)	None

LEA GOAL: English Language Learners: All EL students will meet the following Annual Measurable Objectives (AMO) in English language development and in ELA and Math:

- AMO 1: EL students will increase one proficiency band on their overall CEDLT results.
- AMO 2: EL students will achieve at least a 80% average in their core general education classes.

SCHOOL GOAL: By the conclusion of the 2016-17 school year, the students will be able to use language and skills necessary for college and career ready standards and Math Practice Standards necessary for the English language learner to be successful in schools.

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?
Testing and Reporting (CAASPP), California English Language Development Test (CELDT), and district Math and ELA local assessments.	<p>School Wide: 28% of ELD students scored proficient on the CAASPP in both ELA and math.</p> <p>Breakdown:</p> <p>Math: 7% of the ELD students scored proficient on the CAASPP in Math.</p> <p>ELA: 21% of the ELD students scored proficient on the CAASPP in ELA.</p>	<p>Language development will be monitored and evaluated using results from CELDT testing. Math and ELA progress will be monitored and evaluated using local formative and summative assessments.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Page 17</p>

STRATEGY: During the school year 2016-2017, the students will advance and make progress on the CLEDT level from the previous year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>(Throughout the school year)</p> <p>Increase focus on the Math Practice and ELA Anchor Standards to address the skills students need to meet the demands of the 21st century global economy.</p>	Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Increase focus on the Math Practice and ELA Anchor Standards to address the skills students need to meet the demands of the 21 st century global economy.	Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Beginning of the year) Purchase Study Sync ELA curriculum with ELD integration.	Teachers, Principal, Business Manager	Purchase Study Sync from McGraw-Hill and training teachers on how to use the program.	\$3,620 (LCFF) Unrestricted, Supplemental and Concentration Grant Funds
(Throughout the school year) Develop the EL's academic English language proficiency by providing them ELD instruction for 1 period a day.	ELD Teacher, Principal, Office Personnel	Utilize Study Sync's standalone ELD programs as the primary ELD instruction curriculum. The students would receive one period of ELD instruction on a daily basis.	None
(Throughout the school year) Principal will use the knowledge and skills gained in materials-based training to ensure full implementation of the CCSS Math and ELA adopted programs and the appropriateness of instruction regarding EL's and the content standards.	Principal, County Trainers	Through clinical observations and lesson plans, the principal would ensure that teachers provide appropriate instruction to the EL students in order to provide them complete access of the core subjects.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Increase focus on the Math Practice and ELA Anchor Standards to address the skills students need to meet the demands of the 21 st century global economy.	Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Continue to provide sheltered instruction in every class using SDAIE strategies to facilitate access to the core curriculum for all EL's.	Teachers	All teachers would incorporate SDAIE strategies to increase EL participation and interaction with the lessons.	None
(Throughout the school year) Provide twice-monthly PLC meeting time for teachers facilitated by principal tied to EL student achievement and progress and affective teaching strategies.	Teachers, Principal	Teachers would continue to meet twice a month during the PLC time to discuss student achievement and use of appropriate teaching strategies to enhance learning for EL students.	None
(Throughout the school year) Inform the student about the academic standards and expectations at that beginning of each unit of study.	Teachers	Teachers would inform students about the academic standards, goals, and objectives in the beginning of each unit so the students are aware of what they need to do and can reach out for extra support as needed.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Increase focus on the Math Practice and ELA Anchor Standards to address the skills students need to meet the demands of the 21 st century global economy.	Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency.	Teachers	All teachers would use appropriate curriculum based assessment strategies to determine what the students know so that learning strategies can be targeted to help them go to the next level of performance. Meaningful assessment would guide further instruction.	None
(Throughout the school year) Include in the master schedule one period devoted to ELD instruction.	Teachers, Principal, Office Personnel	The master schedule would include a period for ELD instruction and the teacher would use Dr. Kate Kinsella's program to provide instruction and support.	None
(Throughout the school year) Maximize and improve integration among disciplines to provide students with cross-curricular learning opportunities.	Teachers, Principal	With the implementation of CCSS, the teachers are cognizant about the integration among disciplines and would use the PLC time for planning and collaborating shared strategies and lessons to better equip the students with the 21 st century skills.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(Throughout the school year) Increase focus on the Math Practice and ELA Anchor Standards to address the skills students need to meet the demands of the 21 st century global economy.	Teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None
(Throughout the school year) Improve and encourage parental and community involvement in the refinement and revision of the school's statements and SPSA.	Teachers, Principal, Office Personnel	The teachers and the principal would plan assemblies to improve and encourage parental and community participation in the revision and refinement for the school statements. Their feedback would be taken into consideration and they would be kept abreast of any changes being made to the already existing school statements.	None
(Throughout the school year) Improve parental access to the Engrade grading system by providing access to computers and training on how to access the system.	Teachers, Principal, Office Personnel	The teachers would continue to use Engrade online grading system to inform students and parents about their academic performance. The students and parents would continue to use their unique access codes to view their progress any time.	None
(Throughout the school year) Use the School Site Council meetings to share ongoing student progress for EL's in ELA and Math and discuss what needs to be implemented to make greater progress.	SSC Team, Principal	The SSC meetings would be conducted four times during a school year to oversee the effectiveness of Math and ELA programs and research for new programs to better suit the needs of the students.	None

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, 3

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)
Purchase of McGraw-Hill's StudySync program, professional development, and program implementation.	August 8, 2016 – May 25, 2017	\$3,620	\$3,620	LCFF, unrestricted, Supplemental and Concentration Grant
After School Tutoring	August 8, 2016 – May 25, 2017	\$15,000	\$15,000	LCFF, unrestricted, Supplemental and Concentration Grant

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.

Please duplicate this form as necessary.

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.

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), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$3,620	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$2500	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$2500	<input type="checkbox"/>
<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"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<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 type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$8620	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>

<input 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).	\$		<input 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 ³	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this	\$		

³ 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.

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

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

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ 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
Krystal Macias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ronda Tremblay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margarita Linares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brandi Packer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristy Chambers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tina Delgadillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Gold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mari Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alyssa Bowman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keyla Macias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Justin Bracken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	3	3

⁴ EC Section 52852

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: December 8, 2016.

Attested:

Ronda Tremblay

Typed name of School Principal
Eric Gold

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

