

Single Plan for Student Achievement 2018-2019

Delaine Eastin Elementary School



The Single Plan for Student Achievement 2018-2019

School: Delaine Eastin Elementary School

District: New Haven Unified

County-District School (CDS) Code: 01-61242-6118525

Principal: Carla Gaymon-Victor

Date of this revision: October 17, 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 November 13, 2018.



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:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: ENGLISH LANGUAGE ARTS (ELA)

California Dashboard Academic Indicator – ELA

In 2018-19, Delaine Eastin Elementary (EAS) will improve the status of the Academic Indicator in ELA for “Hispanic/Latino” students by the “Current Status” (Average Distance from Level 3) from -7.4 to -12.1 and the “Change (Difference Between Current Status and Prior Status)” from -1.2 to 3.

By Spring of 2019, the individual student **GROWTH** percentage for kindergarten through 5th grade, as measured by the **Northwestern Evaluation Association (NWEA) for Reading**, will improve as follows so that 100% of students at each grade level will meet or exceed their growth targets by the Spring of 2021:

Grade Level - Goals by Grade Level:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 9% from 51% to 60%
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 12% from 68% to 80%
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 19% from 62% to 74%
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 18% from 51% to 69%
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 73% to 78%

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd Grade through 5th Grade, as measured by **Smarter Balanced Assessment Consortium (SBAC) for Reading**, will improve as follows:

SBAC Reading Proficiency By Spring 2019

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd Grade through 5th Grade, as measured by **SBAC for Reading**, will improve as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 77% to 82%
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 11% from 70% to 81%
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 66% to 71%

By Spring of 2019, our **3rd grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**, will improve as follows:

- The percentage of African American students meeting or exceeding their proficiency will increase by 5% from 75% to 80%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 82% to 87%

- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 79% to 84%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 55% to 60%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 55% to 60%
- The percentage of English Learner students meeting or exceeding their proficiency is N/A. Not a sufficient number of students in subgroup.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 0% to 5%

By Spring of 2019, our **4th grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**, so that 100% of each sub-group will be proficient by the Spring of 2021:

- The percentage of African American students meeting or exceeding their proficiency will increase by 5% from 50% to 55%
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 79% to 84%
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 59% to 64%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 44% to 49%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 18% from 60% to 78%
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 17% to 22%
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 33% to 38%

By Spring of 2019, our **5th grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**, so that 100% of each sub-group will be proficient by the Spring of 2021:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 5% from 40% to 45%
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 75% to 80%
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 66% to 71%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 2% from 67% to 69%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 52% to 62%
- The percentage of English Learner students meeting or exceeding their proficiency will increase in reading by 5% from 5% to 10%
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 15% from 40% to 55%

What data did you use to form this goal?	What were the findings from the analysis of this data? (Update Analysis Spring 2018 Data)	How will the school evaluate the progress of this goal?
<p>NWEA Reading Scores - Spring 2018</p> <p>California Dashboard Data 2018</p> <p>SBAC Scores - June 2018</p>	<p>Approximately 70% of K-5 students are scoring at proficiency in NWEA; only 50% of the students are meeting their yearly growth target.</p> <p>Approximately 70% of students are meeting ELA proficiency on SBAC. The EL population and low Socio-Economically Disadvantaged students are achieving growth targets and proficiency at a much lower rate than all other sub groups.</p>	<p>Staff will collect and analyze:</p> <ul style="list-style-type: none"> ▪ Fountas & Pinnell Reading Scores by class and grade level ▪ NWEA (fall, winter and spring) ▪ Report Card Grades – 3 trimesters ▪ SBAC standards based assessment ▪ School wide and grade level adaptive action cycles data <p>Administration:</p> <ul style="list-style-type: none"> ▪ Instructional Leadership Team (ILT)/Leadership guidance ▪ Weekly Admin meetings & staff PD planning ▪ Classroom Walkthroughs to give feedback to colleagues.

STRATEGY: During 2018-19, each grade level team will continue into year four of the Comprehension at the Core Tool Kit lessons and analyzing student work. Teachers will focus on the continued implementation of the balanced literacy framework including Rigorous Curriculum Design (RCD) Units into the Wonders ELA curriculum, with specific focus on the five elements of the balanced day: Critical Literacy, Writing Workshop, Shared, Guided and Independent Reading, and other research-based literacy strategies with an emphasis on planning for and implementing the Common Core State Standards. Fountas & Pinnell and NWEA assessments will be given multiple times during the year to monitor progress. All students that are not meeting proficiency will receive additional intervention during the year utilizing the F&P intervention kits. Grade level teams will review/sort student writing and implement support colleagues with instructional feedback during team planning days. All teachers will receive support and training to continue implementation of Personalized Learning and Universal Design Learning (UDL) during staff meetings and PD on minimum days. All grade levels will refine the site plan for vertical alignment in the area of student ownership and reflection.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Hire intervention paraprofessionals to work collaboratively to organize, implement, and monitor Fountas and Pinnell LLI Intervention for 1st-5th grade.	Principal, Assistant Principal	Classroom Teachers: Grade levels 1st-5 th will work collaboratively to identify students in need of intervention based on common assessments. Para educators will be trained in Fountas and Pinnell and guided reading. This position will provide small group instructional opportunities for selected students at all grade levels. The position will be paid hourly at \$14 an hour to work 4 hours per day 4 days per week.	\$6,150 LCFF (1005)
Utilize collaboration time, minimum day Professional Development days, staff meetings and two grade level articulation and planning days to analyze student work to inform next steps in instruction	K-5 Grade Level Teams, Principal, Assistant Principal	Collect and analyze SBAC, ELPAC, NWEA, Fountas & Pinnell reading assessments to determine levels and needs of all students. Collaborate to plan classroom lessons and support student needs to implement instruction. Create walkthrough tools in the first few weeks of the school year that support feedback for teachers through the lens of Personalized Learning.	\$6,300 LCFF (4001)
For students not making adequate progress towards levels of proficiency, teachers will document actions taken to support student learning and refer students to the sites new COST team for further support of needs.	Classroom Teachers, Psychologist, Instructional Coach, Principal, Assistant Principal, Speech Therapist, Resource Specialist	Through the COST team, IEP, SST meetings will be scheduled for students not showing adequate progress despite interventions. Provide sub release time for teachers to attend SST to discuss students who are struggling with academics, behavior, etc.	\$2,100 General Fund (3001)
Provide parent education classes and events to target literacy support for students. Specifically highlighting EL students.	Principal, Assistant Principal, English Learner Advisory Committee (ELAC) Classroom Teachers	Events: Winter Family Reading Night Spring Writing Celebration ELAC/Academic Parent Teacher Team (APTT) Parent Workshops (4x) Provide Admin/Parent conversations around Personalized Learning 2-3x	\$500 General Fund (3002)

Media Books, websites and non-fictional support materials, and subscriptions. Also home / school reading support materials.	Media Technician, Grade Level Teams	School wide use of RazKids Online Reading program. Non Fiction/Scholastic News weekly editions K-5. Grade level discussion on how to use materials to differentiate instruction to personalize learning.	District Funded \$5,056 ASB (4005)
Teacher Leaders will support teachers to realign report card and progress report tools for grading. Support writing calibration and RCD.	Principal, K-2 Assessment Lead Teachers	The various Teacher Leaders will meet with staff during staff meetings, afterschool intervention, and on an hourly basis when needed to discuss implementation of using data to inform instruction. (Approximately 15 hours via time card)	\$600 LCFF (1003)

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 2 – SCHOOL GOAL: Mathematics

California Dashboard Academic Indicator – Math – N/A

NWEA Growth - Mathematics

By Spring of 2019, the individual student **GROWTH** percentage for kindergarten through 5th grades, as measured by the **NWEA for Mathematics**, will improve as follows:

Grade Level - Goals by Grade Level:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 14% from 66% to 80%
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 66% to 76%
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 11% from 75 % to 86%
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 17% from 42% to 59%
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 15% from 70% to 85%

SBAC Math Proficiency

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd Grade through 5th Grade, as measured by **SBAC for Mathematics**, will improve as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 75% to 80%
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 6% from 65% to 71%
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 60% to 65%

By Spring of 2019, our **3rd grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**, so that 100% of each sub-group will be proficient by the Spring of 2021:

- The percentage of African American students meeting or exceeding their proficiency is N/A. Not a sufficient number of students in subgroup.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 81% to 86%
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 9% from 72% to 81%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 4% from 65% to 69%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 60% to 65%
- The percentage of English Learner students meeting or exceeding their proficiency will increase by 10% from 43% to 53%
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 20% to 25%

By Spring of 2019, our **4th grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**, will improve as follows:

- The percentage of African American students meeting or exceeding their proficiency is N/A. Not a sufficient number of students in subgroup.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 76% to 81%
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 55% to 60%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 56% to 61%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 9% from 50% to 59%
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 13% to 18%
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 4% from 33% to 37%

By Spring of 2019, our **5th grade students** in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**, so that 100% of each sub-group will be proficient by the Spring of 2021:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 5% from 20% to 25%
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 5% from 70% to 75%
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 5% from 60% to 65%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 10% from 46% to 56%
- The percentage of Socio-Economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 9% from 40% to 49%
- The percentage of English Learner students meeting or exceeding their proficiency will increase in reading by 5% from 0% to 5%
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 21% from 50% to 60%

What data did you use to form this goal?	What were the findings from the analysis of this data? (Update Analysis from Spring)	How will the school evaluate the progress of this goal?
<p>NWEA Math Spring 2018</p> <p>California Dashboard Data 2018</p> <p>SBAC Score June 2018</p>	<p>Overall 80% of students are meeting proficiency and 60% of students are meeting their growth targets in NWEA.</p> <p>Approximately 75% of students are meeting or exceeding Math standards on SBAC.</p>	<p>Staff will collect and analyze:</p> <ul style="list-style-type: none"> ▪ NWEA (fall, winter and spring) data ▪ Report Card Grades – 3 trimesters ▪ SBAC standards based assessment ▪ Student Math Journals & Number Corner Conversations ▪ Summative assessments from Bridges ▪ School wide and grade level adaptive action cycles data ▪ Grade level meetings around student understanding of

		math and analysis of student work.
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STRATEGY: During the 2018-19 school year, EAS will use the Bridges math program as a tool to support Habits of Mind and Habits of Interaction / Math Studio practices. Teachers will utilize the Bridges math assessment pre / post tests and intervention guide as resources.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Release time for teachers to collaborate, look at student work and plan as grade level teams.	Grade Level Teams, Principal, Assistant Principal	Collect and analyze school level and district level data in math. Grade levels plan lessons around the Common Core that will teach and deepen understanding for students. Teachers will also plan common assessments, look at student work, and determine how to differentiate instruction using the Bridges Math Curriculum. Teachers will be released to plan and analyze their adaptive action cycles.	\$6,300 LCFF (4001)

LEA GOAL:
 Goal #1: We will ensure that all students are college, career and life ready.
 Goal #2: We will personalize learning in order to engage all students.
 Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.
 Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 3 – SCHOOL GOAL: English Language Learners (ELL)

California Dashboard Academic Indicator – ELL
 Will not be available due to change from CELDT to ELPAC.

What data did you use to form this goal? NWEA, SBAC	What were the findings from the analysis of this data? Due to the transition from CELDT to ELPAC and revised Reclassification Criteria, SPSA's will not include an analysis of any language assessments. Once ELPAC scores are available, Sites and SSC's will review this assessment and adjust goals and actions as appropriate." "Please see specific ELA and Math goals for specific goals for these students.	How will the school evaluate the progress of this goal? EL progress and goals will be included with the SBAC sub-groups goals for the upcoming year.
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STRATEGY: During the 2018-19 school year, EAS will continue to note EL students on data that is reviewed. Strategies will be identified for EL's specific to their needs. Teachers will be trained to implement standards based lessons during Balanced Literacy portion of the day to support the use of the EL strategies with students. Our site will continue to support our EL's and families with data and home support through ELAC/APTT. Staff will be trained, team plan and implement EL lessons (3 moments in a lesson) to support their read-aloud in the classroom, emphasizing 12 of the EL standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Release time for planning and implementing EL strategies	Principal, Director of EL Services, EL site team, Instructional Coaches	Grade level teams and administration will be provided multiple days of planning throughout the 2018-19 school to review and unpack standards, plan specific supports for language acquisition for both 1 st and 2 nd language learners.	Hourly District Funded LCAP (1002)
Utilize collaboration time, minimum PD days and staff meetings to analyze student writing through RCD.	Principal, ELPA, Office Staff, Translators	District translation services Parent/Teacher/Student conferences	Subs District Funded LCFF (4001)
Increase/double ELAC parent by participation numbers by 30%.	ELPA	Hold APTT parent workshops four times during the year to review their child's assessment data and plan next steps at home to support their child's learning. Set up parent EL information table at events to invite parents to participate. Send home letters 4 times per year to solicit parent participation in ELAC/APTT.	\$300 General Fund (3001)

LEA GOAL:

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Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard Suspension Indicator:

In 2018-19, EAS will improve their Suspension Indicator Status for "White" students from "Medium- Greater Than 1.0% to 3.0%" to "Medium- Greater Than 1.0% to 3.0% and the Change from "Increased by 0.3% to 2.0%" to "Maintained Declined or Increased by less than 0.3%".

School Student Behavioral Goal:

By Spring 2019, we will decrease the number of suspensions of students from 74 in the spring of 2017 to 58.

Site Attendance Goal:

By Spring 2018, we will increase the attendance by 1% from the 96.28% to 97.24% in positive attendance.

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?
California Dashboard Suspension Indicator Monthly and Annual Site Attendance Report Suspension/Discipline Data Event Sign-in sheets for ELAC, SSC, and PTC	White students are the only subgroup that show concerns with suspension. White students are one of the smallest subgroups in the school.	California Dashboard Suspension Indicator Monthly and Annual Site Attendance Report Suspension/Discipline Data

STRATEGY: During 2018-19, Eastin will continue Mindfulness practices into 14 classrooms. Administration will continue to make contact with families prior to independent study contract approval and recognize students for attendance at monthly assemblies. The site will continue into year three of the COST referral program to support student needs. The Character Education program created and aligned with the Graduate Profile will continue into the 2018-19 year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Continue Mindful practices to support student center, focus, behavior, and on-task learning	Classroom Teachers, Principal	Trained teachers will continue to implement Mindfulness throughout the school year. Support teachers with mindfulness workbooks to support lessons.	\$300 General Fund (3003)
Provide Thursday folders and planners for all students	Principal	To help students stay organized and to improve communication between the school and families, EAS will provide each student in grades TK-2 with a folder to go home every week with classroom and school information. Students in grades 4/5 will receive a daily planner.	\$1,200 ASB (4008)
School staff will track absences daily. School staff will notify parents of excessive absences and/or tardies by sending home attendance letters in the mail on a weekly basis. Acknowledge great attendance at monthly assemblies. Meet with each family that has interest in a leave of absence for independent study.	Principal, Assistant Principal, Office Clerk, Cost Team	Grade levels will receive perpetual trophies at monthly assemblies. Implement Classroom 99% Attendance Challenge Days (3-4 times per year) Meet with families through the SST process with families who struggle with attendance and tardies. Assistant Principal or Principal will communicate with each family that applies for independent study. The format of the meeting will stress the importance of face to face instruction, the SARB process etc.	\$500 ASB (4008)

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Family Engagement: Eastin will have a Science, Technology, Engineering and Math (STEAM) event in addition to the Science Fair. This will increase the number of attendees at the Annual Writing Celebration and create activities to engage families at high levels of interaction during these events.

What data did you use to form this goal? Parent sign in sheets	What were the findings from the analysis of this data? Based on the parent sign-in sheets and teacher log reports we had a 20% increase of parent participation. Events were aligned with Math, ELA and Science.	How will the school evaluate the progress of this goal? Comparing parent sign-in sheets year to year Analyze Parent Engagement Survey
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STRATEGIES:

- Meaningful participation: parent focus on a Specific, Measurable, Achievable, Results-Focused, and Time-Bound (SMART) goal for their child and a home activity, both linked to the data and standards via English Language Advisory Committee (ELAC) Academic Parent Teacher Team (APTT).
- Increase the variety of communication vehicles (website, blogs, Thursday Envelopes, email and text). Build a stronger sense of community and support parents as they work to support students at home academically, socially and emotionally. Hold events to promote school pride and increase a sense of community.
- Training for staff to promote fair and consistent behavior expectations in the classroom and school-wide.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Increase messaging for upcoming events, give student incentives for attending and provide childcare for families on site.	Principal, AP	Provide childcare services for Back to School Night, and ELAC/APTT meetings. Utilize Logan students and Kid's First staff needing community service. Pay yard supervisors additional hours to support childcare.	\$300 ASB (4002)
Math, Science and Literacy Workshops for families.	Principal, Assistant Principal	Family Literacy Night – Fall Writing Celebration - Spring	\$2000 ASB (1003)

Additional Statements

- School site staff is responsible for implementing this SPSA with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
- Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Teacher Induction program (BTSA).
- The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service," the MEP identifies and targets migrant students for supplemental services such as homework, tutoring, vision and dental screening and direct academic intervention with highly qualified teachers.

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 #:

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)
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>Credit recovery</p> <p>Grading and Assessment Task Force and Data Days</p>	<p>July 2017- June 2018</p>	<p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team-Paraprofessionals, Family Service Assistants</p> <p>License and Support</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p>	<p>\$50,000</p> <p>\$295,000</p> <p>\$2,500</p> <p>\$60,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>

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 school wide 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 school wide 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"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input 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	\$	<input type="checkbox"/>
<input 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	\$	<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 EL	\$	<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		\$	
Federal Programs		Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)			<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"/>
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

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.

<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 checked="" type="checkbox"/>	Other federal funds – Title 1 Part A Carryover	\$	<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 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
Carla Gaymon-Victor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Mata	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharon Zemanek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vanessa Leong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elisa Leon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna Lee Kim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diana Kniskern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristine Aguilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Hoyt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jenny Weng	<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"/>
Numbers of members in each category	1	3	1	5	0

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 Renee Othen _____ 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: October 17, 2018.

Attested:

Carla Victor
Typed name of School Principal


Signature of School Principal

10/17/18
Date

Diana Kniskern
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/17/18
Date