

Single Plan for Student Achievement 2018-2019

Guy Emanuele, Jr. Elementary School



The Single Plan for Student Achievement 2018-2019

School: Guy Emanuele, Jr. Elementary School

District: New Haven Unified

County-District School (CDS) Code: 01-61242-6115554

Principal: Clinton Puckett

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:

Contact Person:	Clinton Puckett
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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. 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 - English

In 2018-19, Guy Emanuele Elementary School will improve the status of the Academic Indicator in English Language Arts for “Students with Disabilities” by the “Current Status” (Average Distance from Level 3) will increase by 28.04 from -140.2 to -112.16.

Fountas and Pinnell

Kindergarten – The percentage of students proficient in Reading will increase from 30% in Spring 2018 to 50% in Spring 2019.

Kindergarten – The percentage of students that meet their growth targets will increase from 50% in Spring 2018 to 60% in Spring 2019.

NWEA Growth – English Language Arts

School Wide - The percent of students in Kindergarten through Grade 5 who meet their NWEA growth target will increase from 58% in the Spring of 2018 to 64% in the Spring of 2019.

Grade Level - Goals by Grade Level:

1st – The percentage of students that meet their growth targets will increase from 60% in Spring 2018 to 65% in Spring 2019.

2nd – The percentage of students that meet their growth targets will increase from 58% in Spring 2018 to 63% in Spring 2019.

3rd – The percentage of students that meet their growth targets will increase from 78% in Spring 2018 to 83% in Spring 2019.

4th – The percentage of students that meet their growth targets will increase from 44% in Spring 2018 to 49% in Spring 2019.

5th – The percentage of students that meet their growth targets will increase from 76% in Spring 2018 to 81% in Spring 2019.

SBAC Reading Proficiency

SBAC English Language Arts Proficiency Goals:

Grade Level	2017-18	2018-19
3	51%	56%
4	39%	44%
5	56%	61%

SBAC English Language Arts Proficiency Goals African American Students:

Grade Level	2017-18	2018-19
3	50%	55%
4	0%	20%
5	33%	38%

SBAC English Language Arts Proficiency Goals English Learner Students:

Grade Level	2017-18	2018-19
3	12%	20%
4	13%	20%
5	25%	30%

SBAC English Language Arts Proficiency Goals Hispanic/Latino Students:

Grade Level	2017-2018	2018-19
3	29%	34%
4	24%	29%
5	53%	58%

SBAC English Language Arts Proficiency Goals Socio-Economic Disadvantaged Students:

Grade Level	2017-18	2018-19
3	26%	31%
4	34%	39%
5	52%	57%

SBAC English Language Arts Proficiency Goals Students with Disabilities (Speech and Language)

Grade Level	2017-18	2018-19
3	0%	20%
4	0%	20%
5	7%	20%

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?
NWEA Reading Spring 2018 California Dashboard Data SBAC Score June 2018 Fountas and Pinnell Reading Assessments	<p>(Update Analysis Spring 2018 Data) School-wide achievement in English Language Arts according to NWEA has major peaks and valleys from one grade level to the next. The English learner population and low Socio-Economically Disadvantaged students are achieving growth targets and proficiency at a much lower rate than all other sub groups.</p>	Quarterly data monitoring of NWEA and ongoing Fountas and Pinnell assessments School wide and grade level adaptive action cycles data Classroom data

STRATEGY: Teachers and support staff will collaborate to develop and implement a reading support program to address the reading growth of students to approach grade level. Parents will be trained to support their child and students will have access at home to appropriately leveled books or eBooks each night to improve their reading strength. Continuing in 2018-19, Emanuele Elementary will focus on the continued implementation of the balanced literacy framework including RCD Units, 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 along with our state adopted curriculum, Wonders. Reading growth may also be supported in Project Based Learning units. Non-proficient students will receive tiered intervention within the classroom through the outlined supports in Wonders curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
August 2018/June 2019 ILT leadership capacity building and year planning retreat.	Principal, ILT	To aid in effective collaboration throughout the year, ILT will have the opportunity to meet on a day prior to the start of their regular school year to reflect on shared beliefs, how our current initiatives support those beliefs and what structures need to be in place to ensure the success of all of our students, with an emphasis on our English learners.	\$5,000 Title I (1003)
September 2018 – May 2019 Release time for teachers to collaborate, look at data/student work, and plan as a grade level. (3 times per year)	Grade level teams, Curriculum Leader, ILT, AP, Principal	Collect and analyze school level and district level data in ELA. Grade levels plan lessons around the Common Core that will deepen understanding for students. Teachers will also plan common assessments, look at student work, and determine how to differentiate instruction.	\$7,000 Title I (4001)
September 2018 – June 2019 Reading Recovery Tier II Intervention	Trained Reading Recovery Teachers, Curriculum Leader	Provide 1 on 1 support to 1 st graders who are in the lowest 30% in reading. <ul style="list-style-type: none"> • \$500 per student stipend for the four Reading Recovery trained teachers to meet with students before and after school • Access to International Data Evaluation Center Database • Continuing Professional Development • Intervention specifically supports Socio-Economically Disadvantaged students and English Learners 	\$3,000 Title I (1001)
September 2018 Supplementary K-1 student reading materials	Curriculum Leader, Principal	Purchase additional and replace lost and damaged supplemental reading resources to support families reading at home with their students	\$2,000 Title I (1001)
Support for Migrant Students	Principal, District Staff	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 & dental screening, and direct academic intervention with highly qualified teachers.	District Migrant Ed budget

September 2018 – June 2019 internet subscription	Principal, Curriculum Leader, Assistant Principal	Support English Language Arts curriculum with technology based learning that is available 24/7 to school and to students' outside of school.	\$3,000 Title I (2003)
Purchase Special Day Classroom intervention supports for K-5 classrooms.	Principal	Purchase intervention programs that have been adopted by our district's special education program to assist students in guided support intervention. These interventions may also be appropriate for supporting general education and English learners as it is not specific to only special education needs.	\$2,000 SPED Budget (1006)
Coaching Support/Tier 1 and 2 intervention planning support – Carol Hartunian	Principal	<p>Early Literacy and Foundational Reading Support for K-2 students. Coaching will support instructional small and whole group instruction with a focus on foundational reading skills and language acquisition.</p> <p>Support Socio-Economically Disadvantaged students. English learners, and our Asian students within these categories by:</p> <ul style="list-style-type: none"> • Creating teaching points supported by research. • Structuring lessons that focus on language development. • Review Tier 1 and Tier 2 instructional practices. 	\$10,000 Title I (1001) \$21,500 Supplemental Funds (1001)
Coaching Support/Tier 1 and 2 intervention planning support paraprofessional.	Principal	Support the implementation and execution of supports from the Early Literacy and Foundational Reading Support coach.	\$5,400 Title I (1001)
Additional materials provided to support EL students and communications to be translated into Spanish.	Principal	Additional classroom supplies to be purchased to support English learners access to grade level material. Communication between school and families must be supported through translation and hard copy flyers.	\$15,000 Title I (3002)

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 - Mathematics

In 2018-19, Guy Emanuele Elementary School will improve the status of the Academic Indicator in Mathematics for “Student with Disabilities” by the “Current Status” (Average Distance from Level 3) by 27.24 from -136.2 to -108.96.

NWEA Growth - Mathematics

School Wide - The percent of students in 1st through Grade 5 who meet their NWEA growth target will increase from 61% in the spring of 2018 to 68% in the spring of 2019.

Grade Level - Goals by Grade Level:

1st – The percentage of students that meet their growth targets will increase from 60% in Spring 2018 to 66% in Spring 2019.

2nd – The percentage of students that meet their growth targets will increase from 58% in Spring 2018 to 63% in Spring 2019.

3rd – The percentage of students that meet their growth targets will increase from 78% in Spring 2018 to 83% in Spring 2019.

4th – The percentage of students that meet their growth targets will increase from 44% in Spring 2018 to 50.0% in Spring 2019.

5th – The percentage of students that meet their growth targets will increase from 76% in Spring 2018 to 81% in Spring 2019.

SBAC Math Proficiency

SBAC Math Proficiency Goals:

Grade Level	2017-18	2018-19
3	50%	55%
4	43%	48%
5	42%	47%

SBAC Math Proficiency Goals African American Students:

Grade Level	2017-18	2018-19
3	50%	55%
4	0%	50%
5	22%	44%

SBAC Math Proficiency Goals English Learner Students:

Grade Level	2017-18	2018-19
3	28%	33%
4	20%	25%
5	15%	20%

SBAC Math Proficiency Goals Hispanic/Latino Students:		
Grade Level	2017-18	2018-19
3	37%	42%
4	30%	37%
5	40%	45%
SBAC Math Proficiency Goals Socio-Economic Disadvantaged Students:		
Grade Level	2017-18	2018-19
3	33%	55%
4	34%	41%
5	38%	43%
SBAC Math Proficiency Goals Students with Disabilities (Speech and Language)		
Grade Level	2017-18	2018-19
3	0%	20%
4	0%	20%
5	14%	28%

What data did you use to form this goal? NWEA Math Spring 2018. California Dashboard Data SBAC Score June 2018	What were the findings from the analysis of this data? (Update Analysis from Spring) School wide achievement in math has remained consistently higher than English Language Arts, while at the same time the achievement of our English Learner students remains much lower than English Only students.	How will the school evaluate the progress of this goal? Quarterly program monitoring of NWEA and math assessments School wide and grade level adaptive action cycles data Bridges Curriculum checkpoints and assessments
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STRATEGY: Teachers and support staff will collaborate to develop and implement a mathematics support program to address the growth of mathematic skills and understanding of students that are approaching standards and below. Parents will be trained to support their child and students will have access at home mathematics practice via Bridges website and apps and online websites. Continuing in 2018-19, Emanuele Elementary will focus on the continued implementation of the best practices and mathematically productive engagement strategies with an emphasis on planning for and implementing the Common Core State Standards. Growth in mathematics understanding may also be supported in Project Based Learning units.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
September 2018 – June 2019 internet subscription	Principal, Curriculum Leader, Assistant Principal	Support Math, Science and Social Studies curriculum with technology based learning that is available 24/7 to school and to students' outside of school.	\$3,000 Title I (2003)

Tier 2 Math Interventions	Principal	In collaboration with classroom teachers, support students who are not performing at proficient levels. <ul style="list-style-type: none"> Specifically focus on supporting our Filipino students and Students with Disabilities in an effort to provide additional math foundation instruction. 	\$3,000 Title I (1001)
September 2018 – May 2019 Release time for teachers to collaborate, look at data/student work, and plan as a grade level. (1 time per year)	Grade level teams, ILT, AP, Principal	Collect and analyze school level and district level data in Math. Grade levels plan lessons around the Common Core that will deepen understanding for students. Teachers will also plan common assessments, look at student work, and determine how to differentiate instruction. Teachers will use the adopted curriculum, Bridges, in tandem with the assessments used to drive classroom instruction.	\$2,000 Title I (4001)

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

California Dashboard Academic Indicator – ELL: Not Applicable

English Learner Reclassification Rate:

For 2018-19, English Language Learners goals are established through their progress on NWEA and SBAC. Please see the above goals for this group of students.

STRATEGIES:

- Grade levels will review connections to Rigorous Curriculum Design units and the English Language Development Standards
- Collecting data of student discourse
- Coordinating work and support with district English Learner coach
- Reading Intervention Specialist – Focus on English Learners and language acquisition

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Release time for planning and implementing designated EL time, determining EL strategies as it	Principal, Director of EL services, EL Coach, Instructional Coaches	Grade level teams, coaches 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	\$9,000 Title I (1002)

relates to the Wonders adoption.		learners, and work with the new ELA program, Wonders, to directly support English learners.	
Designated English Learner Development instruction.	Classroom Teacher	Classroom teachers will use the designated materials for English learners with at least one band of their English learners (Emerging, Approaching, Proficient, Advanced) using the newly adopted materials as outlined by the Wonders curriculum	\$0

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SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard Academic Indicator – School Climate

Suspension Indicator

In 2018-19, Guy Emanuele Elementary School will improve their suspension indicator status for African-American students from “High – greater than 3%-6%” to “Medium – Greater than 1%-3%” and “Change” from “Increased by 0.3-2%” to “Maintain, Declined or Increased by less than 0.3%”

School Student Behavior: By Spring 2019, we will decrease the number of suspensions of students from 28 in the spring of 2018 to 21. This to be measured by the behavior suspension logs maintained by the principal and assistant principal. This would be a decrease of 25% of our overall suspensions.

Site Attendance Goal: By Spring 2019, we will increase the overall yearly attendance by 1% from the 94.73 in 2016-17 to 95.73 in 2018-19 yearly percentage attendance report.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> California Dashboard Suspension Indicator Administrators' student behavior logs Monthly and Annual Site Attendance Report 	<p>What were the findings from the analysis of this data?</p> <p>After analyzing this data, it is clear the amount of major events and incidents DECREASED from the start of the year to the end. The number of Level 2 referrals DECREASED and the content of the referrals were less severe. The number of suspensions decreased from the beginning of the year to the end of the year. Overall school climate has improved in regard to out of the classroom discipline issues.</p>	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> California Dashboard Suspension Indicator Administrators' student behavior logs Monthly and Annual Site Attendance Report
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STRATEGIES:

- Review of past and present Character Education programs implemented at Guy Emanuele Elementary School to analyze effectiveness.
- Bring in consultant to support words of the month to promote positive behavior.
- Have student council reps support positive behavior on the playground.

- Align positive behavior supports of all specialists (PE, Science, Media and Music) to support school-wide consistent supports from staff.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide one additional noon supervisors to aid in the restructuring of lunch recess and campus supervision.	Principal	This staff member will support structured recesses at lunch and supervise the safety of students while at lunch.	\$5,500 Title I (3003)
Provide Thursday folders and planners for all students	Principal	To help students stay organized and to improve communication between the school and families, EML will provide each student with a daily planner.	\$3,000 Title I (3002)
September 2017 Purchase K-5 play equipment	Principal and kinder teachers	The equipment will help structure children's recess playtime and will support school behavior norms as well as social development	\$2,000 LCAP (4011)

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SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Family Engagement:

Emanuele Elementary will improve the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student health, learning and achievement. Parent engagement will be measured by the percent of the overall family population attending school events focused on academics and the number of community responses to a school survey. Attendance at meetings will be monitored and recorded in the Fall of 2018 to determine the % of attending families and measured again in the Spring of 2019 to determine the growth % of families attending. The number of families responding to the EML Family Engagement Survey will be monitored in the Fall of 2018 to determine an increase for the Spring of 2019.

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 and given that we had more parent engagement events than the year before, we had more than 50% of our parents on campus.	How will the school evaluate the progress of this goal? <ul style="list-style-type: none"> Comparing parent sign in sheets year to year Analyze Parent Engagement Survey
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STRATEGIES:

- Teachers will communicate frequently (at least 4 times per year) with families where there is an exchange of information
 - Parents: insights into their child and the school experience

- Teacher: achievement data, standards and expectations
- Purposeful interaction, opportunities for academic conversations around data with the teacher
- Meaningful participation: teacher, parent, and student agree upon a SMART goal for their child and a home activity, both linked to the data and standards
- Increase the variety of communication vehicles (website, blogs, school messenger, email). 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
- Increase supervised activities during recess
- Train students in managing conflicts

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
(August 2018 – June 2019) Parent Engagement Expenses	Principal, Instructional Coaches	Provide materials and teacher hourly to prepare and implement parent engagement meetings.	\$5,500 Title I (3002)

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.

Services to homeless children.	July 2018- June 2019	Transportation	\$65,000	Title I
Staffing to oversee and support programs: <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 		Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals	\$295,000	Title I
New Hire Professional Development		Substitute Teachers and hourly	\$29,750	Title I
Grading and Assessment Task Force and Data Days		Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices	\$80,000	Title I
Rigorous Curriculum Design Teacher Teams		Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.	\$40,000	Title I

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/ca12squiappcatprog.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	\$26,593	<input 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	\$26,200	<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 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		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$61,274	<input checked="" type="checkbox"/>
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 620	<input checked="" 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 checked="" 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 ¹
<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 I Part A Carryover	\$ 22,750	<input checked="" 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.

¹ 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.

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.² 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
Clinton Puckett	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gina Pacaldo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana (Patty) Brandt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Estrella-Duran	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Divina Herrera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greg Wellman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Baca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veronica Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Guizhen Geng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Martha Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liliana Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Osegueda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	0

² 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)**:

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

Matthew Jensen

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 25, 2018.

Attested:

Clinton Puckett *[Signature]* 10/25/18
 Typed name of School Principal Signature of School Principal Date

Liliana Martinez *[Signature]* 10/23/18
 Typed name of SSC Chairperson Signature of SSC Chairperson Date