

# Single Plan for Student Achievement 2018-2019

## Pioneer Elementary School



# The Single Plan for Student Achievement 2018-2019

School: Pioneer Elementary

District: New Haven Unified School District

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

Principal: Jeannette Alday

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 Consolidated Application (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:	Jeannette Alday
Position:	Principal
Telephone Number:	(510) 487-4530
Address:	32737 Bel Aire St., Union City, CA. 94587
E-mail Address:	<a href="mailto:jalday@nhusd.k12.ca.us">jalday@nhusd.k12.ca.us</a>

The District Governing Board approved 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)

In 2018-19 PIO will improve their ELA indicator status for “Students with Disabilities” from “Very Low – 124.9 points – more than 5 points below to 70 points below”, and change from “Increased by 7 to less than 20 points” to “Increased significantly by 20 or more points”.

California Dashboard Academic Indicator – ELA: Not Applicable

### Fountas & Pinnell (F&P) Reading Assessment

In Kindergarten, the percentage of students proficient in ELA according to the F&P will increase from 93% in Spring 2017 to 98% in Spring 2019.

The percentage of Kindergarten students that make at least 3 levels of growth on the F&P will increase from 93% in Spring 2017 to 99% in Spring 2019.

### NWEA

By Spring 2019, we will increase the percentage of these students meeting or exceeding their NWEA growth targets:

In 1<sup>st</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 73% to 88%.

In 2<sup>nd</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% 42% to 47%.

In 3<sup>rd</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% 41% to 46%.

In 4<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 54% to 59%.

In 5<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 43% to 58%.

### SBAC

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

- In 3<sup>rd</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 47% to 52%.
- In 4<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 52% to 57%.
- In 5<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 54% to 59%.

By Spring of 2019, our 3<sup>rd</sup> grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the SBAC for Reading:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in reading will increase by 5 % from 9% to 14%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 16% to 21%

- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5 % from 19% to 24%
- The percentage of White Students meeting or exceeding their proficiency in reading will increase by 5% from 17% to 22%

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:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in reading will increase by 5 % from 0% to 5%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 10% to 15%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5 % from 46% to 51%
- The percentage of White Students meeting or exceeding their proficiency in reading will increase by 5% from 44% to 49%

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:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in reading will increase by 5 % from 12% to 17%.
- The percentage of English Learner students meeting or exceeding their proficiency in reading will increase by 5% from 17% to 22%
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5 % from 44% to 49%
- The percentage of White Students meeting or exceeding their proficiency in reading will increase by 5% from 33% to 38%

<p>What data did you use to form this goal?</p> <p>F&amp;P NWEA scores SBAC assessments California Dashboard – Academic Indicator ELA</p>	<p>What were the findings from the analysis of this data?</p> <p>Data shows room for growth in ELA. 50% of students in grades 1-4 are approaching reading proficiency. Over 50% of students in kindergarten and 5th grade are meeting or exceeding growth targets.</p> <p>Our school will focus on English Language learners and improving all sub categories.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>F&amp;P Data for kindergarten Kindergarten Assessments 3x/year NWEA results 3x year (grades 1-5) Report cards 3x year SBAC results (grades 3-5)</p>
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**STRATEGY:** Our focus this year is on using assessments to drive instruction and differentiation to meet the needs of our students. We will continue to work on developing academic conversations using ELD & Speaking/Listening Common Core State Standards. Students will be able to decode and comprehend grade level complex text, and communicate about their thinking using academic language and complete sentences. A Balanced Literacy Approach will be used to differentiate and personalize instruction. We will implement the Wonders English Language Curriculum Adoption for ELA/ELD. Interventions will be provided to students who need additional support. Teachers will create small group targeted instruction to support student learning targets, with a focus on academic growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Pioneer is a Targeted Assistance program / Title I program is multi-funded 38%- 62% other resource
Intervention support for at-risk readers	Classroom Teachers, Certificated Intervention Teachers	Provide before school, after school and during the day interventions for students that are identified as struggling readers.	\$16,848 Title I (1005)
Provide reading resources for classroom and school resource reading room	Staff, Families	Provide reading resources for classroom and school resource reading room.	\$1,800 Title I (4005) \$3,200 LCFF Supplemental (1005)

Technology support for school and at-home reading; i.e. BrainPop, Raz-Kids, Spell City, Path Blazers, or other literacy supplemental programs	Staff, Families	Renew site license(s) or purchase other literacy supplemental program.	\$1,260 LCFF Supplemental (2001,2005) \$740 Title I (2001,2005)
Early literacy/oral language support & Reading Recovery for K/1 students	Certificated Intervention Specialist, Reading Recovery Teachers	Small group and individual instructional support for at-risk K/1 students.	\$10,000 Title I (1001,1002,1005)
Professional Development and Conferences	Certificated Staff	Professional development training to support academically at-risk students.	\$2,000 LCFF Supplemental (1003,1002)
Release Grade Level Teams for Professional Development and Collaboration.	Classroom Teachers, Instructional Coach	Looking at data and planning instruction.	\$6,300 LCFF Supplemental (1003,1005) \$3,700 Title I (1003,1005)
Train upper grade students and parents to support students in the lower grades who are struggling with reading	Classroom Teachers	Provide training and support to upper grade students and parent helpers in early literacy skills.	\$0
Purchase "Keep Books" to send home with goal sheets for struggling readers	Principal	Provide families with a set of "Keep Books" to use at home for practice in the act of reading.	\$5,000 Title I (1002, 1005)
Provide targeted interventions in Special Day Class (SDC) classrooms	SDC Team, RSP Teacher	Homogeneous grouping during the day to provide targeted instruction.	\$0
ILT Work Day in Summer	Certificated Staff	Hold an ILT "Retreat" meeting in August to establish our plan for professional development for the year for our school-wide focus on Guided Reading and English Language Development.	\$3,200 LCFF Supplemental (1003) \$1,800 Title I (1003)
Supplemental Instructional Materials	Principals	Materials, supplies, books and other resources to support our classroom teachers in order to ensure access to ELA supplemental supports in reading in class and at home. Includes materials, books on best practices, instructional supplies, and other supplies such as paper clips and post-it notes for use in ELA curriculum.	\$1,890 LCFF Supplemental (1001, 1002, 4008) \$1,110 Title I (1001, 1002, 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 2 - SCHOOL GOAL: Mathematics**

**California Dashboard – Academic Indicator – Mathematics: Not Applicable**

In Kindergarten, the percentage of students proficient in Math according to the District Kindergarten Assessments will increase from 90% in Spring 2017 to 95% in Spring 2019. The percentage of Kindergarten students that make at 5% growth on Kindergarten Math Assessments, increase from 90% in Spring 2017 to 95% in Spring 2019.

**NWEA**

By spring 2019, we will increase the percentage of these students meeting or exceeding their NWEA Math growth targets:

- In 1<sup>st</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 75% to 80%.
- In 2<sup>nd</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 50% to 55%.
- In 3<sup>rd</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 48% to 53%.
- In 4<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 64% to 69%.
- In 5<sup>th</sup> grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 49% to 54%.

**SBAC**

By Spring of 2019, our 3<sup>rd</sup> grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the SBAC for Math:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in math will increase by 5 % from 18% to 23%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 29% to 34%
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5 % from 51% to 56%
- The percentage of White Students meeting or exceeding their proficiency in math will increase by 5% from 33% to 38%

By Spring of 2019, our 4<sup>th</sup> grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the SBAC for Math:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in math will increase by 5 % from 0% to 5%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 5% to 10%
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5 % from 21% to 26%
- The percentage of White Students meeting or exceeding their proficiency in math will increase by 5% from 33% to 38%

By Spring of 2019, our 5<sup>th</sup> grade students in the following sub groups will achieve these PROFICIENCY increases as measured by the SBAC for Math:

- The percentage of Students with Disabilities meeting or exceeding their proficiency in math will increase by 5 % from 18% to 23%.
- The percentage of English Learner students meeting or exceeding their proficiency in math will increase by 5% from 4% to 9%
- The percentage of Hispanic students meeting or exceeding their proficiency in math will increase by 5 % from 28% to 33%
- The percentage of White Students meeting or exceeding their proficiency in math will increase by 5% from 40% to 45%

<p><b>What did you use to form this goal?</b>                  NWEA Scores                  SBAC Assessment                  California Dashboard – Academic Indicator                  Math</p>	<p><b>What are the findings from the analysis of this data?</b>                  50% of students in grades k-5 grades are meeting or exceeding proficiency in math as measured by NWEA. However, our SBAC sub group populations show some challenges. Our site goal of small group targeting instruction will improve achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  District Kindergarten Math Assessments 3x/year                  NWEA results 3x year                  Report cards 3x year                  SBAC results</p>
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**STRATEGY:** Our focus this year is on using assessments to drive instruction and differentiation to meet the needs of our students. We will continue to work on developing academic conversations using ELD & Speaking/Listening Common Core State Standards. Students will be able to justify their mathematical thinking using approaches from Math Studio & Bridges curriculum. Best Math Practices will be used to differentiate and personalize instruction. Interventions will be provided to students who need additional support. Teachers will create small group targeted instruction to support student learning targets, focusing on academic growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Pioneer is a Targeted Assistance program/ Title I programs is multi-funded 38%- 62% other resource
Intervention support for at-risk students	Classroom Teachers	Provide before school, after school and during the day interventions for identified students.	\$3,000 Title I (1005)
Supplemental Instructional Materials	Principal, Instructional Coach	Support for At-risk students- Materials, supplies, books and other resources to support our classroom teachers in order to ensure access to math supplemental math supports at in class, and at home. Includes math manipulatives, books on best practices in math instruction, and other supplies such as paper clips and post-it notes for use in Bridges curriculum.	\$800 Title I (1001, 1002, 4008)
Technology support for school and at-home reading; i.e. BrainPop, Raz-Kids, Spell City, Path Blazers, or other literacy supplemental programs	Staff , Families	Renew site license(s) or purchase other literacy supplemental program.	\$1,000 LCFF Supplemental (2001)
Teacher Release	Certificated Staff	Looking at data and planning instruction.	\$2,000 LCFF Supplemental (1001,1003)
Train upper grade students and parents to support students in the lower grades who are struggling with reading	Classroom Teachers, Instructional Coach	Provide training and support to upper grade students and parent helpers.	\$0
Provide targeted interventions in SDC classrooms	SDC Team, RSP Teacher	Homogeneous grouping during the day to provide targeted instruction.	\$0

**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 Learner (ELL)**

California Dashboard Academic Indicator – ELL: Not Applicable

**NWEA**

44% of our EL students have met or exceeded NWEA proficiency in ELA.  
 43% of our EL students have met or exceeded NWEA proficiency in Math.

Due to the transition from CELDT to ELPAC tests, revised reclassification criteria for 2017-18 SPSA will not include specific measure for English Language Learners.

For 2017-18, English Learner goals are established through their progress on NWEA and SBAC. Please see above goals for this specific group of students.

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?
CELDT scores ELPAC data NWEA SBAC	Data shows that over 40% of students are meeting or exceeding progress, addressing ELL student needs.	CELDT scores ELPAC data NWEA SBAC

**STRATEGY:** we will be using assessments to drive instruction and differentiation to meet the needs of our English Learners. Teachers will implement the Wonders English Language Adoption with designated ELD. We will continue to work on developing academic conversations using English Language Development & Speaking/Listening Common Core State Standards and focus on implementation of English Language Development standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Pioneer is a Targeted Assistance program/ Title I programs is multi-funded 38%- 62% other resource
Early literacy/oral language support/ Reading Recovery	Classroom Teachers, Certificated Intervention Teachers	Provide before school, after school and during the day interventions for English Learners that are identified as struggling students.	\$1,890 LCFF Supplemental (1002) \$1,110 Title I (1002)
Academic Parent Teacher Team (APTT) sessions during English Learner Advisory Committee (ELAC) Parent Meetings	Assistant Principal	Provide parents with data and goal setting during ELAC meetings.	\$1,000 Title I (1002, 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 4 - SCHOOL GOALS: School Climate**



California Dashboard Academic Indicator – School Climate: Not Applicable

**Healthy Kids Survey**

By June 2019, we will increase our sense of safety and connection to classroom and school community felt by students as measured by Healthy Kids Student Survey results

- On the school survey, we will increase in the area of School Connectedness from 57% to 60%
- On the school survey, we will increase in the area of Caring Adult Relationship from 58% to 62%
- On the school survey we will increase in the area of Academic Motivation from 41% to 45%

**Attendance**

By Spring 2019, we will improve our annual student attendance rate from 95.73% to 98% average daily attendance.

**Student Discipline**

In spring 2018, we will review the number of infractions and the number of students receiving multiple infractions.

- The number of student discipline referrals will be reduced from 34 students to 20 students.
- The number of suspensions will be reduced 12 suspensions to 5 suspensions.
- The student receiving multiple referrals will be reduced from 5 students to 2 students.
- Students receiving multiple suspensions will be reduced 1 student to no students.

<p><b>What data did you use to form this goal?</b> Discipline and suspension data Monthly attendance</p>	<p><b>What were the findings from the analysis of this data?</b> The number of administrative discipline from referrals is relatively small compared to the school population of 825 students. We will continue to work on restorative practices and mindfulness to decrease administrative discipline.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Coordination of Services Team (COST) will look at discipline and suspension data during our weekly meetings</p>
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**STRATEGY:** We will utilize Restorative Justice Principles, Positive Behavior Intervention Systems (PBIS), and School Wide Mindfulness practices to support student discipline policy. We will establish school-wide attendance incentives to improve monthly average attendance and continue ongoing student support to redirect behavior concerns to support student discipline policy.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Targeted Assistance program/ Title I programs are multi-funded 38%
Mindfulness, Positive Discipline, PBIS, and Restorative Justice practices to support the learning environment	All Staff	Integrate best practices for social emotional learning. Teachers will participate in cohort group of PBIS as well as Positive Discipline, Mindfulness, and Restorative Circle Practices	\$2,000 LCFF Supplemental (1003, 1005, 3003) \$1,850 Title I (1003, 1005, 3003)
Leadership – Big Buddy Tutors & PE intern Program, Student Council	All Staff	Continue leadership opportunities for at-risk students to support younger students across the day	\$0
Assembly/school-wide incentives	All Staff, Student Council	Spirit Assemblies	\$500 Title I (1002, 1005)

**LEA GOAL:**

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**SECTION 5 - SCHOOL GOALS: Family Engagement**

California Dashboard Academic Indicator – Family Engagement: Not Applicable

**ELAC**

In 2017-18, PIO will improve their family participation and engagement percentage from 10% to 20% as measured by parent meetings as measured by ELAC sign-in sheets, visitor sign-in sheets, and parent survey.

<p><b>What data did you use to form this goal?</b> Sign-in sheets and district parent survey results from ELAC and school events.</p>	<p><b>What were the findings from the analysis of this data?</b> Families sign-in and participate in school activities. We need to improve parental engagement beyond participation.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Sign-in sheets and district parent survey results from ELAC and school events.</p>
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**STRATEGY:** We will use Academic Parent Teacher Teams/APTT style parent engagement meetings with English Language Advisory Committee/ELAC families. We will strengthen school partnerships with the English Language Advisory Committee (ELAC), Parent Teacher Committee (PTC) and School Site Council (SSC) and other parent groups to support student achievement and school climate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Pioneer is a Targeted Assistance program/ Title I programs is multi-funded 38%- 62% other resource
Teacher release to plan for parent engagement and goal setting based on assessment data	Admins, Teachers, Instructional Coach	Meet to set student goals that are shared with parents for support at home.	\$3,046 Title I (1002, 1003, 3002)
Welcome Walk/Family Engagement	Admins, Teachers	Coordinate a “Welcome Walk” the day before school opens where parents can see their child’s classroom and teacher, look at campus and get connected to resources such as free and reduced lunch.	\$1,000 Title I (3002)

Additional Information:

1. Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District’s Teacher Induction Program (BTSA).
2. 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.
3. The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessment for every migrant student. Based on this information along with test scores and the consideration of “Priority of 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
Services to homeless children.  Staffing to oversee and support programs: <ul style="list-style-type: none"> <li>● Program administration and oversight</li> <li>● Curriculum and instructional activities</li> <li>● Professional development activities</li> <li>● Assessment and evaluation activities</li> <li>● Budget development</li> </ul> Materials acquisition <ul style="list-style-type: none"> <li>● Support of district assessment implementation</li> <li>● Assistance to families and support services</li> </ul> New Hire Professional Development  Grading and Assessment Task Force and Data Days   Rigorous Curriculum Design Teacher Teams	July 2018- June 2019	Transportation  Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals      Substitute Teachers and hourly  Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices   Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.	\$65,000  \$295,000      \$29,750  \$80,000   \$40,000	Title I  Title I          Title I  Title I   Title I

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/ca12sqiappcatprog.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 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	\$34,169	<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	\$19,900	<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"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> 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"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b>	\$	
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$58,499	
	<b>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)</b> 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).	\$794	
	<b>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)</b>		
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	

<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	
<input checked="" type="checkbox"/>	<b>Other federal funds – Title I Part A Carryover</b>	\$ 4,505	
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$	
<input type="checkbox"/>	<b>Other federal funds (list and describe)</b>	\$	
Total amount of federal categorical funds allocated to this school		\$	
Total amount of 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] 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.

[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.

Form D: School Site Council Membership

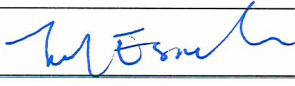
California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> 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
Melissa Bracket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Howell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jeff Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shanee Nelson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kalpen Shah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mitchell Watnik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Holly Halbert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dalia Aly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jane Correia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Kruschke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeannette Alday (Principal)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Diaz (Classified Staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	0

<sup>1</sup> 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 Jessica Estrada  \_\_\_\_\_ 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:

Jeannette Alday  
Typed name of School Principal

  
Signature of School Principal

10/18/18  
Date

KALPEN SHAH  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

10/19/2018  
Date