

Single Plan for Student Achievement 2018-2019

Conley-Caraballo High School



The Single Plan for Student Achievement 2018-2019

School: Conley-Caraballo High School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-0110487

Principal: Rosa Nieto

Date of this revision: October 25, 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:

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Position:	Principal
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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: Not Applicable

Smarter Balanced Assessment Consortium (SBAC)

By the Spring 2019, the percentage of students meeting or exceeding PROFICIENCY in 11th grade, as measured by SBAC for Reading, will improve as follows so that 100% of students will be proficient by Spring 2021:

- In 11th grade, the percentage of students meeting or exceeding their proficiency will increase by 20% from 8.47% to 28.47%.

By the Spring 2019, our 11th grade students in the following sub groups will achieve these proficiency increases as measured by SBAC for Reading, so that 100% of each sub group will be proficient by Spring 2021:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of English Learner (EL) students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.

Northwestern Evaluation Association (NWEA)

By the Spring 2019, the percentage of students meeting or exceeding proficiency in 11th grade, as measured by NWEA for Reading, will improve as follows so that 100% of students will be proficient by Spring 2021:

- In 11th grade, the percentage of students meeting or exceeding their proficiency will increase by 10% from 47% to 57%.
- In 12th grade, the percentage of students meeting or exceeding their proficiency will increase by 12% from 44% to 56%.

<p>What data did you use to form this goal? NWEA, California Assessment of Student Performance and Progress (CAASPP), and ELA grades</p>	<p>What were the findings from the analysis of this data? The average Rasch Unit Scale (RIT) score for Fall and Winter of 2016-17 was 217.4. This was the average RIT score for 8th grade equivalent. The average RIT scores for Fall of 2017-18 for 11th grade students was 219.5 and for the Spring 2018 was 218.23. This was the average RIT score for 8 + grade. The average RIT scores for Fall of 2017-18 for 12th grade students was 220.4 and for the Spring 2018 220.08. These RIT scores are 9th and 10th grade equivalent.</p>	<p>How will the school evaluate the progress of this goal? The Conley-Caraballo High School (CCHS) Instructional Leadership Team (ILT) will regularly evaluate growth on the grades, graduation rates, and NWEA data.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Form B</p>
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STRATEGY: During the 2018-19 school year, (CCHS) will continue to focus on Reading Apprenticeship professional development (PD) and literacy coaching to improve classroom instruction and raise student achievement. Long term ELL students that are at a 4th and 5th grade reading level will be enrolled in a World Lit using Character Based Literacy (CBL) curriculum. Baseline testing will be conducted and students that need more support will be placed in a Literacy-based ELA course.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
NWEA will be administered 3 times per year, school wide	Teachers, Administrators	CCHS Faculty will administer the test school wide. Faculty will use this data to inform lesson planning and instruction.	No additional cost
Continue ELA class to help struggling and EL students	Administrators, Instructional Coach, ELA Teacher	Credentialed ELA Intervention Teacher will instruct this class.	No additional cost
Testing students that don't have recent NWEA or ELPAC scores	ELA Teachers, Administrators	Testing will take place before, during, and after school.	\$1,500 District Funding (2003)
Supplemental Materials for instruction and literacy	Administrators, Teachers, Librarian	Extra supplemental materials for teachers: novels, supplemental readers, curriculum to address which reading materials are appropriate reading level to use in classes and in library	\$2,000 Title I (2003) \$2,000 Supplemental (1001, 1002)
Professional Development on VTS, Literacy, Grading and Assessment	Administration, Instructional Coach	Improve teaching and learning through professional development and coaching.	\$3,113 Title I (4008, 2004, 2005, 2006) \$1,506 Supplemental (4008, 2004, 2005, 2006)

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

SBAC

By the Spring 2019, the percentage of students meeting or exceeding proficiency in 11th grade, as measured by SBAC for Mathematics, will improve as follows so that 100% of students will be proficient by Spring 2021:

- In 11th grade, the percentage of students meeting or exceeding their proficiency will increase by 20% from 0% to 20%.

By the Spring 2019, our 11th grade students in the following sub groups will achieve these proficiency increases as measured by SBAC for Mathematics, so that 100% of each sub group will be proficient by Spring 2021:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of EL students meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.
- The percentage of Students with Disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 20% from 0% to 20%.

<p>What data did you use to form this goal? CAASPP and grades.</p>	<p>What were the findings from the analysis of this data? 1% of 11th graders met and exceeded Math CAASPP standards.</p> <p>Many students in Algebra 1 are repeating the course multiple times. Numerical sense is low and keeping most struggling students from passing Algebra1. EL and Special Education students need the most support.</p> <p>Students enrolled in Independent studies struggle with the online programs for Algebra and Geometry.</p>	<p>How will the school evaluate the progress of this goal? The CCHS ILT will regularly evaluate growth by grades, and graduation rates.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Form B</p>
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STRATEGY: During the 2018-19 school year CCHS will continue to implement mathematics PD and coaching through Math Studio Program to improve classroom instruction and raise student achievement. The math teacher will continue participation in Rigorous Curriculum Design (RCD) teams for both Algebra and Geometry.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Use new textbooks, Algebra 1 material designed by RCD groups, and supplement foundational math concepts.	Math Teacher, Administration	Involvement in RCD work for Algebra and Geometry.	\$705 District Funding
10 credit Geometry Independence Studies Course	Math Teacher	Develop a 10 credit Geometry Independence Studies course to be used with students who are repeating units in Geometry.	\$2,643 Title I (2002)
Project Based Learning	Math Teacher	Two Project Based Learning projects	\$500 Title I (2003)

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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: ELL

California Dashboard Academic Indicator – ELL: Not Applicable

Due to the transition from CELDT to English Language Proficiency Assessments of California (ELPAC) and a revised Reclassification Criteria, for 2017-18, SPSA's will not include a specific measure for ELL.

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

What data did you use to form this goal? See note above	What were the findings from the analysis of this data? The average Rasch Unit Scale (RIT) score for Fall and Winter of 2016-17 was 217.4. This was the average RIT score for 8 th grade equivalent. The average RIT scores for Fall of 2017-18 for 11 th grade students was 219.5 and for the Spring 2018 was 218.23. This was the average RIT score for 8 + grade. The average RIT scores for Fall of 2017-18 for 12 th grade students was 220.4 and for the Spring 2018 220.08. These RIT scores are 9 th and 10 th grade equivalent.	How will the school evaluate the progress of this goal? Where can a budget plan of the proposed expenditures for this goal be found? Form B
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STRATEGIES:

- During the 2018-19 school year, CCHS will continue to focus on Reading Apprenticeship PD and literacy coaching to improve classroom instruction and raise student achievement. This includes targeted intervention for Long Term ELs.
- During the 2018-19 school year, the new ELD standards will be unpacked and training on the evidence based proven practices for EL students will be modeled.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Continue with ELA class to help struggling and EL students.	Administrators, Instructional Coach, ELA Teacher	Credentialed ELA Intervention Teacher will instruct this class.	No additional cost
Testing students that don't have recent NWEA or CELDT scores	Instructional Coach	Testing will take place before, during, and after school.	\$1,500 District Funding (2003)

LEA GOAL:

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SECTION 2 – SCHOOL GOAL: School Climate

California Dashboard Academic Indicator – School Climate: Not Applicable

Student Discipline

By Spring 2019, we will reduce the number of infractions and the number of students receiving multiple infractions.

- The number of student discipline referrals will be reduced from 31 to 15.
- The number of suspensions will be reduced from 19 to 10.
- Students receiving multiple referrals will be reduced from 22.6% to 12%.
- Students receiving multiple suspensions will be reduced from 10.5% to 5%.

Attendance

By Spring 2019, we will improve our annual student attendance rate from 81.66% to 90% 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?
Behavioral Data California Healthy Kids Survey (CHKS) Participation logs Attendance reports Dataquest California Basic Educational Data System (CBEDS)	Behavioral issues that revolved around academics were based on students not relating to curriculum, survey responses showed that 15% strongly connected with staff, ADA for 2016-17 was 81.66%. ADA for 2017-18 was 81.59%	CCHS staff will review behavioral data, student survey responses, participation logs, and Attendance reports.

STRATEGY: Support student led and staff endorsed extra-curricular, co-curricular, and social-emotional activities to promote a safe, caring, and healthy high school experience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Recognize students at assemblies, student of the month, class culture, and school culture.	Assistant Principal, Activity Director, Leadership Teacher	Raffle of prizes for students with best attendance. Award gift certificates, certificates, school clothing. Recognize perfect attendance students at graduation.	\$1,893 Supplemental (3001, 3002)
Attend California Continuation Education Association (CCEA) conference and other conferences that address instruction, support services and inequities in school systems.	Administrator, Counselor, Faculty, Support Staff	Learn Ed Code regarding continuation schools and effective strategies for instruction and counseling. Continue dialogue about racism and its effect on students of color and learning. Support staff to implement strategies and develop curriculum that will specifically increase engagement for students of color.	\$3,500 Title I (1003)

School wide assemblies Family Nights (5)	Administration, Activities Director, Leadership Teacher, Support Staff	Establish and maintain positive school culture. Community building opportunity and Parent and family engagement.	\$2,000 Title I (3003)
Wellness Wednesday's	Administration, Activities Director, Teachers, Staff	Continue to offer Wellness Wednesday's for Advisory. All students participate and are rotated into a different session every quarter. Support groups are also held during these advisories Code Combat – online coding program offered during Wellness Wednesday's	\$1,215 Title I (3003) \$3,049 Title I (3003)
Leadership Class Curriculum Development	Administration, Counselor, Activities Director, Leadership Class Teacher	Leadership class to be implemented for the Fall 2018-19 school year.	\$1,000 Title I (2003, 3003)

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SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Parent Engagement: To be determined

FAFSA

By Spring of 2019 we will increase the percentage of parent participation in: Free Application for Federal Student Aid (FAFSA) workshops by 20%, School Site Council by 10% as reported on Parent Surveys and attendance rosters.

What data did you use to form this goal? Parent Survey Prior years parent involvement sign-up sheets.	What were the findings from the analysis of this data? Although parents are attending more meetings and activities at CCHS we want to expand our pool of parents and activities.	How will the school evaluate the progress of this goal? Measure number of parents at School Site Council (SSC), Back to School night, etc.
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STRATEGY: Host evening events for families to attend such as Back to School, Movie Nights, Dia de Los Muertos, Open House, Literacy Nights, Talent Show and SSC/ELAC,

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Recognize students at assemblies, student of the month, class culture, and school culture.	Administration, Activities Director	Raffle of prizes for students with best attendance. Award gift certificates, certificates, school clothing. Recognize perfect attendance students at graduation.	\$1,893 Supplemental (3001,3002)

Hold Senior Parent meetings to inform parents about student standing and to provide trainings for FAFSA and college applications.	Administration, Counselor, Union City Family Center Family Services Assistant	Monthly senior parent meetings FAFSA and college application trainings	\$400 Title I (3002)
Literacy Night for Families	Administration, Teachers, Librarian	Fall, Winter and Spring Book Fairs and yearly Family Literacy Night	\$200 Title I (3002)
Back to School and Open House	Administration, Activities Director, Teachers, Support Staff	Family night with dinner for both Back to School and Open House.	\$600 Title I (3002)

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SECTION 6 – SCHOOL GOAL: Graduation Rate

California Dashboard Academic Indicator – Graduation Rate: Not Applicable

CBEDS

Support staff to provide culturally and relevant curriculum. Increase participation in leadership, co-curricular activities, and attendance.

- According to CBEDS the 2016 graduation rate was 49% for 2016. It will increase to 61.22% for 2017 per our school data. School data shows that 60 students graduated out of 98 seniors from cohort. In addition 16 - 5th year students graduated in 2017 for a combined total of 76 graduates. 22 of the 114 seniors are returning for a 5th year. 16 of the 114 seniors were advised to enroll at the New Haven Adult School.

What data did you use to form this goal? Dataquest CBEDS	What were the findings from the analysis of this data? This year students show a similar pattern of entering CCHS with low credits so some will graduate with a 5 th year and the others will need to transfer to the Adult School. Cohort graduation rates have been increasing; the last 3 years averages are 6.2%, 49.0%, and 41.2%.	How will the school evaluate the progress of this goal? Staff will monitor graduation status quarterly and compare with CBEDS.
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STRATEGY: Meet with students quarterly to review transcripts and progress. Keep staff updated on progress quarterly. Offer as many opportunities for students to make up credit through alternative assessments, Project Based Learning assignments, work experience and credit recovery before and after school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Recognize students at assemblies, student of the month, class culture, school culture, and graduation.	Assistant Principal, Activities Director, Teachers and Support Staff	Raffle of prizes for students with best attendance. Award gift certificates, certificates, school clothing (graduating senior T-Shirts). Recognize perfect attendance students at graduation.	\$1,893 Title I (3001, 3002)
Graduating Senior activities beginning with March Madness.	Counselor, Librarian, Teachers, Union City Family Center Family Services Assistant	March Madness is a once a week required "0" period event for graduating seniors. Scholarship workshops and assistance on applications. Community College registration and testing.	\$300 Title I (2007,1005)
Senior meeting Quarterly and monthly for last quarter	Counselor, Activities Director, Librarian, Union City Family Center Family Services Assistant	Beginning in September and through rest of school year until graduation	\$300 Title I (2007, 1005)
Project Based Learning curriculum development and alternative assessments for competency	Administration, Counselor, Teachers	Begin with Project Based Learning projects to meet elective credits. Use SBAC and other assessments to determine competency for credits.	\$1,500 Title I (2007, 2005)

Additional Statements

- School site staff is responsible for implementing this SPSA to help exit program improvement, 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) contracts 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 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 #1-6: Provide centralized services to support site activities designed to increase student academic achievement.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Leveled Literacy Intervention Program	2018-19		\$500	Supplemental
Extra supplemental materials for teachers: novels, supplemental readers, curriculum to address which reading materials are appropriate reading level to use in classes and library a piece.	Ongoing		\$2,000 \$2,000	Title I Supplemental
Student assemblies to promote healthy climate and to recognize students.	Ongoing		\$1,000	Title I
Teacher hourly for Curriculum Development	Ongoing		\$2500	Title I
Coaching, Release Time, RCD, Teacher hourly for instruction/PD	Ongoing		\$2000 \$1506	Title I Supplemental
Additional Paraprofessional support to assist students.	2018-19		\$3,214	SPED
Positive school climate recognition, awards, field trips and school wide activities.	Ongoing		\$1,893	Supplemental
Wellness Wednesday's, Code combat, Senior meetings, Senior March Madness	Ongoing		\$2700	Title I
Parent Meetings	Ongoing		\$1,200	Title I
Travel/conference, Instruction	Ongoing		\$3,500	Title I
Two Department Heads for additional teacher leadership and to lead collaboration	Ongoing		\$4,500	General Fund
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

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.

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

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Centralized services do not include administrative costs.

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 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 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)	\$2,166	<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).	\$ \$11	<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 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 I Part A Carryover	\$325	<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.

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
Rosa Nieto, Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keith Lark, Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Camacho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yessenia Duran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Muela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephanie Maldonado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Christopher Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jessica Gonzalez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Tancioco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renee Whitworth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	3	2

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 Michelle Mulla _____ 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 25, 2017.

Attested:

Rosa Nieto
Typed name of School Principal


Signature of School Principal

11/1/18
Date

Alicia Camacho
Typed name of SSC Chairperson


Signature of SSC Chairperson

11-1-18
Date