

# Single Plan for Student Achievement 2018-2019

## Searles Elementary School



# The Single Plan for Student Achievement 2018-2019

School: Searles Elementary

District: New Haven Unified School District

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

Principal: Raquel Bocage

Date of this revision: October 18, 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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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. 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

#### Fountas & Pinnel (F&P) Assessment

By Spring 2019, the percentage of students meeting or exceeding PROFICIENCY in Kindergarten, as measured by F&P Assessment, will improve as follows:

- In Kindergarten, the percentage of students meeting or exceeding their proficiency will increase by 5% from 29% to 34%.

#### Northwestern Evaluation Association (NWEA)

By Spring of 2019, the individual student GROWTH percentage for 1st Grade through 5th grades, as measured by the NWEA for Reading, will improve as follows:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase from 56% to 61%.
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase from 63% to 68%.
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase from 43% to 48%.
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase from 41% to 46%.
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase from 58% to 63%.

#### Smarter Balanced Assessment Consortium (SBAC)

SBAC English Language Arts Proficiency Goals:

Grade Level	2017-18	2018-19
3	33%	38%
4	33%	38%
5	39%	44%

SBAC English Language Arts Proficiency Goals African American Students:

Grade Level	2017-18	2018-19
3	25%	30%
4	33%	38%
5	33%	38%

**SBAC English Language Arts Proficiency Goals Asian Students:**

Grade Level	2017-18	2018-19
3	45%	50%
4	28%	33%
5	28%	33%

**SBAC English Language Arts Proficiency Goals Filipino Students:**

Grade Level	2017-18	2018-19
3	72%	77%
4	63%	68%
5	63%	68%

**SBAC English Language Arts Proficiency Goals Hispanic Students:**

Grade Level	2017-18	2018-19
3	21%	26%
4	37%	42%
5	26%	31%

**SBAC English Language Arts Proficiency Goals Socio-economically Disadvantaged Students:**

Grade Level	2017-18	2018-19
3	24%	29%
4	33%	38%
5	26%	31%

**SBAC English Language Arts Proficiency Goals English Learner Students:**

Grade Level	2017-18	2018-19
3	0%	5%
4	12%	17%
5	11%	16%

**SBAC English Language Arts Proficiency Goals Students with Disabilities:**

Grade Level	2017-18	2018-19
3	11%	16%
4	2%	7%
5	0%	5%

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?
SBAC NWEA Spring Proficiency and Growth Performance Data F&P	NWEA Overall Proficiency in Reading: 34.60% NWEA Overall Growth in Reading: 52.2% SBAC Overall Proficient in Reading: 35% Based on the data our students are making growth, but only 35% of our students are proficient in Reading.	The site will review data (formative and summative assessments along with student work samples) to inform our classroom practice and collaboration focus weekly.

**STRATEGY:** Searles will implement school-wide targeted reading instruction in conjunction with the Common Core State Standards (CCSS) to address the needs of our students as measured by district benchmark assessments, NWEA Student Performance Data, SBAC and F&P Reading Assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide targeted intervention support to students performing at the Far Below Basic to Basic level as measured by multiple measures	Principal, Assistant Principal, Union City Family Center (UCFC) Coordinator	Principal and Assistant Principal (AP) to review data with site coaches, coordinate push in/pull out services for during and afterschool (The Zone) support with Reading Intervention Teachers.	No Cost (1001, 2003)
Provide staff professional development opportunities in CCSS planning	Principal	Provide release days or additional hours for staff to collaborate, attend conferences, and participate in professional development.	\$12,600 Title I (1003)
Provide Instructional Leadership Team professional development opportunities in CCSS planning	Principal	Provide release days or additional hours for Instructional Leadership Team to collaborate, attend conferences (only if part of a grant), and participate in professional development.	\$3,000 Title I (1003, 2005)
Identify the specific reading needs of our students and plan targeted instruction of support	Principal, Assistant Principal, Literacy Coach	Collect and analyze data (NWEA, F&P Reading Assessment) to determine appropriate teaching materials, strategies, and programs to meet the needs of the diverse learners in our classrooms.	No Cost (2004, 2005)
Provide instructional coaching in ELA	Principal	Provide instructional coaching to staff members focused upon literacy, plan and deliver professional development, serve as a member of the site's Instructional Leadership Team (ILT).	\$62,944.30 Title I (60.28%), LCAP (39.72%) (1003, 2005)
At staff meeting explain curriculum expectations	Admin, ILT	Clear communication of curriculum expectations and time spent.	No Cost (1001, 1003, 4005)
Bring student work to collaboration regularly	Teacher, Grade Level	Sharing practices that lead to grade level success. PLC questions and site focus during collaboration	No Cost (2004)
Appoint a RCD representative for all grade levels	Teachers	Feedback to RCD, teacher understanding of RCD unit.	No Cost (1003)
Examining schedule - balanced day	Teacher, Admin	Ensuring you have all components to meet student need.	No Cost (1001, 2005)
Use of F&P bench mark assessment	Teacher, Admin	Common academic language understanding student strength/need.	No Cost (1005, 2003, 2004, 4005)
Monitor reading growth monthly (student level and reading behavior)	Admin	Understand student growth patterns Clear understanding of student goal Placement in reading intervention	No Cost (1005, 2003)

Reading Recovery Teachers Provide targeted intervention support to students performing at the Far Below Basic level as measured by multiple measures	Teacher, Admin	Principal to review data with Reading Recovery Teachers, coordinate push in/pull out services for during and afterschool support with Reading Intervention Teachers.	No Cost (1001, 2003)
Reading Intervention Teacher Provide targeted intervention support to students performing at the Far Below Basic and Below level as measured by multiple measures	Teacher, Admin, Reading Intervention Teacher	Principal to review data with Reading Intervention Teacher, coordinate push in/pull out services for during and afterschool support with Reading Intervention Teacher.	\$4,000 Title I (1001, 2003)

**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 GOALS: Mathematics**

California Dashboard – Academic Indicator – Mathematics: Not Applicable

**NWEA**

By Spring of 2019, the individual student GROWTH percentage for 1st through 5th grades, as measured by the NWEA for Mathematics, will improve as follows:

- In 1<sup>st</sup> grade, the percentage of students meeting or exceeding their growth targets will increase from 70% to 75%
- In 2<sup>nd</sup> grade, the percentage of students meeting or exceeding their growth targets will increase from 38% to 43%
- In 3<sup>rd</sup> grade, the percentage of students meeting or exceeding their growth targets will increase from 28% to 33%
- In 4<sup>th</sup> grade, the percentage of students meeting or exceeding their growth targets will increase from 46% to 51%
- In 5<sup>th</sup> grade, the percentage of students meeting or exceeding their growth targets will increase from 69% to 74%

**SBAC**

SBAC Math Proficiency Goals:

Grade Level	2017-18	2018-19
3	30%	35%
4	25%	30%
5	25%	30%

SBAC Math Proficiency Goals African American Students:

Grade Level	2017-18	2018-19
3	25%	30%
4	33%	38%
5	0%	5%

**SBAC Math Proficiency Goals Hispanic Students:**

Grade Level	2017-18	2018-19
3	19%	24%
4	22%	27%
5	37%	42%

**SBAC Math Proficiency Goals Socio-economically Disadvantaged Students:**

Grade Level	2017-18	2018-19
3	21%	26%
4	16%	21%
5	21%	26%

**SBAC Math Proficiency Goals English Learner Students:**

Grade Level	2017-18	2018-19
3	8%	13%
4	7%	12%
5	7%	12%

**SBAC Math Proficiency Goals Students with Disabilities:**

Grade Level	2017-18	2018-19
3	11%	16%
4	0%	5%
5	0%	5%

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?
SBAC NWEA Spring Proficiency and Growth Performance Data	NWEA Overall Proficiency in MATH: 29% NWEA Overall Growth in MATH: 50.2% SBAC Overall Proficient in MATH: 27% Based on the data our students are making growth, approaching 28% are proficient in MATH.	The site will review data (formative and summative assessments along with student work samples) to inform our classroom practice and collaboration focus weekly.

**STRATEGY:** In 2018-19, staff will implement school wide best practices in mathematics in conjunction with the CCSS Mathematics Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide targeted intervention support to students performing at the Far Below Basic to Basic level as measured by multiple measures	Principal, Assistant Principal, UCFC Coordinator	Principal and Assistant Principal (AP) to review data with UCFC Coordinator, coordinate push in/pull out services for during and afterschool (The Zone) support with mathematics.	No Cost (1001, 2003)
Provide staff professional development opportunities in CCSS planning	Principal	Provide release days or additional hours for staff to collaborate, attend conferences, and participate in professional development.	Cost - See ELA Above (1003, 2005)
Provide Instructional Leadership	Principal	Provide release days or additional hours for Instructional Leadership Team to	Cost See ELA Above (1003,

Team professional development opportunities in CCSS planning		collaborate, attend conferences, and participate in professional development.	2005)
Provide instructional coaching in Mathematics	Principals	Provide instructional coaching to staff members focused upon mathematics, plan and deliver professional development, serve as a member of the site's Instructional Leadership Team.	Cost – See ELA Above (1003, 2005)
Explain curriculum expectations at staff meeting	Admin, ILT	Clear communication of math curriculum expectation and time spent (80 min per day).	No Cost (1001, 1003, 4005)
Examine schedule and plan for math times; consider transitions and how to maximize time	Teacher, Grade Level, Admin	The expectation is schedule 80 min per day for math (60 min investigation, 20 min number corner).	No Cost (1001, 2005)
Bring Student work to collaboration regularly, Planning next steps (agreement by ILT teachers)	Teacher, Grade Level	Sharing your practice that lead to grade level success. PLC questions and site focus during collaboration	No Cost (2004)
Implement scope and sequence of Bridges curriculum	Coach, Grade Level	Sharing your practice that lead to grade level success.	No Cost (1001)
Integrate the habits of mind and interaction in lessons	Coach, Grade Level	Sharing your practice that lead to grade level success.	No Cost (1001)

**LEA GOAL:**

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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 Learner Indicator**

California Dashboard Academic Indicator – English Learner Indicator: Not Applicable

What data did you use to form this goal? ELPAC, when available	What were the findings from the analysis of this data? Due to the transition from California English Language Development Test (CELDT) to English Language Proficiency Assessments for California (ELPAC) and a revised Reclassification Criteria, for 2018-19, SPSA's will not include a specific measure for ELL	How will the school evaluate the progress of this goal? EL academic performance data, NWEA, SBAC and EL proficiency Data when available.
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**STRATEGY:** From 2018-19, increase professional development specific to English Language Learners (ELL) for parents, teachers and paraprofessionals.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide targeted intervention support to students performing at the approaching and not met levels as measured by multiple measures	Administrators	Principal and Assistant Principal to review data with site coaches, coordinate push in/pull out services for during and after school support with staff and support personnel.	Listed above in English Language Arts
Provide English Learner professional development	Principal, EL Department	Two release days for all teachers to participate in professional development. Provide staff with professional development specifically designed to meet the needs of ELL in order to support language acquisition. Provide release days or additional hours for staff to collaborate, attend conferences, and participate in professional development.	\$4,200 Title III (1003, 2005)
Designated ELD Block	Principal, Assistant Principal, Teachers	Teachers will have a designated ELD block in their schedule to provide Designated ELD time.	No Cost (1001, 2003)
K-5 Curriculum Leader I – EL Support	Principal, EL Coordinator, Curriculum Leader 1	Support site in the analysis of English Learner population assets and needs. Support ELPAs in monitoring EL services. Attend professional development to build capacity around English Learner population. Develop Teacher Leadership skills. Support Integrated and Designated ELD implementation through practice and application. Host observations of model lessons. Collaborate and plan with staff on English Learner support. Examine own practice of English Learners in the classroom and share the learning with grade level and site staff. Support parent engagement opportunities.	\$4,200 Title III (1003, 2005)

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**SECTION 4 - SCHOOL GOAL: School Climate**

**California Dashboard Academic Indicator – School Climate**

**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 175 to 132.
- The number of suspensions will be reduced from 25 to 23.
- Students receiving multiple referrals will be reduced from 63% to 48%.
- Students receiving multiple suspensions will be reduced from 16% to 14%.

**Attendance**

By Spring 2019, we will improve our annual student attendance rate by 1% from 94.52% to 95.52% positive attendance.

By June of 2019, we will increase current 86% of students feeling safe at school by 5% as measured by student survey results.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Referral log from our school system (Q) Suspension log from our school system (Q) Attendance log from our school system (Q)	Discipline Findings: Patterns in both student discipline referrals as well as suspensions are due to physical conflict. Attendance Findings: Student tardies as well as unexcused absences are areas for concern. Safe at school: 86% of our students feel safe at school.	Extract bi-weekly attendance log to review progress. Extract bi-weekly referral and suspension reports from Q system. Annual District Survey of our students.

**STRATEGY:** During 2018-19, the school will implement a school-wide focus to promote attendance and positive behavior.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<u>Bi-Weekly</u> Identify families that may require support around attendance and discipline	Assistant Principal, UCFC Support Staff	Collect and analyze data from Q to determine appropriate support for families that have chronic tardies or discipline.	No Cost (1005, 3001, 3002)
<u>Ongoing</u> Reach out to families for parenting workshops to support attendance and discipline	Assistant Principal, UCFC Support Staff, Mental Health Services Clinician	Create targeted family support to focus on student attendance and discipline.	No Cost (1005, 3001, 3002)
Work with students to determine what is causing students to not feel safe at school.	Assistant Principal	Create prevention activities to focus on student safety in school.	No Cost (3002)

**LEA GOAL:**

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**SECTION 5 – SCHOOL GOAL: Parent Engagement****California Dashboard Academic Indicator – Parent Engagement**

Academic Parent-Teacher Teams (APTT)

For the 2018-19 school year, parent engagement will improve by 5% from 63% to 68% as measured by APTT attendance logs.

Searles will provide targeted services around mental, physical, and social health will be offered to families of need to support academic achievement as measured through the number of students, parents and staff served through Student Success Team meetings and Coordination of Services Team referrals.

<p><b>What data did you use to form this goal?</b> Referral Data from the Student Success Team Meetings and Coordination of Service Team meetings.</p>	<p><b>What were the findings from the analysis of this data?</b> Parents participate in primary grades more than upper grades. Searles APTT Attendance Data 2016-17</p> <table border="1" data-bbox="600 318 1190 436"> <tr> <th>Kinder</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> <tr> <td>77%</td> <td>76%</td> <td>65%</td> <td>57%</td> <td>56%</td> <td>52%</td> </tr> </table>	Kinder	1st	2nd	3rd	4th	5th	77%	76%	65%	57%	56%	52%	<p><b>How will the school evaluate the progress of this goal?</b> Monitor growth through on going data collection and referrals to services.</p>
Kinder	1st	2nd	3rd	4th	5th									
77%	76%	65%	57%	56%	52%									

**STRATEGY:** Searles will engage in community outreach opportunities to develop and sustain wrap around services in order to support students, parents, and staff through a comprehensive system of internal and external supports and partnerships. We will continue to implement the Community School model at Searles.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Teachers and parents will form Academic Parent Teacher Teams to support academic growth	Principal, Outreach Facilitator, Family Services Assistant	Identify goals and support grade level teams in planning.	\$10,500 Title I (1005, 2008, 3001, 3002)
Family services such as counselors, clinicians, and counseling interns will provide mental health services to focus on prevention	Principal	Promote and offer services to students and their families when in need. Connect services through individual referrals.	Cost covered by Seneca Family of Agencies (2003, 3001, 3002)
Provide classified professional development to support teaching and learning and to provide materials and supplies in order to meet the needs of Special Education	Principal, District Staff	Provide classified professional development focused upon meeting the specific needs of students who are identified as needing Special Education support services.	\$1,000 Sp. Ed. LCFF (4002)
Provide parent education classes/workshops to target instructional, social emotional, behavioral, college career support for students.	Assistant Principal	Assistant Principal to contact families and plan workshop focusing on supporting readiness skills.	\$1,000 Title I (2003, 3001, 3002)
Continue to hold Transitional Kindergarten class to support the readiness skills needed for Kindergarten	Principal	Continue with TK curriculum to support readiness.	No Cost (2005)
Translation/Interpreting services to support staff and family communication	Principal, Assistant Principal, Office Assistant III, School Secretary, Outreach	Outreach to families in need of interpreter and translating services.	\$2,000 Title I, District Title III funds LCFF (1002)

	Facilitator		
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**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) program (BTSA).
- 2. School site staff are 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 assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service", the MEP identifies and targets migrant students for supplemental services such as homework, tutoring, vision and dental screening, and direct academic intervention with highly qualified teachers.

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> <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> <li>• Materials acquisition</li> <li>• Support of district assessment implementation</li> <li>• Assistance to families and support services</li> </ul> <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p>	<p>July 2018- June 2019</p>	<p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals</p> <p>Substitute Teachers and hourly</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p> <p>Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.</p>	<p>\$65,000</p> <p>\$295,000</p> <p>\$29,750</p> <p>\$80,000</p> <p>\$40,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>

<sup>1</sup> 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.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>LCFF – Supplemental Grant</b> 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"/> <b>LCFF – Concentration Grant</b> 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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Professional Development Block Grant (Carryover only)</b> 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	\$	<input type="checkbox"/>

achievement		
<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"/>
<input type="checkbox"/> <b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b>	\$	<input type="checkbox"/>
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)	\$77,404	<input checked="" type="checkbox"/>
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (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).	\$ 705	<input checked="" type="checkbox"/>
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (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"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<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 <sup>3</sup>
<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"/>
<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 type="checkbox"/>
<input checked="" type="checkbox"/> <b>Other federal funds – Title I Part A Carryover</b>	\$ 9,042	<input checked="" type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds (list and describe)</b>	\$	<input type="checkbox"/>

<sup>3</sup> 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"/> <b>Other federal funds</b> (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.<sup>4</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
Raquel Bocage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lawerence Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Kim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erika Ascencio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinorah Amaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Madhuri Dutt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharon Gregory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Gonzales	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carole Segall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susana Peinado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

<sup>4</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 Dinorah Amaya \_\_\_\_\_ 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 18, 2018.

Attested:

Raquel Bocage  
Typed name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/18/18  
Date

Heather Kim  
Typed name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/18/18  
Date