

The Single Plan for Student Achievement

School: Washington Academic Middle School
CDS Code: 10-62414-6007207
District: Sanger Unified School District
Principal: Leo Castillo
Revision Date: 10/5/17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Washington Academic Middle School's Vision and Mission Statements

Our students will learn collaboratively in a rigorous, relevant, and caring culture that prepares them to be college and career ready.

School Profile

Washington Academic Middle School is a 6-8 school serving approximately 1950 students. It is part of Sanger Unified School District, which is made up of one high school, one continuation high school, one 6-8 school, one K-8 school, five K-6, six K-5 schools, four preschools and three charter schools. Sanger is an incorporated city of approximately 20,000 in Fresno County in the state of California. It is an agriculturally based community that is located 15 miles southeast of Fresno.

Washington Academic Middle School has eighty-four classroom teachers. Its administrative staff consists of a Principal and five Vice-Principals. Support staff include; five clerical staff members and three custodial personnel. Four full-time Curriculum Support Providers credentialed personnel and two Special Day Classes serve students with learning disabilities. There is an on-site: Nurse, Psychologist, two counselors, part time After School Program Coordinator, and full time Athletic/Activities Director. A full time Library Technician also provides support and training through out the year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

16/17 Parent Surveys

-Strengths: Overall quality of child's school (85%) and Overall Academic growth and How well have you been informed of child's progress (82%)

Challenges: Handling harassment and bullying (76%) and Math growth (77%)

15/16 6th-12th iPad Survey:

*84% average A (excellent) + B (good) responses on the impact of the iPad program on my child's engagement in learning.

*83.3% average A (excellent) + B (good) responses on the overall quality of the parental support and expectations regarding care and management of the iPad.

16/17 LCAP Parent Survey:

*Continue with: Tutorials and Homework Lab, LEAP program after school, free breakfast and lunch

*Suggestions to enhance: technology, one-to-one tutoring, security

*Other: happy with staff and teachers, improve facilities, improve food

15/16 Healthy Kids Survey:

*Strengths: 91% of students feel at least moderately connected to school; approximately 80% of students have never had mean rumors spread about them; 90+% of students have never consumed alcohol, tried marijuana or another inhalant; 78% of students have never experienced cyber-bullying

*Challenges: 37% reported they do not help decide class activities; 25% reported having been made fun of or insulted; 25% report chronic sad/hopeless feelings; 15% report low academic motivation

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

*Tenured teachers are formally observed 2 times per year.

*Temporary/Probationary teachers are formally observed 3-4 times per year.

*In addition, focus walks are conducted weekly by the vice-principals and principal. Classrooms are visited for about 5-10 minutes and feedback is provided both verbally and in written form.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Subgroups, Content domains, and Overall achievement to guide our instruction

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We use assessments aligned to standards to guide our instruction in order to understand students that have mastered and not mastered instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

97.5%

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100%

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

100%

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Instructional Specialists are employed by the district to support instructional practices in the areas of Language Arts, Mathematics, English Language Development, Technology Integration, and Universal Design for Learning (UDL). In addition, Washington Academic Middle School has four full time Curriculum Support Providers whose job is to support instruction in the classrooms.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly, on Thursdays, in grade level Professional Learning Communities. This time is used to analyze student work and guide instructional practices.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

100%

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Over the amount of minutes required for ELA and Math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

100%

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

yes

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

yes

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

yes

14. Research-based educational practices to raise student achievement

yes

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

yes

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Yes, WAMS Cafe, monthly parent workshops for Common Core standards, PIQE, PTA, Parent/Student activity nights, College Knowledge Academy, Parent/Student Paint Night, Muffins with Mom, Donuts with Dad, Back to School, Open House, Multi-Cultural Night, College Career Day, Science Fair, Sports Banquets, STEM Banquet.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Yes, interventions are in place during and after school. Lunch Homework Lab, tutorials, rectification, 7th period. HYPE, SWAG.

18. Fiscal support (EPC)

Title III
LCAP

Description of Barriers and Related School Goals

Areas of Focus:

Academic Discourse

Formative Assessment

Active/Passive Engagement

Technology Integration

Barrier:

Attendance

Systems that are in place provide minimal barriers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	442	440	449	439	434	443	439	434	443	99.3	98.4	98.7
Grade 7	626	661	694	618	657	685	616	657	684	98.7	99.4	98.7
Grade 8	647	622	656	628	613	652	626	611	652	97.1	98.7	99.4
All Grades	1715	1723	1799	1685	1704	1780	1681	1702	1779	98.3	98.9	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2501.6	2487.4	2499.7	6	5	7.22	28	27	32.05	38	33	29.35	28	35	31.38
Grade 7	2535.2	2531.8	2518.1	8	9	6.73	36	33	31.29	30	32	30.70	26	26	31.29
Grade 8	2546.9	2543.6	2553.7	7	8	13.65	34	36	31.29	37	29	31.44	22	28	23.62
All Grades	N/A	N/A	N/A	7	8	9.39	33	32	31.48	35	31	30.64	25	29	28.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	9	13.09	50	50	50.34	41	41	36.57
Grade 7	15	15	14.79	48	48	49.34	37	37	35.87
Grade 8	17	17	18.71	49	48	49.85	34	35	31.44
All Grades	14	14	15.80	49	49	49.78	37	37	34.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	8	12.19	57	49	47.86	31	43	39.95
Grade 7	22	20	15.52	55	55	50.81	23	25	33.67
Grade 8	14	17	19.17	61	55	52.45	25	28	28.37
All Grades	16	16	16.03	58	54	50.67	26	30	33.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	9	10.16	68	74	67.95	20	17	21.90
Grade 7	12	11	8.49	64	67	63.69	24	21	27.82
Grade 8	12	10	12.12	63	65	71.63	26	25	16.26
All Grades	12	10	10.24	65	68	67.66	24	21	22.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	15	21.44	65	61	51.69	20	24	26.86
Grade 7	18	20	21.08	60	57	50.22	22	23	28.70
Grade 8	18	19	27.30	61	54	51.84	22	27	20.86
All Grades	17	19	23.45	62	57	51.18	21	25	25.37

Conclusions based on this data:

1. School-wide 42% met/exceeded standard; 2% growth from 15-16
2. EL 3% met/exceeded standard
3. SPED 4% met/exceeded standard

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	442	439	448	442	434	446	442	433	445	100.0	98.6	99.6
Grade 7	626	660	695	618	656	689	618	654	689	98.7	99.4	99.1
Grade 8	647	622	656	627	612	653	627	611	653	96.9	98.6	99.5
All Grades	1715	1721	1799	1687	1702	1788	1687	1698	1787	98.4	98.9	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2489.2	2481.3	2495.3	7	6	7.64	16	13	20.00	38	39	37.08	39	42	35.28
Grade 7	2520.1	2528.9	2512.9	12	13	11.18	20	23	21.48	33	35	31.49	35	29	35.85
Grade 8	2571.6	2559.3	2566.2	27	21	27.57	21	25	17.92	23	23	22.66	29	31	31.85
All Grades	N/A	N/A	N/A	16	14	16.28	20	21	19.81	31	31	29.66	34	33	34.25

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	12	16.85	41	32	37.30	47	56	45.84
Grade 7	21	27	20.93	34	32	32.99	45	41	46.08
Grade 8	38	37	40.12	30	30	28.79	32	34	31.09
All Grades	25	27	26.93	35	31	32.53	41	42	40.54

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	5	6	6.97	43	39	48.99	52	55	44.04
Grade 7	13	14	12.77	50	42	45.86	37	44	41.36
Grade 8	18	16	20.06	52	51	38.44	31	34	41.50
All Grades	13	13	13.99	49	45	43.93	38	43	42.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	6	10.79	54	51	47.64	38	43	41.57
Grade 7	13	16	13.08	71	65	59.45	16	19	27.47
Grade 8	27	17	23.43	52	59	49.31	20	24	27.26
All Grades	17	14	16.29	60	59	52.80	23	27	30.91

Conclusions based on this data:

1. School-wide 37% met/exceeded standard; 9% increase from 15-16
2. EL 2% met/exceeded standard
3. SPED 6% met/exceeded standard

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	2	6		33	36		49	45		11	6		4	7	
7	9	10		43	45		40	27		8	10		1	7	
8	9	14		45	45		34	34		9	7		3		
Total	7	10		41	42		41	36		9	8		2	5	

Conclusions based on this data:

1. Continued focus on our long-term EL students.
2. RFEP 24.3% (up 5%)
3. Reading domain: 67% scored Beginning/Intermediate; Writing domain: 53% scored Beginning/Intermediate

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	4	7		30	34		48	43		10	6		8	10	
7	9	10		41	42		39	28		8	11		2	10	
8	10	14		40	41		37	33		9	6		4	6	
Total	8	10		37	39		41	35		9	8		5	9	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 student performance 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:

SUBJECT: Achievement for All Students
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
ELA: 42 to 47% met or exceed Math: 37 to 42% met or exceed
Data Used to Form this Goal:
*Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. *Implementation of Common Core will demonstrate positive growth as measured by the SUSD iPad Walkthrough Implementation Tool. *All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
*Technology is an ongoing expenditure to stay current. *Instructional coaching and teacher professional development will allow teachers to master new standards and teaching strategies.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration	2016-2017	Admin, CSPs, and teachers	Apps Equipment Software Supplies Tech Leads	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures		
Instructional Coaching	2016-2017	CSPs	Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	368,489
S.T.E.M. Class	2016-2017	Janell Miller	S.T.E.M. teacher salary - 25%	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,461
Teacher Professional Development	2016-2017	Admin	Conferences	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
Printing Costs	2016-2017	Admin	Envelopes, copies, newsletter, ink, toner	4000-4999: Books And Supplies	LCFF - Supplemental	10,000
Books	2016-2017	Admin	Scope, Scholastic, Classroom Libraries	4000-4999: Books And Supplies	LCFF - Supplemental	12,000
Library Resource	2016-2017	Library Staff	Library Technician salary - 66.7%	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,093
Data Analysis	2016-2017	Monique Flores	Data Specialist Salary - 50%	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,943

Planned Improvements in Student Performance

School Goal #2

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 student performance 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:

SUBJECT: Decrease the Achievement Gap
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
We will provide a tiered support system for all students in all subgroups to decrease the achievement gap.
Data Used to Form this Goal:
<ul style="list-style-type: none">*Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state.*Meet or exceed AMAO 2, EL proficiency rates established by the state.*Increase district-wide English learner re-classification rate.*Decrease annually the middle school dropout rate as defined by the high school readiness rate of: GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance, and no suspensions.*Meet or be lower than the state and county dropout rates for all subgroups annually.*Meet or exceed the state and county graduation rates for all subgroups annually.*Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
<p>We will move 20% of our long term English Language Learners to the next band. We will increase our number of students in the met and exceeded category on the CAASPP by 5%</p>
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learner Development	2017-2018	Karen Vowell	ELD Teacher Salary	1000-1999: Certificated Personnel Salaries		
			Books and supplies	4000-4999: Books And Supplies		
			Instructional Rounds - sub costs	5000-5999: Services And Other Operating Expenditures		
Coteaching	2017-2018	Admin and teachers	Training, materials, supplies	4000-4999: Books And Supplies	LCFF - Supplemental	5,788
SPED Services	2017-2018	Karen Vowell	IEP Meeting copies	4000-4999: Books And Supplies	LCFF - Supplemental	2,500
			Sub costs	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000

Planned Improvements in Student Performance

School Goal #3

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 student performance 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:

SUBJECT: Safe School Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
We will maintain a safe school environment conducive to optimal learning.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain parent involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
Need for attendance incentives and school-wide motivation rewards.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement	2017-2018	Admin	Workshops	4000-4999: Books And Supplies		
			Childcare	5000-5999: Services And Other Operating Expenditures		
			Transportation	5000-5999: Services And Other Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Connections/Mentoring	2017-2018	Admin, Psych	50% of 2 SPACs (Student Parent Advocates)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	49,428
			100% of 2 SPACs (Student Parent Advocates)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	93,574

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	635,276.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	393,950.00
2000-2999: Classified Personnel Salaries	204,038.00
4000-4999: Books And Supplies	30,288.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	393,950.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	204,038.00
4000-4999: Books And Supplies	LCFF - Supplemental	30,288.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	481,986.00
Goal 2	10,288.00
Goal 3	143,002.00

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeremy Alvarado	X				
Melissa Aaron			X		
Billie Chhan		X			
Brianna Fidalgo		X			
Katherine Simons		X			
Yeng Xiong		X			
Holly Ackron				X	
Melissa Barajas				X	
Susana Feria				X	
Katie Esquivel				X	
Daniel Velasquez				X	
Sonia Villareal				X	
Numbers of members of each category:	1	4	1	6	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program 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 24, 2006.

Attested:

Leo Castillo

Typed Name of School Principal

Signature of School Principal

Date

Melissa Aaron

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date