

Single Plan for Student Achievement



Larkspur-Corte Madera School District
Hall Middle School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Hall Middle School Elementary

District: Larkspur-Corte Madera

County-District School (CDS) Code: 21-65367-6024376

Principal: Tom Utic

Date of this revision: 06/22/2016

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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The District Governing Board approved this revision of the SPSA on 06/15/2016.



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Larkspur-Corte Madera School District Strategic Plan for 2014-16

District Mission/Vision

Larkspur-Corte Madera School District is a dynamic learning community. We are inspired to think critically, collaborate, encourage creativity, and communicate effectively in supportive and inclusive environments. Every individual is empowered to become a productive citizen through relevant, rigorous, and engaging curriculum, active partnerships, and authentic interdisciplinary learning experiences.

Student Outcomes

We believe that in order for our students to be successful in college and careers, all learners must demonstrate the 21st Century skills necessary for this success. Learners will:

- Be Effective Communicators
- Be Critical Thinkers and Problem Solvers
- Use Curiosity and Imagination
- Use Creativity to Express and Explore Learning
- Collaborate with Others in Learning and Leading
- Be Flexible and Resilient
- Demonstrate Initiative and Entrepreneurialism
- Innovate

District Strategic Priorities

Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.

Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners.

Attract, develop, and support innovative, inspirational learning leaders who engage and empower students.

Sustain the fiscal integrity and stability of the District.

Communicate effectively and consistently through open, accessible methods, in order to facilitate collaborative partnerships among classroom, home, school, district, and community.

District Core Values and Concepts

Promoting Visionary & Collaborative Leadership

Our learning leaders model, set direction, and maintain a focus on students and positive learning climates, clear and visible values, and high expectations for all members of our learning community. Our leaders inspire and motivate teams, involve and communicate with our community, and collaborate and form key relationships.

Student-Centered Education

In order to ensure that our students meet their highest potential, we provide a comprehensive, inquiry- and standards-based differentiated curriculum, and opportunities for every student to be successful, involved, and engaged in collaborative learning with peers and teachers. We believe ongoing assessment of student learning informs our instructional practices.

Organizational and Personal Learning

We promote strategic thinking, innovation, flexibility, and agility in response to changing requirements. We invest in personal learning for all through focused professional development, peer-to-peer learning, and opportunities for reflection across the learning community.

Valuing Faculty, Staff, and Partners

Our success depends on valuing the diversity of our faculty, staff, parents, and community members. Their varied backgrounds, skills and knowledge, along with their creativity, dedication, and motivation, contribute to a more enriching educational environment.

Citizenship

We model good citizenship, ethical behavior, and sensitivity to others, and promote each individual's success as members of a local community and global society. We value diversity in our students and believe it enriches our inclusive educational program.

Focus on Process, Progress, and Results

We use a variety of measures and data to assess continuous improvement in academic and social/emotional goals, develop short and long term strategic priorities, and manage our resources effectively and efficiently.

Local Control Accountability Plan (LCAP)

As part of LCFF, school districts, county offices of education and charter schools are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP). For 2014-15 the plan must be adopted by June 30, 2014. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level the plan will be reviewed by the County superintendent and ensure alignment of projected spending toward goals and services.

A requirement in the development of the LCAP is to solicit input from parents, teachers, students, local bargaining units, staff and other community members in regard to what they think which goals would be most effective for implementation in our schools toward reaching state priorities. Toward this end the district has compiled a survey. We invite you to please complete this survey as an important part of our needs assessment process. Once all results of the survey are gathered and consolidated, results will be used by the LCAP committee to update our LCAP by June 2015.

As noted above, there are eight state priority areas for which school districts, with parent and community input, must establish goals and actions:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities. LCMSD has incorporated our five Strategic priorities with the eight state priorities.

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:

LEA GOAL/Strategic Priority: Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners. Continuous improvement in student achievement in English Language Arts and Mathematics.

SCHOOL GOAL: 1 Student Academic Proficiency. For the 2016-17 school year, at least 80% of students will demonstrate proficiency on CAASPP ELA, 80 % or more reading at or above grade level on the SRI tests, and at least 80% scoring at least an 8 on benchmark writing assessments. 70% of students will demonstrate proficiency on CAASPP Math and the new local benchmark assessment, FrontRow Math. Ensure that each and every student learns while enhancing English Language Arts and Mathematics instruction for all students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
ELA (SRI) and Math (SMI, Front Row Math) Classroom assessments (November 2015-June 2016) CAASPP assessments	CAASPP results for 2016 are not yet available. 81% scored proficient or above on the ELA reading assessment. 60% of students scored 8 or above on the end of year ELA writing assessment. The overall average in end of year ELA benchmark writing assessments: 6 th – 8.0 7 th – 7.6 8 th – 7.4 SMI math will not be used this year. Front Row Math End of Year Accuracy	CAASPP assessments Trimester benchmark assessments

	results: 6 th – 55% 7 th – 52% 8 th – 45%	
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STRATEGY: Implement instructional strategies that that addresses the literacy and math needs of students performing below the proficient range, as measured by trimester benchmarks, classroom assessments and CASSPP data..

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement, review and evaluate district approved intervention programs and benchmark assessments (August 2016-June 2017)	Grade 6-8 general education teachers	Collect and analyze benchmark data and information from teacher produced tests and educational technology programs to identify students from each grade level for ELA and math intervention.	EIA/LEP
	Counselor, Administration	Identify and schedule students for math and ELA support classes and before/after school Intervention sessions, based on previous multiple measures and initial classroom assessments. (August, 2016)	Title III Title II Title I Fund after school intervention
		Progress monitoring of all students who are below proficient. Offer interventions within classrooms. (August, 2016-June 2017)	(Scholastic Reading Inventory (SRI) & Scholastic Math Inventory (SMI) for English Language Arts (ELA)
		Review and evaluate intervention programs and benchmark assessments. (December 2016-June 2017)	Reading Assessments
Science and math teachers acquire and implement effective literacy strategies.	Teachers	Teachers participate in peer class observations and feedback on Literacy strategies modeled by trained in-house teachers. (August, 2016-June 2017)	CCSS funding

Cluster ELL students with classified support.	Administration	Scheduling students (June, 2016), monitoring progress and modifying schedules as needed. ELL paraprofessional assigned to clustered classes (August, 2016).	
Provide ELD support beyond the classroom setting.	Administration, staff	Implement extended learning program for EL students staffed by school personnel.	
Math teachers implement CCSS aligned curriculum	Teachers	Continue to research professional development opportunities for effective math instruction, supplementary programs and CCSS aligned curriculum. Teachers attend CPM training when available. Implement CPM curricular materials.	
Provide targeted reinforcement of curricular topics during Advisory Period as appropriate. (ongoing)	Teachers	Implement Advisory (year long)	
Provide targeted instruction in a smaller, self-contained classroom setting for identified students with special needs.	Teachers	Identify students by reviewing IEPs, classroom performance and multiple measures of assessments. (ongoing)	
		Schedule students for given classes in a Learning Center setting based on individual student needs. (Fall, 2016)	
		Monitor student progress. (ongoing)	
Conduct parent conferences for students who are performing below expectations in English, math and/or other subjects, and all EL students. (October, 2016)	Administration	Review student performance data to date (grades, other assessments. (Sept. – Oct.) Identify priority students. (Sept. – Oct.) Schedule conferences. (Oct.) Implement follow up strategies as needed. (Nov. – June)	
Complete curriculum mapping			

for CCSS and NGSS, with focus on inquiry, PBL, tech integration and differentiation.	Administration, TOSAs, teachers	Review and revise current curriculum maps in grade level team meetings, identify common expectations for documentation, create/revise as needed. (August, 2016-June 2017)	
Provide support and options for ongoing training and PD in differentiation, PBL, small group instruction, technology, blended learning.	Administration, TOSAs, teachers	Plan and implement monthly sessions and group/individual coaching during collaboration periods.	

LEA GOAL: Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners. Increase student engagement and challenge through personalized, differentiated, and integrated instruction.

SCHOOL GOAL: 2

75% of parents will indicate that their students participate in a stimulating and engaging curriculum in classes that are conducive to learning.

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?
SSC Parent Survey	2016 SSC Parent Survey: 68.3% of parents in grades 6-8 indicated that the curriculum was stimulating and engaging in all/most classes, a drop of 5.7% from 74% the previous year. 71.3% of parents in grades 6-8 indicated that teachers maintain environments that are conducive to learning in all/most classes, down 8.7% from 80% the previous year.	Spring 2017 SSC Parent Survey results

STRATEGY: Expand innovative programs and instructional practices, within the general education setting, to implement and introduce and ongoing enrichment programs. Provide differentiated curriculum, PBL and instruction to challenge students; personalizing to needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

Increase use of driving questions in lessons/units to create an inquiry-based approach (September 2016-June 2017)	Teachers	Reinforce practice with all teachers. (ongoing).	General Fund (GF) Instructional staff salaries
Increase PBL in classrooms	TOSA, Teachers	Provide differentiated curriculum, PBL and instruction to challenge students, personalizing needs Continue professional development on PBL and differentiation with site TOSA (ongoing).	TOSA support (.5 FTE) CCSS and GF including release time PTA SPARK
Continue with Arts Integration in all subjects. (September 2016-June 2017)	TOSA, Teachers	Continue with Site Arts Team meetings. Sharing activities and strategies during faculty meetings (winter, 2016-17)	
Implement NGSS standards and supporting curricular materials in all science classes.	Administration Teachers	Teachers participate in professional development sessions on NGSS (ongoing). Teachers participate in collaboration with science teachers in neighboring districts. (Ongoing)	
Conduct parent/student/teacher meetings to identify student needs and implement appropriate strategies to keep them appropriately challenged and engaged.	Administration, teachers, Parents	Conduct SSTs and ILPs as needed (ongoing).	
Provide after school enrichment opportunities, scholarships for students who are not participating in after school activities	Administration, parents, teachers, MVGATE	Offer an Odyssey of the Mind and Speech & Debate programs, coached by parent volunteers and/or staffed by a teacher with a stipend. (Fall, 2016) Support an after school Coding Class and French classes for from outside organizations. (Sept, 2016)	Teacher/Coach stipends (\$1500)

Form A Non-Academic Goal

LEA GOAL: Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.

SCHOOL GOAL: 3

The percentage of 7th grade students stating absences were due to anxious, sad, hopeless, angry, stressed feelings on the CHKS will decrease from 9% to 7% on a comparable questions on the annual SSC student survey.

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?
California Healthy Kids survey, 2013, 2015.	7th grader students stating absences were due to Anxious, Sad, Hopeless, Angry, Stressed feelings and/or didn't get enough sleep: 5%, down 8% from 13% for 2015	The Hall Middle School Site Council, Administration and Counseling Department will evaluate school climate via the results on an annual basis as part of the SPSA evaluation process and SSC Student Survey data.

STRATEGIES: Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion. Hall Middle School expand mindfulness strategies and revise the character education curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Integration of Character Counts curriculum in grades 6-8, delivered during Advisory periods monthly. Increase the number of faculty using strategies for implementing Mindfulness practices for students.	Administration, teachers, counselor	Grade level meetings (September), Leadership class assembly (Fall, 2016) and activities (ongoing). School counselor will co-facilitate social & emotional Character Counts curriculum into guidance lessons and collaborating with classroom teachers.	Funding of 1.0 FTE school counselor. Curricular program.

Continue parent education sessions on mindfulness and student socio-emotional health (October - June)		<p>Implement mindfulness activities in bi-weekly faculty meetings to help teachers gain awareness and strategies. Train faculty volunteers in mindfulness strategies for both adults and students. (Fall, 2016).</p> <p>Hold monthly parent chats during the school day, and schedule evening sessions, for Hall parents and in conjunction with neighboring schools.</p>	<p>SPARK and PTA (\$10,000)</p> <p>PTA funding and scheduling for Parent Education</p>
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LEA GOAL: Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.

SCHOOL GOAL: 4

The percentage of 6-8 grade students reporting that their voice is heard regarding school issues will increase from 29% to 50%

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?
SSC Student surveys, 2013 - 2015.	<p>Students reporting that their voice is heard regarding school issues in grades 6-8:</p> <p>2013 – 38%</p> <p>2014 – 40%</p> <p>2015 – 47%</p> <p>2016 – 29.4%</p>	The Hall Middle School Site Council, Administration and Counseling Department will evaluate school climate via the results on an annual basis as part of the SPSA evaluation process and SSC Student Survey data.

STRATEGIES: Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion. Hall Middle School will expand the Leadership class and implement new activities to increase student involvement and choice in school matters.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase Leadership class	Administration,	Administration and teacher will collaborate on refining	Funding of teacher, .4 FTE.,

from 1 section to 2. Continue developing the Leadership class curriculum and activities. Ongoing.	teacher Leadership students.	<p>and enhancing the curriculum for the Leadership class (ongoing).</p> <p>Planning and implementing student run assemblies (each trimester)</p> <p>Leadership students will participate in activities and lessons on presentation skills, motivation, mindfulness, from a hired consultant. (Periodically)</p> <p>Leadership students will continue a faculty supervised Instagram account (Ongoing).</p> <p>Leadership Students open school parent & community events: Back to school night, graduation.</p> <p>Leadership students report and take input at monthly faculty meetings, report at PTA meetings (trimesters), LCMSD Board meetings (annually) and all SSC meetings.</p>	<p>and ASB stipend (\$4000) funded by PTA</p> <p>SPARK/PTA</p> <p>PTA</p>
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LEA GOAL: Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth.

SCHOOL GOAL: 5

Reduce incidents of student conduct:

bullying by 30%

disciplinary detentions issued by administration by 30%

suspensions by 40%

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?
<p>SSC surveys, 2016. CHKS 2015 Parent and student input from School Culture and Climate focus group. Anecdotal input from parents and students.</p>	<p>Increased number of suspensions this year (23) from previous year (3).</p> <p>Parent SSC survey results: My child's teachers maintain classroom environments that are conducive to learning in all or most classes. (-8%)</p> <p>The school staff treats my child with respect and dignity. (Always/Almost Always, - 16%)</p> <p>The school policies and standards of behavior are effectively communicated and enforced. (Always/Almost Always, - 20%)</p> <p>Student SSC survey results: My teachers effectively manage classroom behavior in all or most classes (21%)</p> <p>Teachers and other staff treat me with respect and dignity. (Always/Almost Always, - 10%)</p> <p>The school rules for behavior are clearly communicated (Always/Almost Always, - 8%)</p>	<p>The Hall Middle School Site Council, Administration and Counseling Department will evaluate school climate via the results on an annual basis as part of the SPSA evaluation process and SSC Student Survey data.</p>

STRATEGIES: Cultivate safe, healthy, caring and inclusive school environments that foster respect and compassion. Hall Middle School will provide staff development on school climate and student conduct and implement strategies to reduce student incidents of misconduct.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Revise, develop and implement strategies to clearly and consistently convey behavioral standards and expectations (Fall, 2016)	Administration, teachers	<p>Administrators visit classes first week to review clear rules (August, 2016).</p> <p>Rewrite handbook and require signature of student/parent. Include parent expectations, e.g., attendance, no tardies, no texting during school hours, etc. (June-August, 2016).</p> <p>Communicate to parents about incidents that occur after school and what should be reported to school (ongoing).</p> <p>Publicize who to call for specific purposes: teacher, counselor, principal, and how students can access counselor (ongoing).</p> <p>Conduct staff professional development in to strategize and implement practices. (August 15-17, 2016).</p> <p>Hold grade level sessions to review expectations for students (August, 2016).</p> <p>Conduct periodic (e.g., trimester) PTA sponsored parent/teacher "Listening sessions" to surface and address parent issues on a proactive basis.</p> <p>Begin the school year with a positive culture building assembly or series of activities (August 18-19, 2016).</p> <p>Implement WEB (Where Everyone Belongs). August, 2016.</p> <p>Increase clubs and activities at lunch, and include ideas from students and parent volunteers to help run</p>	<p>\$25000 (1/2 of teacher PD), \$8000 contracted services (District funded)</p> <p>\$4000 WEB training and staffing costs</p>
Revise, develop and implement positive strategies for students. (Fall, 2016)			

<p>Revise, develop and implement behavioral interventions and structures. (Fall, 2016)</p> <p>Integrate the Hall “Cougar Code” into the daily culture of the school through announcements and activities. (Ongoing)</p> <p>Revise and clarify identified school wide policies regarding cell phones and campus boundaries. (Fall, 2016)</p> <p>Increase support for teachers in creating and maintaining effective learning environments. (Ongoing)</p>	<p>them. (Fall, 2016)</p> <p>Expand mindfulness practices beyond 6th grade Core classes. (Fall, 2016)</p> <p>More robust student information system documentation on interventions. (Fall, 2016)</p> <p>Revise Behavior Intervention Matrix and draft a Progressive Discipline Chart. (June-August, 2016)</p> <p>Investigate the feasibility of a “Work/Study location on campus, supervised by staff, for students sent out of class. (June-August, 2016)</p> <p>Investigate other options such as community service (lunch clean-up), Saturday School, school counseling sessions, Peer Court, and increase the use of SART. (Fall, 2016)</p> <p>Revise the phone policy, and communicate to students and parents. (June-August, 2016).</p> <p>Review school map with student boundaries, put on website and in classrooms. (June-August, 2016).</p> <p>Investigate 80/20 proactive/reactive approach to behavior management. (Fall, 2016)</p> <p>Structure grade level meetings to include solution oriented discussions on student behavioral interventions with the counselor and admin. (Fall, 2016)</p> <p>Investigate ways to utilize parent volunteers for small group instruction, campus/classroom support and/or supervision. (Fall, 2016)</p>	<p>SPARK/PTA \$2000</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Counselor Leadership Teacher TOSAs Extended Learning Instructor ELA para SRI/SMI Professional Development SPARK PTA				

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

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.

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	Not allocated to individual sites	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	Not allocated to individual sites	<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		\$0	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>

<input 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).	\$		<input type="checkbox"/>
<input 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 type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$3500		<input type="checkbox"/>
<input checked="" 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	Not allocated to individual sites		Title III funds may not be consolidated as part of a SWP ³
<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 type="checkbox"/>	Other federal funds (list and describe)	\$		<input 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				

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.

Total amount of state and federal categorical funds allocated to this school	
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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
Deb Blum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Dorsey=Browne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ted Stoeckley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krijns Corn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jackson Bailey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Abigail Shannon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tom Utic	<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"/>
Numbers of members in each category	1	1	1	2	<input type="checkbox"/>

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 _____ 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: 06/22/2016.

Attested:

<u>Tom Utic</u>	<u>06/22/16</u>
Typed name of School Principal	Signature of School Principal Date

<u>Krijns Corn</u>	<u>09/22/16</u>
Typed name of SSC Chairperson	Signature of SSC Chairperson Date

