

# Single Plan for Student Achievement 2017-18

San Joaquin County Office of Education

one.Program Community Schools



# The Single Plan for Student Achievement

**School:** one.Program Community Schools

**District:** San Joaquin County Office of Education

**County-District School (CDS) Code:** 39-10397-3930468

**Principal:** Lauren Dinubilo, Director

**Date of this revision:** January 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 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 January 17, 2018.

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## School Mission and Vision

### one.MISSION

**As a community of learners built on meaningful relationships, we ensure that each of us attains the skills and knowledge needed to thrive in a dynamic world.**

### one.VISION

**We will continually create learning environments and provide opportunities so that diverse learners can own their future.**

We maintain high expectations and an academic focus that is rigorous, relevant, and founded on relationships. We inspire and empower our students to be tomorrow's leaders. They are innovative thinkers who transcend boundaries to achieve the extraordinary. They are resilient and self-aware, able to overcome all obstacles in their pursuit of excellence. Our students have a strong sense of self-worth and value working with others to make miracles occur.

The Concept of **one.** is the guiding philosophy of the San Joaquin County Office of Education (SJCOE) **one.**Program. **one.** stands for our desire to remind students that each individual is important and can make a difference in the world. We also want to make the point that it is when individuals join together, and work as **one.** miracles can occur.

We believe that...

- All kids can learn.
- Learning never ends.
- There is a need to celebrate diversity.
- Students bring with them their own reality.
- As educators, we should be eclectic and flexible.
- It is necessary to teach students to learn to learn.
- It is essential to recognize the basic worth in all people.
- There is a need to instill a sense of self-respect in our students.
- Each student should be given the opportunity to fully develop his/her human potential.
- There is a need to facilitate learning by drawing on students' individual strengths and learning styles.
- Each student has the right to a physically and emotionally safe environment that is conducive to learning.

## School Profile

San Joaquin County is located in the northern San Joaquin Valley and includes the cities of Stockton, Lodi, Manteca, Ripon, Lathrop and Tracy, as well as numerous small towns and unincorporated areas. Major California freeways converge in the county, making it easily accessible to Sacramento, the San Francisco Bay Area and the Sierra Nevada Mountains. The county covers approximately 1,400 square miles and is home to nearly 734,000 people.

The **one**.Program is comprised of both court and community school programs. This report will only address the community school portion of the program.

Each student receives an individualized education that builds on the learning style of the student. The **one**.Program uses a variety of approaches to instruction, including an integrated thematic curriculum, online learning platforms, and textbooks. Within the curriculum, many lessons, assignments, and projects are centered on quarterly themes that bring continuity to the learning experience. Students complete grade-level appropriate, standards-based academic courses and work on basic skills to complete requirements and earn high school credits.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop: an appreciation of self and others, individual talents, critical thinking and problem-solving skills, workforce readiness, and complete a course of study resulting in a high school diploma or General Education Diploma (GED).

The population of the community school programs is comprised of students on parent referral, who have been expelled, are on probation, or are homeless. Many students are also referred through the Student Attendance Review Board (SARB) process.

**one**.Program Community schools are located in leased commercial properties and in eight county-owned school buildings. The school sites are located throughout the county in order to serve the students directly in the communities they live. The largest sites accommodate up to 100 students and the smallest site serves 20 students. The average student-to-teacher ratio is 18:1.

Students in the community schools are in grades K-12 and come from a variety of academic, social, and emotional backgrounds. Currently, there are 34 school sites, and two of them serve grades K-6 exclusively. Teachers incorporate life skills and the concept of **one**., as well as California Common Core State Standards in their teaching. The diversity of students and locations is unified through the **one**.Program's curriculum, methods of assessment, mission, program beliefs, vision and values statements, program ethics, and the guiding philosophy of **one**.

Student trends remain constant. Student enrollment patterns increase throughout the year, with a notable increase after the apportionment P-2 period. Average daily

enrollment is approximately 1,100 students, however there are nearly 3,200 enrollments into the program each school year. Nearly 86 percent of students in the **one**.Program community schools are designated socio-economically disadvantaged and 91 percent qualify for free or reduced lunch.

The **one**.Program continues to have a diverse student population as follows:

Hispanic	59.4%
African-American	17%
White	13.2%
Asian	4.6%
Filipino	0.9%
Pacific Islander	0.9%
American Indian or Alaskan Native	0.8%
Two or More Races/Unknown	3.2%

The **one**.Program staff is comprised of teachers, counselors, a school nurse, clerical support, maintenance staff, technology staff, WorkAbility I staff, and administrators. All employees are “teachers of students,” and are active in activities such as quests, career fairs, team building activities, and extended educational opportunities.

All data is based on conclusions from analysis of program components and student data pages.

**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:** Improve student attendance, by decreasing truancy.

**SCHOOL GOAL:** By June 2018, each school site will have an average monthly attendance of 85% or higher.

<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>
<ul style="list-style-type: none"> <li>• Program-wide attendance data</li> <li>• School site data</li> </ul>	<p>Schools maintained an average attendance of 81%. The data shows no change in average attendance percentages between the 2015-16 and 2016-17 school years.</p>	<ul style="list-style-type: none"> <li>• Monthly attendance rates will be emailed to administrators.</li> <li>• Site attendance will be reviewed at monthly region meetings with teachers and administrators.</li> <li>• Truancy site enrollment data.</li> </ul>

**STRATEGY:** Continue to increase truancy prevention strategies by the Truancy Task Force.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>1. Identify students not meeting a minimum of 85% attendance (Aug. 2017-June 2018)</p>	<ul style="list-style-type: none"> <li>- Truancy Task Force Staff</li> <li>- Truancy administrator</li> <li>- Teachers</li> <li>- Administrative assistants</li> <li>- Data Specialist</li> <li>- Homeless/Foster Youth staff</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to implement the truancy intervention process: Student/parent contact, ConnectEd messages, postage, copy costs, ink cartridges.</li> <li>2. Continue to implement the Attendance Blast: Printing costs (attendance blast posters, student certificates) incentive T-shirts</li> <li>3. Homeless/Foster youth classified staff (25% funded)</li> <li>4. Homeless/Foster youth administrator (25% funded)</li> <li>5. Hire two enrollment transition specialists (100% funded)</li> <li>6. Enrollment services to homeless/foster youth</li> </ol>	<p>\$5,000 (Title I, Part A)</p> <p>\$3,000 (Unrestricted Lottery)</p> <p>\$16,696 (Title I, Part A)</p> <p>\$41,638 (Title I, Part A)</p> <p>\$155,412 (Title I, Part A)</p> <p>\$6,000 (Title I, Part A)</p>
<p>2. Continue to implement the Truancy Task Force and collaborate with probation and community partners (Aug. 2017-June 2018)</p>	<ul style="list-style-type: none"> <li>- Truancy Task Force Staff</li> <li>- Truancy Administrator</li> </ul>	<ol style="list-style-type: none"> <li>1. Hold weekly meetings to identify truant students and view attendance data</li> <li>2. Monitor participation, feedback and growth of TTF attendees</li> <li>3. Ongoing truancy sweeps</li> <li>4. Monitor participation and attendance of students on the truancy sweep list</li> </ol>	<p>none</p> <p>none</p> <p>none</p> <p>none</p>



		5. Clerical costs (1 staff member at 25%) 6. Truancy administrator 7. Monthly meetings with 654 8. Quarterly, program-wide truancy sweeps	\$18,649 (general fund) \$160,356 (general fund) none none
3. Maintain the Attendance Leadership Committee (Aug. 2017-June 2018)	- Truancy Task Force staff - Truancy Administrator	1. Monitor daily, monthly, and annual attendance percentages 2. Attend conferences (truancy/attendance)	none \$5,000 (Title I, Part A)
4. Continue to maintain truancy sites (Aug. 2017-June 2018)	- Truancy administrator - Five truancy teachers	1. Staffing (five truancy teachers [funded at 20%] 2. Research and pilot intervention curriculum 3. Supplies	\$94,118 (Title I, Part A) none \$3,000 (general fund)
5. one.STOP mental health outreach (Aug. 2017-June 2018)	- Marriage and family therapist (MFT) - Clinicians	1. Staffing (MFT staff, five clinicians- contracted employees)	general fund
6. Update school safety plan (Aug. 2017-June 2018)	- School nurse - School Site Council	1. School safety software/cameras 2. Safety materials/supplies 3. Campus security technicians (five at 20%) 4. Hire additional campus security technicians as needed (20% funded) 5. Active shooter training for staff and teachers	none- already existing \$5,000 (general fund) \$37,179 (Title I, Part A) \$7,435 as needed (Title I, Part A) none

**LEA GOAL:** To improve academic rigor and consistency across programs

**SCHOOL GOAL:** By June 2018, the number of 7-12 grade students who improve by one grade-level or more, will increase in reading, from 35% to 40%, and in mathematics, from 36% to 41%, as measured by the pre- and post-Edmentum Accucess online assessments.

<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>
<ul style="list-style-type: none"><li>• Student CAASPP scores</li><li>• Edmentum Accucess data</li><li>• Student Accucess prescription data</li><li>• Student course grades</li><li>• Teacher evaluations</li><li>• Program-wide writing assessment (PWA)</li></ul>	<p>The 2016-17 Accucess data suggests that despite 35% of students increasing a grade-level overall, student achievement levels decreased in reading and math when comparing the fall and spring assessment results. It is important to note, that due to the highly-mobile student population, approximately 9 percent of students completed the pre-post reading assessments, and 13 percent of students completed the pre-post math assessments. According to 2016-17 SBAC scores, only 6.78% students met or exceeded standards in English and 1.17% of students met or exceeded standards in math.</p>	<ul style="list-style-type: none"><li>• Ongoing Accucess assessments for new enrolled students.</li><li>• Accucess assessment data three times a year (Fall, Winter, Spring).</li><li>• Weekly teacher monitoring of prescription completion.</li></ul>

**STRATEGY:** During 2017–18, the school will implement WRITE, a school-wide writing and literacy intervention program to address the reading comprehension needs of students as indicated by Edmentum Accucess assessments.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>1. Emphasize reading and writing across the curriculum by beginning the implementation of the WRITE approach (Sept. 2017-June 2018)</p>	<ul style="list-style-type: none"> <li>- Curriculum and Assessment Director</li> <li>- WRITE leadership team</li> <li>- Teachers</li> <li>- Administrators</li> </ul>	<ol style="list-style-type: none"> <li>1. Purchase access to the WRITE approach for all teachers.</li> <li>2. WRITE leadership team attends the WRITE Institute training (3 administrators, 6 teachers)</li> <li>3. Develop a 3-year implementation plan</li> <li>4. Provide three full-day (x3) trainings for teachers/administrators</li> <li>5. Provide professional development to review student work (4 days/1.5 hours)</li> <li>6. Conduct region meetings to include teacher reflection and collaboration with the WRITE approach</li> <li>7. Purchase supplies/materials for students (spiral and notebooks, folders, posters)</li> <li>8. Supplemental classroom technology</li> <li>9. Use the PWA as a pre/post assessment to evaluate the effectiveness of the WRITE program using a modified 4-point CAASPP rubric.</li> </ol>	<p>Included with WRITE Institute registration</p> <p>\$10,000 (Educator Effectiveness grant)</p> <p>none</p> <p>\$13,500 (Title I, Part A)</p> <p>\$4,000 (Title I, Part A)</p> <p>none</p> <p>\$3,000 (Title I, Part A)</p> <p>\$44,800 (Title I, Part A)</p> <p>none</p>
<p>2. Increase teacher knowledge of the standards and frameworks of</p>	<ul style="list-style-type: none"> <li>- Language and Literacy coordinator</li> <li>- Administrators</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers and administrators attend the ELD Institute (9).</li> <li>2. Purchase ELD framework books for all teachers</li> </ol>	<p>\$3,375 (Title III)</p> <p>\$3,264 (Title III)</p>

<p>ELA/ELD, mathematics, social sciences, and Next Generation Science Standards (Aug. 2017- June 2018)</p>	<p>- Teachers -RSDSS director</p>	<p>3. 10 ELD coaching sessions for teachers</p> <p>3. Offer Integrated Math 1 training for teachers</p> <p>4. Five teachers complete the MIAA program through Teachers College of San Joaquin</p> <p>5. Provide online resources for teachers through the one.Program Teacher Toolbox (Google site)</p> <p>6. History/Social Science workshop (10 teachers x 6 hours x\$35/hr.)</p> <p>7. WRITE teacher professional development</p> <p>8. PAR mentor teachers, as needed</p> <p>9. Admin Leadership Academy</p> <p>10. Conferences</p> <p>11. Administrator continuing education resources</p>	<p>\$10,000 (Title III)</p> <p>none</p> <p>\$15,000 (Educator Effectiveness)</p> <p>none</p> <p>\$2,100 (Title II)</p> <p>See Action #1</p> <p>\$14,541.91 (PAR)</p> <p>\$3,000 (Title II)</p> <p>\$51,263.69 (Title II) \$12,843 (Title III) \$4,493.35 (Title II)</p>
<p>3. Restructure the ELA and ELD courses (Aug. 2017-June 2018)</p>	<p>- Curriculum and Assessment Director - Curriculum writing team</p>	<p>1. Lead Curriculum Writer</p> <p>2. Curriculum Writers (3 teachers x \$2,500)</p> <ul style="list-style-type: none"> <li>• Develop scope and sequences for all English grade-level courses that reflect the ELD standards and WRITE approach and strategies</li> <li>• Develop course syllabi</li> <li>• Develop common assessments</li> <li>• Identify course novels</li> </ul>	<p>\$3,500 (Title I, Part A)</p> <p>\$7,500 (Title I, Part A)</p>

		3. Curriculum writing training for team	\$15,000 (Title I, Part A)
4. Increase student knowledge in ELA and mathematics (July 2017-June 2018)	- Teachers - Administrators	1. Edmentum Accucess prescription modules 2. Continue to offer extended sessions during scheduled breaks (teacher amount varies) 3. Summer session (teacher amount varies) 4. Purchase Exact Path modules for elementary students (65% funded)	See Action #5 \$24,000 (Title I, Part A) \$100,000 (Title I, Part A) \$2,762.50 (Title I, Part A)
5. Improve teacher and administrator knowledge of PLATO courseware and Accucess assessments through Edmentum (Aug. 2017-June 2018)	- Teachers - Administrators	1. Continue to offer PLATO online learning program, including training for teachers at the beginning of the year 2. Assign an expert teacher to support all teachers with the Edmentum programs throughout the year (\$35/hr.) 4. Provide further training and support during the New Teacher Academy sessions with two expert teachers 5. New teacher mentors (9)	\$38,394 (Title I, Part A) \$2,000 (general fund) \$4,500 (Title I, Part A) \$29,000 (educator effectiveness)
6. Increase A-G opportunities for students	- Teachers - Administrators	1. Submit A-G courses for approval	none

**LEA GOAL:** To improve our capacity for building and growing relationships between our programs, students, parents, and the community.

**SCHOOL GOAL:** By June 2018, parent engagement will increase by 10% as measured by quarterly parent/teacher conferences.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• Parent/teacher conference attendance</li> <li>• LCAP parent survey participation</li> <li>• SSC/DELAC attendance and participation</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Consistent parent involvement and engagement has always been a challenge. Reasons for the challenge include a highly mobile student population. At the end of 2016-17, 38.7% of parents participated in parent teacher conferences.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <ul style="list-style-type: none"> <li>• Quarterly parent/teacher conference attendance</li> <li>• Parent survey results</li> <li>• SSC/DELAC sign-in sheets (three times a year)</li> </ul>
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**STRATEGY:** During 2017–18, the school will continue to make efforts to improve the relationship with students, parents, and families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Develop a guest speaker schedule and invite community members and businesses to come speak to students and/or families	- Administrators - Teachers	1. Identify speakers 2. Develop guest speaker schedule 3. Promotional materials	none none \$2,000 (Title I, Part A)
2. Organize a resource fair for families	- Administrators - Teachers	1. Identify community and business agencies available to share resources with families 2. Complete a needs-assessment survey for parents/families	none none

		3. Materials and supplies, including promotional	\$3,000 (Title I, Part A)
3. Develop parent/community outreach programs and resources	<ul style="list-style-type: none"> <li>- Data specialist</li> <li>- Administrative Assistants</li> <li>- Administrators</li> <li>- Teachers</li> </ul>	<p>1. Monitor parent/community participation at school site council meetings, district English learner advisory meetings, back to school nights, parent/teacher conferences, graduations, and other program events/committee meetings.</p> <p>2. Purchase school calendar magnets, parent engagement magnets with important dates and times, truancy door hangers</p> <p>3. Supplies and materials for School Site Council meetings, DELAC meetings, back to school nights, graduations</p> <p>4. Continue to hold student enrollment fairs (flyers, post cards)</p>	<p>none</p> <p>\$5,000 (Title I, Part A)</p> <p>\$500 (Title I, Part A)</p> <p>\$500 (Title I, Part A)</p>
4. Research alternative methods to communicate student progress to parents and families.	<ul style="list-style-type: none"> <li>- Data Specialist</li> <li>- Administrators</li> </ul>	<p>1. Research ways that parents/students can access class information online</p> <p>2. Research alternative applications that teachers can use to communicate home</p>	<p>none</p> <p>none</p>

<p>5. Maintain the downward trend of suspension rates (Aug. 2017-June 2018)</p>	<p>- Teachers - Administrators</p>	<p>1. Research alternative methods of student discipline</p> <p>2. PBIS/restorative practices/trauma-informed care conferences and travel</p> <p>3. PBIS/restorative practices/trauma-informed care consultant</p> <p>4. PBIS/restorative practices/trauma-informed care coach</p>	<p>none</p> <p>\$15,000 (Title I, Part A)</p> <p>\$30,000 (educator effectiveness)</p> <p>\$9,000 (Title I, Part A)</p>
<p>6. Continue to enhance and offer the Insight and intervention programs for students (Aug. 2017-June 2018)</p>	<p>- Insight teachers - Insight counselors</p>	<p>1. Insight teachers (five at 50%, one at 25%)</p> <p>2. Insight counselors (one at 50%, one at 40%).</p>	<p>\$184,432 (Title I, Part A)</p> <p>\$98,670 (Title I, Part A)</p>
<p>7. Continue to grow and improve student quests and activities. (July 2017-June 2018)</p>	<p>- Teachers -Administrators</p>	<p>1. Continue to develop and improve the concept of <b>one</b>:</p> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Substitutes</li> <li>• Supplies</li> <li>• Park fees</li> <li>• Food</li> <li>• Sport tournaments</li> </ul>	<p>\$97,654 (unrestricted lottery)</p>



## 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) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

**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>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 checked="" type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$14,541.91	<input checked="" 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>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.) WorkAbility Unrestricted lottery funds Restricted lottery funds	\$54,194 (WorkAbility) \$100,654 (unrestricted) \$70,748 (restricted)	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$240,137.91	
<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)	\$1,000,353 (+ carryover \$40,040)	<input checked="" type="checkbox"/>
<input checked="" 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).	\$10,004.00	<input checked="" type="checkbox"/>

<input checked="" 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)	\$100,035		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$60,857		<input checked="" type="checkbox"/>
<input checked="" 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	\$ 19,981 (+9,501 carryover)		Title III funds may not be consolidated as part of a SWP <sup>1</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"/>
Total amount of federal categorical funds allocated to this school		\$1,130,732		
Total amount of state and federal categorical funds allocated to this school		\$1,370,869.91		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>1</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.

## 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>2</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
Lauren Dinubilo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felicia Medrano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brandon Ramazzina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jillian Gill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erim Taser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Rovens	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloria Guzman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Martina Esparza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leonardo (Martin) Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yasmin Servin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sidney Krouch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ting Wu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	3	3

<sup>2</sup> EC Section 52852

**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:
  - 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: District English Learner Advisory Committee: John W. [Signature] 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: January 10, 2018.

Attested:

Lauren Dinubilo  
Typed name of School Principal

[Signature] \_\_\_\_\_  
Signature of School Principal      1/10/18  
Date

Brandon Ramazzina  
Typed name of SSC Chairperson

[Signature] \_\_\_\_\_  
Signature of SSC Chairperson      1/10/18  
Date

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