

School Year: 2018-2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
one.Program Community Schools	39-10397-3930468	November 28, 2018	January 16, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with stakeholders at the school site council meetings and the district English learner advisory committee meetings. There are five meetings scheduled throughout the 2018-19 school year: 9/12/18, 11/28/18, 1/9/19, 3/20/19, and 5/15,19. Meetings are held after school and at various school sites throughout the county to increase stakeholder attendance. Monitoring and progress of the goals, actions, tasks, and the budget are reviewed and discussed at each meeting. Stakeholder input is always encouraged.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

By June 2019, daily, intervention, and truancy school sites will have an average monthly attendance of 85% or higher and other contracted learning sites will have an average monthly attendance of 95%.

Basis for this Goal

Improving attendance and decreasing truancy continues to be a schoolwide goal for our community school sites. Attendance goals for 2017-18 were not met. Average attendance for 17-18 was 82%.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Daily site average attendance	83%	85%
Truancy site average attendance	75%	85%
Intervention site average attendance	88%	85%
Contracted learning site average attendance	81%	95%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. The school will continue to increase truancy prevention strategies by the Truancy Task Force. The Task force will identify students not meeting a minimum of 85% attendance for daily sites and 95% attendance for other sites.
 - a. Maintain implementation of the truancy intervention process including an increase in communication to families and students
 - b. Maintain foster and homeless youth administrator and classified staff in order to increase efforts to improve services (25%)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,981.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries and Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Continue to maintain truancy school sites

a. Six truancy-specific teachers

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$128,538.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Increase efforts to maintain safety at all school sites

a. Continue to employ Campus Safety Technicians (CST) (5 at 20%, 1 at 100%)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$87,752.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries and Benefits

Goal 2

By June 2019, there will be a 5% increase of the number of students who improve by one-grade level or more in reading and math, as measured by the pre and post Edmentum online assessments.

Basis for this Goal

The 2017-18 Accucess data shows that more than 5% of students increased by at least one grade level in reading and in math, however students continue to perform below grade level on all assessments. The average reading level is 6th-grade and the average math performance is at a 5th-grade level as reported by Accucess assessment data. Exact Path is the K-6 online Edmentum assessment and was purchased in 2018. There is no baseline for Exact Path.

The 2017-18 CAASPP scores report that 5.33% of students met standards in ELA and 0.27% of students met standards in math.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading Accucess scores	44% showed an improvement of at least one grade level in 17-18	49%
Math Accucess scores	50% showed an improvement of at least one grade level in 17-18	55%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. WRITE approach implementation (year 2)

- a. Provide WRITE trainings (15) for teachers and administrators
- b. Supplies and materials (spiral notebooks, posters)
- c. WRITE coaching model in collaboration with the SJCOE Language and Literacy coordinator

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$27,052.00

Source(s)

Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. ELA/ELD professional learning

- a. Partner with SJCOE Language and Literacy Instructional coach (25 days)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$27,468.00
Source(s)	Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- 3. Offer professional learning opportunities for teachers to increase their knowledge of standards and frameworks in ELA/ELD, math, social science, and NGSS.
 - a. Ten professional learning sessions provided by the SJCOE math, STEM, Language and Literacy, and the Continuous Improvement and Support departments
 - b. History framework professional learning opportunities provided by the UC Davis Project
 - c. Teachers complete MIAA program through TCSJ (4)
 - d. Admin Leadership Academy
 - e. Conferences

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$82,815.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries, Benefits, Travel and Other Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- 4. Offer coaching and training to improve instructional practices.

- a. Teachers complete MIAA program through TCSJ (4)
- b. Mentor Teacher program
- c. New Teacher Academy program
- d. Math teachers review and revise Integrated Math scope and sequence and develop common interim assessments for Integrated Math 1A and Integrated Math 1B
- e. Partner with WestEd to facilitate interdisciplinary lesson studies

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,422.00
Source(s)	Title II
Budget Reference(s)	Salaries, Benefits, Material, Travel, and Contract Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

5. Ensure that all students have access to updated curriculum that is aligned to CCSS and NGSS.

- a. Partner with SJCOE math coach (4 days)
- b. Curriculum writing lead teacher
- c. Curriculum writing teachers (3)
- d. Develop common scope and sequences for all history and social science courses
- e. Continue to use Edmentum Plato courseware, Accucess Assessments, and Exact Path

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$60,862.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries, Benefits, Other Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

6. Improve teacher and administrator knowledge of Edmentum Plato courseware and Accucess assessments

- a. Assign an Edmentum expert teacher to support all teachers
- b. Assign an Illuminate expert teacher to support all teachers
- c. Exact Path training for elementary teachers

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,669.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries, Benefits, Other Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

7. Continue to enhance and offer the Insight intervention programs for students

- a. Maintain insight teachers (5 at 20%)
- b. Maintain insight counselors (1 at 50%, 1 at 40%)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$244,162.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries and Benefits

Goal 3

Promote a positive school culture by increasing the parent/family engagement opportunities at school sites.

Basis for this Goal

Consistent parent involvement and engagement has always been a challenge. Reasons for the challenge include a highly mobile student population. At the end of 2017-18, 56% of parents participated in parent teacher conferences, a decrease of 4% from 2016-17. The program continues to focus resources on improving parent engagement and involvement.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of events	Baseline is undetermined because it has not been monitored in recent years (awards night, graduation, back-to-school night, student showcases, etc.)	10 events
Parent/guardian attendance at school-related events	n/a Attendance was not monitored in previous years	On average, at least 20% of parents will be in attendance at school events.
Parent engagement survey	n/a	There will be at least 50% parent participation in completing the survey.
Parent feedback of events	n/a	Of the parents that attend, more than 50% will give the event a positive rating.
Student attendance on quests	n/a data is not reliable/consistent for 17-18	Undetermined
Implementation of PBIS Tier I	5% (2 sites)	100%

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Develop a parent and family events calendar

- a. Contract with guest speakers
- b. Organize a resource fair for families and parents

c. Promotional materials

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,197.00
Source(s)	Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

- 2. Develop a parent and community outreach program
 - a. Hire two parent engagement specialists to develop an engagement plan
 - b. Organize parent/guardian events at various school sites
 - c. Identify community and business agencies available to share resources with families
 - d. Promotional materials for events
 - e. Supplies and materials for SSC, DELAC, back-to-school night, graduation, and other events
 - f. Host workshops for families
 - g. Professional development/conferences

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$181,106.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries, Benefits, Travel, Material and Contract Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

- 3. Continue to support program-wide PBIS and restorative practices

- a. PBIS, Restorative Practices, and Trauma-Informed Care professional learning opportunities, trainings, and conferences
- b. Continue to partner with PBIS and restorative practices coaches and consultants

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,389.00
Source(s)	Title IV
Budget Reference(s)	Travel, Contract Services, Material and Other Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

4. Successful program-wide implementation of PBIS Tier 1 and Restorative Practices

- a. Hire an MTSS coordinator (100%)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$124,264.00
Source(s)	Title I, Part A
Budget Reference(s)	Salaries and Benefits

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes	
Program-wide attendance percentage	85%	80%	
School site attendance percentage	85%	Community	
		Site	Daily Attendance %
		C.A.R.E. @ East Union	93
		C.A.R.E. @ Lathrop High	94
		C.A.R.E. @ Weston Ranch	87
		Discovery ChalleNGe Academy	99
		Discovery ChalleNGe Academy.	100
		Extended Session Vision	91
		one.Ambition	75
		one.Business Leadership Academy.	72
		one.Chartville	77
		one.Chartville.	56
		one.Choice	31
		one.Choice.	66
		one.Discover	75
		one.Discover.	74
		one.Dream Academy.	97
		one.Ethics	74
		one.Ethics.	88
		one.Expressions.	81
one.Field of Dreams North.	92		

Metric/Indicator

Expected
Outcomes

Actual Outcomes

		one.Field of Dreams South.	76
		one.Frontier I	4
		one.Frontier I.	55
		one.Frontier II	7
		one.Frontier II.	70
		one.Frontier South.	91
		one.Harmony	76
		one.Harmony.	94
		one.Insight Discover.	85
		one.Insight Expressions.	97
		one.Insight Harmony.	88
		one.Insight Lathrop.	87
		one.Insight Lodi.	80
		one.Insight Success.	86
		one.Lathrop	73
		one.Lathrop.	82
		one.Lodi	71
		one.Lodi.	87
		one.New Start.	86
		one.Odyssey.	77
		one.Reconnect.	71
		one.Success.	93
		one.Temp	0
		one.Tracy.	78
		one.Vision	95

STRATEGIES/ACTIVITIES

Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. Identify students not meeting a minimum of 85% attendance	Truancy Task Force identified students not meeting attendance goals. Continued Attendance Blasts. Hired one transition specialists. Continued enrollment services specific for foster and homeless youth.	Title I, Part A: \$224,746 Unrestricted Lottery: \$3,000	Title I, Part A: \$77,922.71
2. Continue to implement the Truancy Task Force and collaborate with probation and community partners	Truancy Task Force conducted monthly truancy sweeps and held weekly meetings to identify truant students and monitor attendance. Monthly meetings were held with 654.	LCFF Funds: \$179,005	LCFF Funds: \$196,529.59
3. Maintain the Attendance Leadership Committee	Committee met once during the year.	Title I, Part A: \$5,000	Title I, Part A: \$0
4. Continue to maintain truancy sites	Maintained three truancy sites with five teachers. Did not pilot curriculum.	Title I, Part A: \$94,118 LCFF Funds: \$3,000	Title I, Part A: \$105,185.45 LCFF Funds: \$0
5. one.STOP mental health outreach	Maintained one.STOP mental health and contracted with four clinicians who provided services to students.	LCFF Funds:	LCFF Funds: \$208,879.81
6. Update school safety plan	Updated school safety plan and hired an additional CST.	Title I, Part A: \$44,614	Title I, Part A: \$46,326.31

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Students not meeting the 85% attendance goal were tracked through the truancy intervention process led by the Truancy Task Force which includes an administrator, transition specialists, and staff dedicated to serving our foster and homeless youth population. Truancy Task Force meetings were held monthly. School district officials, District Attorney's Office, Campus Security Technicians, teachers, counselors, administrators, and representatives from partnered community agencies attended the meetings. Many also participated in the truancy sweeps.

Attendance Blasts were held monthly. These blasts recognized teachers, students, and school sites that met the 85% attendance goal. The Attendance Leadership Committee met in March to review data and make recommendations. Truancy Task Force staff attended professional learning conferences that focused on improving attendance and decreasing truancy. The truancy intervention specialist and student services staff monitored student attendance daily. The transition specialist supported students who were transitioning between the court and community schools.

Three truancy school sites (Frontier) with a total of five teachers were maintained. These school sites provided specialized support for truant students. Teachers at these school sites participated in professional learning that focused on issues related to truancy, such as prevention of drug use and sex trafficking. Teachers also conducted home visits, as needed, of truant students and participated in the truancy sweeps.

Upon enrollment all students were assessed by school nurses based on referrals and needs. Referrals to the one.STOP mental health clinicians were made accordingly. All school sites were assigned a specific health clinician to attend to referrals and needs.

Campus security technicians (CSTs) are present at all daily school site campuses to help support a positive school environment. CSTs assist with school safety, nutrition breaks, attendance, and parent engagement. An additional campus security technician was hired.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were deemed effective. The average attendance rate was 80%. The number of community school high school graduates increased from 164 students in the 16/17 school year, to 201 graduates in the 17/18 school year. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Results from the 17/18 parent survey show a 1.65% increase of parents feeling that the school is a safe place; 95.42% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences:

In activity 1 there was a \$160,738.07 decrease. A transition specialist was hired but not funded with Title I, Part A. Materials and supplies costs were not covered with Title I, Part A funds, either. Lottery funds were not used to purchase materials for the Truancy Task Force.

In activity 3 there was a \$5,000 decrease. The Attendance Leadership Committee met once and did not purchase materials.

In activity 4 there was a \$3,000 decrease. LCFF funds were not used to support truancy school sites.

In activity 6 there was a \$5,000 decrease. LCFF funds were not used to fund CSTs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on stakeholder feedback in school site council, district English learner committee, LCAP meetings and stakeholder surveys, changes will be made to this goal for the 18-19 school year. Additional mental health support remains a need for the program. one.STOP Mental Health staff will be expanded and will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons. Targeted attendance data specific to Foster Youth, Low Income, English learners, including reclassified English learners will be disseminated and reviewed by stakeholder groups throughout the year. The Attendance Leadership Committee will meet more often to track and analyze the attendance data. Campus Security Technicians will be expanded by 1.0 FTE to assist with site safety at daily attendance sites to improve site safety. An additional truancy intervention specialist 1.0 FTE will be added to help assist with targeted truancy intervention.

Goal 2

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.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students who increased by one-grade level in reading between fall and spring as measured by the Accucess assessment	40%	44%
Percentage of students who increased by one-grade level in math between fall and spring as measured by the Accucess assessment	41%	50%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Emphasize reading and writing across the curriculum by beginning the implementation of the WRITE approach</p>	<p>Nearly all teachers were trained in three writing genres by June 2018. Additional teachers and administrators attended the WRITE institute. Additional make-up WRITE trainings were held for teachers. PWA was used as a pre-post assessment for WRITE implementation success. Three-year WRITE implementation plan was created. Promethean boards, chrome books, and iPads were purchased. Library books were purchased for classroom libraries.</p>	<p>Title I, Part A: \$65,300 Educator Effectiveness: \$10,000</p>	<p>Title I, Part A: \$52,937.15 Educator Effectiveness: \$15,941.57</p>
<p>2. Increase teacher knowledge of the standards and frameworks of ELA/ELD, mathematics, social sciences, and Next Generation Science Standards</p>	<p>All teachers received training in the ELA/ELD framework. An SJCOE language and literacy coach was hired to help assist teachers with one-to-one support in the classroom. A math training by the HMH publisher was offered to teachers, however attendance was not recorded. Teachers were invited and eight attended a workshop on the history/social science framework. Training around NGSS was not offered.</p>	<p>Title II: \$60,857.04 Title III: \$29,482 Educator Effectiveness: \$15,000 PAR: \$14,541.91</p>	<p>Title II: \$37,209.82 Title III: \$29,482 Educator Effectiveness: \$16,468.50 PAR: \$0</p>
<p>3. Restructure the ELA and ELD courses</p>	<p>Hired one curriculum lead teacher and three additional curriculum writers. New ELA/ELD curriculum aligned to the ELA/ELD CCSS was</p>	<p>Title I, Part A: \$26,000</p>	<p>Title I, Part A: \$12,076.90</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	purchased. Curriculum writers created scope and sequences aligned to ELA and ELD standards, wrote sample syllabi, and developed common interim assessments. Curriculum writers did not receive additional training.		
4. Increase student knowledge in ELA and mathematics	Continued to assign Accuaccess prescription modules to students as a remediation tool to help improve student achievement in reading and math. Extended sessions were offered during fall, winter, spring, and summer breaks. Exact Path was purchased to replace MAP testing for elementary students. Exact Path offers remedial modules in reading and math.	Title I, Part A: \$126,762.50	Title I, Part A: \$50,700.47
5. Improve teacher and administrator knowledge of PLATO courseware and Accuaccess assessments through Edmentum	Continued our contract with Edmentum for Accuaccess and Plato. Purchased Exact Path for elementary students. Training was offered at the start of the school year. Expert teacher was assigned. New teacher academies included Plato and Accuaccess assessments on the agenda. Hired 9 New Teacher mentors.	Title I, Part A: \$42,894 Educator Effectiveness: \$29,000 LCFF Funds: \$2,000	Title I, Part A: \$96,539.59 Educator Effectiveness: \$26,167.18 LCFF Funds: \$2,195.80
6. Increase A-G opportunities for students	No courses were submitted to CollegeBoard for A-G approval.	\$0	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All actions and services were successfully implemented with the exception of increasing the A-G opportunities for students. Reading and math continued to be the primary focus of improvement. This Single Plan for Student Achievement| Page 17 of 33

was evident in the professional learning that teachers and administrators attended. The WRITE curriculum was adopted and successfully implemented program-wide to support literacy in all content areas during 17/18 and utilization of this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned and emphasizes reading and writing across all content areas. The focus during the first year of implementation was a consistent vocabulary strategy program-wide. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development.

Support for EL students was embedded in all of the content-areas and the 3-day WRITE Institute professional learning. Teachers attended the 3-day ELD Institute that focused on the ELD standards and framework and how to incorporate them into daily lessons for EL students. Teachers attended a history/social science framework rollout to prepare for the new history/social science curriculum adoption. Professional learning in math was provided by the textbook-adopted publisher, HMH.

The one.Program Teacher Toolbox was developed and maintained by the Curriculum and Assessment Director and the Data Support Specialist. This local website shares curriculum, assessment, professional learning, student support services, mental health services, and other resources that teachers can access at any time.

Administrators attended monthly Leadership Academy sessions facilitated by SJCOE Education Services beginning in November. Activities during the Leadership Academy sessions included work around a common leadership framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation.

During the 17/18 school year, the curriculum writing team worked to develop the high school ELA scope and sequences, including alignment to ELD standards for all high school levels. New ELA/ELD curriculum, SpringBoard, was adopted in April 2018 and includes support for EL students in the integrated and designated ELD courses. Standards-aligned English curriculum, Benchmark Advance, was adopted and implemented in grades K-6 in 17/18. History/Social Science adoption is scheduled for 18/19, and NGSS textbook adoption is scheduled for 19/20. The Integrated Math textbook was adopted in 16/17 and implementation continued in 17/18. All students have access to standards-based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. Teachers also have access to the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards-aligned and provide differentiated instruction for students.

During the 17/18 school year the program the program began using Accucess. Accucess is a diagnostic reading and math assessment that students take at least three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.

Promethean boards, chrome books and iPads were purchased for to help increase student engagement in the classroom.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were deemed affective with the exception of increasing A-G opportunities for students. During the 17/18 school year, 100% of students had access to standards-aligned materials at Community schools.

Community school teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs. In the beginning of the 17/18 school year, the one.Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

Student reading and math scores improved as measured by the Accucess diagnostic assessment, however the goal for students who improve by one-grade level to increase by 5% was met in math but not in reading. Out of the students who took a pre and post Accucess assessment, 4% improved by one grade-level or more in reading, and 9% improved by one grade-level or more in math.

Effectiveness of the WRITE approach was measured by a pre and post writing assessment referred to as the PWA (program-wide writing assessment). When comparing fall to spring 17/18, the bulk of PWA scores remain in the 1-2 score range, however we did see an overall improvement in all score ranges as well as an increase in the number of students who completed the writing assessment. Of the 342 students who took both the pre and post PWA, the majority of students (38.89%) saw an increase in their score, 38.01% of students saw no change, and 23.1% saw a decrease in score between the pre and post. This data indicates that there is still a need to improve reading and writing across all content areas.

Extended sessions were offered to provide instruction to students during scheduled breaks.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expenditures. We have identified the following material differences:

1. In activity 2 there was a \$23,647.22 decrease of Title II funds. Not all funds were used to cover professional development costs and were carried over into the 18-19 school year. There was a \$14,541.91 decrease of PAR funds. No teachers participated on the PAR committee for COSP.

2. In activity 3 there was a \$15,000 decrease. The curriculum writing team did not receive training in curriculum design.
3. In activity 4 there was a \$87,049.16 decrease. Extended session and summer sessions were offered to students however Title I, Part A was only partially used to fund this activity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes were made to this goal to reflect new years of implementation of the WRITE curriculum and other CCSS-aligned curriculum. An increase in CAP meetings (5 to 10) were added to provide additional professional learning opportunities for teachers in math, STEM, ELA/ELD and instructional strategies. The WRITE implementation for year two consists of a WRITE coaching model that consists of teachers receiving side-by-side support by ELA/ELD instructional coach. Region meetings will include teacher sharing of WRITE and PBIS implementation in the classroom to help create a collaborative environment among teaching staff and administrators.

Goal 3

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent teacher conference attendance	85%	Q1: 62% Q2: 59% Q3: 47% Q4: 53% Average: 52%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. Develop a guest speaker schedule and invite community members and businesses to come	A guest speaker schedule was not created. However, many guests came to speak to students during the school day. These occurrences were not tracked.	Title I, Part A: \$2,000	Title I, Part A: \$9,908.55

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Speak to students and/or families</p>			
<p>2. Create a parent resource center</p>	<p>A parent resource center was not created.</p>	<p>Title I, Part A: \$3,000</p>	<p>Title I, Part A: \$0</p>
<p>3. Develop parent/community outreach programs and resources</p>	<p>Parent attendance was monitored at SSC/DELAC meetings. Some Back to School nights were held at sites. Magnet school calendars with event dates were purchased. Supplies were purchased for SSC/DELAC meetings. Student enrollment fairs were held during the summer and the beginning weeks of school.</p>	<p>Title I, Part A: \$6,000</p>	<p>Title I, Part A: \$5,587.61</p>
<p>4. Research alternative methods to communicate student progress to parents and families.</p>	<p>Parent portal features were researched however many parents cannot access the portal due to constraints within the SIS. This was not resolved. Methods for teachers to communicate home were shared with teachers via Teacher Toolbox, however a survey was not conducted to track the applications or frequent use.</p>	<p>Title I, Part A: \$0</p>	<p>Title I, Part A: \$0</p>
<p>5. Maintain the downward trend of suspension rates</p>	<p>By June 2018 suspension numbers increased from 645 to 721. Enrollment also increased. Suspension rate has not been calculated yet. Alternative methods to suspension were researched and three school sites piloted Tier 1 PBIS. Administrators, counselors, and teachers received training in Restorative Practices by an RP consultant. An education</p>	<p>Title I, Part A: \$24,000</p> <p>Educator Effectiveness: \$30,000</p>	<p>Title I, Part A: \$105,277.10</p> <p>Educator Effectiveness: \$55,694.70</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	specialist and a coordinator from SJCOE SELPA were contracted to be PBIS coaches for the sites piloting Tier 1.		
6. Continue to enhance and offer the Insight and intervention programs for students	Continued to maintain six Insight intervention sites and two counselors. Piloted BASE curriculum.	Title I, Part A: \$283,102	Title I, Part A: \$417,298.79
7. Continue to grow and improve student quests and activities.	Eleven quests were offered to students. No changes were made to the Quests and activities offered.	Unrestricted Lottery: \$97,654	Unrestricted Lottery: \$46,908.36

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

During the 2017-18 school year, many of the actions and services from Goal 3 were successfully implemented. We plan to increase supports for parent engagement in the 18-19 school year.

During enrollment, parents were provided school calendar magnets, parent engagement magnets, and truancy door hangers to help keep parents informed of upcoming events and School Site Council and the District English Learner Advisory Committee (SSC/DELAC) meetings. In 2017-18, SSC/DELAC meeting agendas were posted for public view on the website. Community partners were provided SSC/DELAC meeting dates. Flyers were also posted at school sites to invite community agencies and support providers to the meetings. Parent participation at SSC/DELAC meets required membership ratios. In 2017-18, a total of 5 meetings were held. Average parent participation was 7 parents. Notices of meetings are posted within appropriate timelines and invitations are sent via telephone calls to all parents and caregivers.

Alternative methods to communicate to parents were researched. Teachers use various apps such as Remind, to communicate home to parents, however one consistent method was not identified.

The number of suspensions showed an increase from 645 in 16/17 to 721 in 17/18. This percentage of suspensions in 16/17 were 12.70% and the percentage of suspensions in 17/18 were 17.5%, an increase of 4.8%. Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. PBIS and Restorative Practices are evidence-based methods that help build positive relationships, improve student behavior, and decrease student suspension rates. Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

Intervention sites (Insight) with six teachers and one counselor were maintained to help provide targeted mental, emotional, and physical support to students. Community School administrators and staff collaborated regularly with Child Abuse Prevention Council to ensure mental health counseling was provided at our truancy school sites (Frontier).

A total of seven quests were offered during the 2017-18 school year. The quests included the Honor Quest, innerDiscovery, San Francisco Opera Trip, Fun Run, Monterey Bay Aquarium, Hike Quest, and the Concept of one. In addition, seniors took part in Senior Week at SJCOE September 25-28, students took part in the TRU Hope Summit at the Stockton Sports Arena October 19, and 2018 Grad Night took place on June 1 at Six Flags Discovery Kingdom. A Prom Committee was formed and led by students from a variety of school sites. Prom was held April 27. Community School administrators and our SJCOE Foster Youth Services Director coordinated with social workers and education rights holders and ensured all Foster Youth received access to Quests throughout the 2017-18 school year. Senior Week involved a series of activities related to collaboration, communication, and preparation for the next steps beyond high school. The one.Leadership Symposium included a viewing of the documentary "Listen." This was followed by a student led town hall forum with the producer of the film. Our counselors organized the event. In addition, the Concept of one. Quest took place on April 13. Students and teachers spent the day competing in various team building activities, challenges, and events. The Concept of one. Resource Binder was developed during the 2016-17 school year and contains a wide variety of community building activities for teachers and students.

Most sites hosted a Back to School Night and/or Open House. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Student mental health needs were reviewed at the time of enrollment and mental health clinicians were assigned, as needed. Staff from the Child Abuse Prevention Council provided mental health services at the Frontier sites. Administration worked with Probation and San Joaquin Behavioral Health Services to ensure court school students were receiving necessary support. Additional support was provided by our Truancy Intervention Specialist.

Formal Parent Cafes did not occur; however, Court and Community School administrators and staff collaborated regularly with CAPC to ensure mental health counseling was provided at our Frontier 1 and 2 locations.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the exception of a guest speaker schedule and the development of a resource fair, all the actions and services for Goal 3 were deemed effective. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." One hundred of parents, guardians, and education rights holders are invited to IEPs

and 504 meetings. Data related to students with IEPs is maintained in the Special Education Information System (SEIS). Community partners were provided a survey in the spring of 2018.

The results of the community partner survey indicated the following results to the question "Based on your experience and interaction, please describe your opinion about the level of service the SJCOE one.Program provides for the following student groups:"

English learners: 90.90% rated the level of service as good, very good, or excellent.

Foster youth: 90% rated the level of service as good, very good, or excellent.

Low income: 81.81% rated the level of service as good, very good, or excellent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences:

1. In activity 1 there was a \$7,908.55 increase. This increase covered costs for speakers and other presentations for students.
2. In activity 2 there was a \$3,000 decrease. A parent resource center was not created.
3. In activity 5 there was a \$81,277.10 increase. There was an increase of funds used for professional development to help support an increase in student engagement. There was a \$20,691 increase of educator effectiveness funds to support costs of PBIS coaches.
4. In activity 6 there was a \$134,196.79 increase of Title I, Part A funds. There was an error in the original proposed expenditure.
5. In activity 7 there was a \$50,746 decrease of unrestricted lottery funds. Not all funds were needed to support student quests and activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased supports for parent engagement will occur for the 18-19 school year. Two parent engagement specialists will be hired and will develop a parent engagement plan under the direction of the curriculum and assessment director. This plan will increase positive culture and parent participation in school-related activities and events. An MTSS coordinator will also be added to help continue to support the PBIS and Restorative Practice implementation plans for the program.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 1,168,147

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 1,168,147

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part A: Allocation (includes carryover)	\$1,010,814
Title II	\$65,422.00
Title III (includes carryover)	\$27,502.00
Title IV	\$65,389.00

Subtotal of consolidated federal funds for this school: \$ 1,168,147

Subtotal of consolidated state or local funds for this school: \$ 0

Total of consolidated (federal, state, and/or local) funds for this school: \$1,168,147

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program