

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2016

## Part II: The Single Plan for Student Achievement Template

School: Williams Primary Elementary

District: Williams Unified

County-District School (CDS) Code: 06616226003552

Principal: Hector Gonzalez

Date of this revision: 12/05/2017

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:

Contact Person:	Hector Gonzalez
Position:	Principal
Telephone Number:	(530) 473-2885
Address:	1404 E Street, Williams, CA 95987
E-mail Address:	hgonzalez@williams.k12.ca.us

The District Governing Board approved this revision of the SPSA on December 14, 2017.



**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.  
(1a) Improve Consistency of High Quality Instruction in All Classrooms**

**SCHOOL GOAL: Improve teaching and learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.**

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP ELA Standards Base Report card DIBELS SRI</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Student data</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>CAASPP ELA Standards Base Report card DIBELS SRI</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Principal's Office</p>
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**STRATEGIES: Improve student learning in ELA by using a collaborative protocol to analyze data and pick strategies to meet student needs.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Data Teams training for school-wide approach to ELA and writing.</p>	<p>Hector Gonzales</p>	<p>Ten days of professional development and coaching will be provided by a consultant on Data Teams.</p> <p>Focusing on Collaboration around student performance data on writing.</p> <p>Materials, supplies, logistics, conferences, and operating costs to carry out Achievement data team work.</p>	<p><b>\$34,000.00</b> - Other</p>

Achievement Data Teams will focus on assessment cycles per grade level to ensure curriculum alignment and articulation	Hector Gonzales	<p>Work will be done per grade level teams to ensure curriculum is aligned to grade level, common core standards, and the CAASPP assessment. Instructional Tech. TOSA to support teachers</p> <p>Materials, supplies, logistics, conferences, and operating costs to complete curricular alignment</p>	<b>\$34,000.00</b> - Other
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**STRATEGIES: Improve ELA achievement by focusing on Early childhood literacy**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Implement full day TK and full day Kindergarten and fund two TK classrooms	Hector Gonzales	<p>Provide training and planning time for full day Kinder</p> <p>Materials supplies, logistics, conferences, school site visits, and operating costs to run a full day TK &amp; K program</p>	<b>\$231,552.00</b> - LCFF Concentration (0000)
Provide prep/collaboration time for teachers by hiring two P.E. teachers and a music teacher	Hector Gonzales	<p>P.E. teachers will teach P.E. to students in grades TK - 6.</p> <p>Music teacher will teach music that is culturally relevant to students in grades TK-6</p> <p>Providing two teachers time to prep or collaborate at the same time</p> <p>Providing the venue for PD</p> <p>Material supplies logistics</p>	<p><b>\$72,806.00</b> - LCFF Supplemental (0000)</p> <p><b>\$43,973.00</b> - LCFF Supplemental (0000)</p>

Implement Footsteps2Brilliance, Lexia,	Hector Gonzales	Increase Technology - Hardware (Devices) to allow students & parents to use technology Professional development for teachers	<b>\$1,000.00</b> - Lottery (1100)
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**STRATEGIES: Create assessment for intervention and provide opportunities for students to work on skills missed during regular year.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement five week summer academy	Hector Gonzales	Hire summer staff PD materials for teachers to work on math Supplies logistics Transportation Increase technology Provide math PD Illuminate program	<b>\$19,252.00</b> - LCFF Supplemental (0000)
Create local assessments to identify students in need of intervention Instructional Tech. TOSA to support teachers	Hector Gonzales	Personal cost for PD by TOSA Computer software Technology upgrade materials supplies logistics	<b>\$35,000.00</b> - LCFF Supplemental (0000)
Fund Reading Specialist to utilize research based interventions	Hector Gonzales	Reading Specialist salary and benefits	<b>\$111,501.00</b> - LCFF Concentration (0000)

**LEA GOAL: INACTIVE Goal Area 1: Students will graduate from Williams Unified with the necessary skill to enter a career and/or college.**

**(1a) Improve Consistency of High Quality Instruction in All Classrooms**

**SCHOOL GOAL: All Students will be proficient in mathematics and problem solving as measured by standards based report card in mathematics, CAASPP and local formative assessments.**

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP math scores, Standard Based Report card and local formative assessments.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The data shows that Williams Elementary students in ELA are making growth. However, in math, we are not meeting the standard. We should be no less than the state average.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>CAASPP math scores, Standard Based Report card and local formative assessments.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Principal's Office</p>
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**STRATEGIES: Improve teaching and learning in mathematics and problem solving by curriculum alignment, articulation, and embedded assessments to be used as formative assessments for learning.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Data Teams training for school-wide approach to formative assessments. 1.1 &amp; 1.2 &amp; 1.3 Working towards transforming school culture that uses Lifeskills and Lifelong Guidelines 3.1</p>	<p>Hector Gonzales</p>	<p>Ten days of professional development and coaching will be provided by a consultant on Data teams. Focusing on collaboration around student performance data. Materials, supplies, logistics, conferences, and operating costs to carry out the achievement data teams work Adopt a Framework to drive improvement in instruction via the Daggett System for Effective Instruction</p> <p>Use of Instructional tech. TOSA to support teachers</p>	<p><b>\$48,000.00</b> - Other</p>

<p>Ensure curriculum alignment and articulation 1.3 math PD, 1.2 Illuminate</p>	<p>Hector Gonzales</p>	<p>Grade level work will be done to ensure curriculum is aligned to each grade level, to common core, and CAASPP assessment.</p> <p>Math PD and use of Illuminate</p> <p>Materials, supplies, logistics, conferences, and operating costs to complete curricular alignment.</p>	<p><b>\$7,500.00</b> - LCFF Supplemental (0000)</p>
<p>Implement a five week summer academy for elementary school aged students to provide enrichment courses and English Language Development Use of LifeSkills &amp; Lifelong Guidelines</p>	<p>Hector Gonzales</p>	<p>Implementing a five-week summer ELD academy for 1st-3rd grade students. Students will be exposed to rich vocabulary and will be given opportunities to use language in a safe learning environment taught by highly qualified teachers. The summer school program will focus on Project Based Learning.</p> <p>Provide bus transportation</p>	<p><b>\$18,252.00</b> - LCFF Supplemental (0000)</p>

**LEA GOAL: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that:**

- is based on state standards;
- is aligned TK-12;
- is designed to enable all students, including English learners, to access core and ELD standards (for ELs)
- fosters engagement/collaboration;
- is designed to develop students' 21st Century skills; and
- is appropriately assessed through formative/summative measures and state accountability targets.

**SCHOOL GOAL: By June 2018, the percentage of third grade English Learners meeting or exceeding standards in reading/ELA will increase to at least 15%, as measured by the CASSPP.**

<p><b>What data did you use to form this goal?</b></p> <p>Percent of EL Students proficient on the CAASPP in ELA</p> <p>Percent of EL students passing or scoring Early advance or advance on the CELDT</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>EL students district wide are passing the ELA section of the CAASPP substantially higher rate than the state average. However, the achievement gap still must be closed for EL students</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Standards based report cards CELDT scores (for ELs) Writing samples</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Principal's office</p>
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**STRATEGIES: SEAL Coach to provide professional development, collaboration, PLC, attend trainings, and support teachers by providing coaching.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Attend trainings for SEAL coach	Hector Gonzales	5 days of trainings for the coach to attend to receive professional development and coaching focusing around SEAL implementation  Materials, supplies, logistics, conferences, and operating costs to carry out the support	\$82,858.00 - Other
Reading Specialist to coordination of support/intervention direct support to TK - 3 Intervention	Hector Gonzales	Provide literacy support to student via reading lab  Materials, supplies, logistics, conferences, and operating costs to carry out the support	



Para-Educators to support Literacy-Focused Support Program	Hector Gonzales	Attend Para trainings to support student learning  Materials, supplies, logistics, conferences, and operating costs to carry out the support	<b>\$84,682.00</b> - LCFF Supplemental (0000)
Supplies for SEAL coach to provide coaching and support to teachers	Hector Gonzales	SEAL coach to provide Module trainings and Unit Development Days  Materials, supplies, logistics, conferences, and operating costs to carry out the support	<b>\$1,000.00</b> - Other
Principal and other stake holders to attend Professional Development training or visits to SEAL model schools	Hector Gonzales	Administration to attend convening meeting/trainings and school visitations to SEAL model schools Parents to attend SEAL model schools Teachers to attend Model SEAL Schools Materials, supplies, logistics, conferences, and operating costs to carry out the support	<b>\$2,500.00</b> - LCFF Base (0000) <b>\$7,000.00</b> - Lottery (1100)
Improve teaching and learning In ELA, math, Science, Social Science through the use of SEAL strategies	Hector Gonzales	Professional development and coaching will be provided by SEAL coach to teachers focusing on effective strategies employed to deliver ELD integrated in the curriculum and designated time to focus on acquiring English as a second language.	<b>\$1,000.00</b> - Lottery (1100)

**LEA GOAL: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.**

**SCHOOL GOAL: Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rate, attendance, and standards base report cards**

<p><b>What data did you use to form this goal?</b></p> <p>Attendance Rates Drop out rates Ed code violations of 48900</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Attendance rates are good and we need to continue to improve or hold. Ed code violations need to be kept very low or at zero.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Attendance Rates Drop out rates Ed code violations of 48900</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Principal's office</p>
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**STRATEGIES: To implement Lifelong Guidelines & Life Skills to create a positive school culture/climate**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Lifelong Guidelines, Life skills to be used on a daily bases to create/maintain a positive school culture	Hector Gonzales	Provide Professional Development Focusing on collaboration around student's social emotional needs	<b>\$2,000.00</b> - LCFF Supplemental (0000)
School Culture/Climate with the use of MTSS 3.2	Hector Gonzales	Workshops for teachers/administrators/parents to attend	<b>\$2,000.00</b> - LCFF Supplemental (0000)

**LEA GOAL: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.**

**SCHOOL GOAL: Increase the level of parent volunteerism, involvement, and engagement in our school and school community**

<p><b>What data did you use to form this goal?</b></p> <p>Parent surveys Meeting Notes from School Site council Meeting Notes from ELAC Meeting Notes from Migrant Parent Advisory Committee</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Parents desire to be involved. They see education as a priority for their children. Some parents are wanting to be more involved yet others are not as comfortable</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Parent surveys Meeting Notes from School Site council Meeting Notes from ELAC Meeting Notes from Migrant Parent Advisory Committee</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Principals office</p>
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**STRATEGIES:** Provide parent workshops and community nights, parent education program like Project-2-Inspire, and support attendance to CAFE to help parents get involved. We will provide Friday morning coffee and treats to welcome parents to our parent center to help them network and become familiar with our school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Create parent education workshops to involve parents on a variety of topics parents identify as a need	Hector Gonzales	Parent engagement nights refreshments for parents communications through mail staff hours for presentations nights materials and supplies	<b>\$5,000.00</b> - Lottery (1100)

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

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

School Goal #: 1100

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Adopt a Framework to drive district improvement in instruction and achievement.		Implement the Daggette System for Effective Instruction with professional development	20,000	LCAP 1.1
Implement and maintain school culture/climate by using the LifeSkills and Lifelong Guidelines, PBIS, and MTSS		Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaborating and building 21st Century skills for the global economic workforce.	4,000	3.2 LCAP
EL/SIG/FPM administrator to oversee coordination of EL & FPM		The administrator will coordinate with the district office, the Williams school sites and the California Department of Education to report quarterly on our progress in implementing our SIG grant, EL services and preparing for the FPM.	40,667	3.8 SIG

School Goal #: 1100

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Adopt a Framework to drive district improvement in instruction and achievement.		Implement the Daggett System for Effective Instruction with professional development	2,222	1.1 LCAP
Implement and maintain school culture/climate by using the LifeSkills and Lifelong Guidelines, PBIS, and MTSS		Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaborating and building 21st Century skills for the global economic workforce.	444	3.2 LCAP
EL/SIG/FPM administrator to oversee coordination of EL & FPM		The administrator will coordinate with the district office, the Williams school sites and the California Department of Education to report quarterly on our progress in implementing our SIG grant, EL services and preparing for the FPM.	40,667	3.8 LCAP

School Goal #: 1143

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Adopt a Framework to drive district improvement in instruction and achievement.		Implement the Daggett System for Effective Instruction with professional development	6,670	1.1 LCAP

Implement and maintain school culture/climate by using the LifeSkills and Lifelong Guidelines, PBIS, and MTSS		Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaborating and building 21st Century skills for the global economic workforce.	4,000	3.2 LCAP
EL/SIG/FPM administrator to oversee coordination of EL & FPM		The administrator will coordinate with the district office, the Williams school sites and the California Department of Education to report quarterly on our progress in implementing our SIG grant, EL services and preparing for the FPM.	40,667	3.8 LCAP

School Goal #: 1145

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Adopt a Framework to drive district improvement in instruction and achievement.		Implement the Daggett System for Effective Instruction with professional development	6,670	1.1 LCAP
Implement and maintain school culture/climate by using the LifeSkills and Lifelong Guidelines, PBIS, and MTSS		Work towards transforming the district culture into one that uses Lifeskills & Lifelong Guidelines as the tools for collaborating and building 21st Century skills for the global economic workforce.	4,000	3.3 LCAP

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Implement and maintain school culture/climate by using the LifeSkills and Lifelong Guidelines, PBIS, and MTSS</p>		<p>Work towards transforming the district culture into one that uses Lifeskills &amp; Lifelong Guidelines as the tools for collaborating and building 21st Century skills for the global economic workforce.</p>	<p>4,000</p>	<p>3.2 LCAP</p>
<p>Family community meetings will be held as workshops to inform parents on school related topics of their choosing based on a needs assessment. Related potential topics may include but are not limited to, student grades system/report cards, school safety and other.</p>		<p>Pay for presenter (s) to work with parents, provide food for parents, awards for recognition, materials for workshop(s)</p>	<p>6,667</p>	<p>4.2 LCAP</p>

## Form C: Programs Included in this Plan

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

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

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

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

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	<b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools		<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$264132	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>LCFF – Concentration Grant</b> Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$343053	<input type="checkbox"/>
<input type="checkbox"/>	<b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school		<input type="checkbox"/>
<input type="checkbox"/>	<b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program		<input type="checkbox"/>



<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners		<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring		<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas		<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school		<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic 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.)  Lotto Funds	\$5000	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$612185	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement 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).		<input type="checkbox"/>

<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)			<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals			<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards			<input type="checkbox"/>
<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 checked="" 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	\$453910		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)			<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe) ite			<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)			<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$453910		
Total amount of state and federal categorical funds allocated to this school		\$1066095		

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. 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
Hector Gonzalez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dale Martini	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joan Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antonieta Marquez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tammi Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angie Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jose Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mariana Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rene Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Kellie Ellebracht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	4	0

**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement  \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

Other committees include:

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.

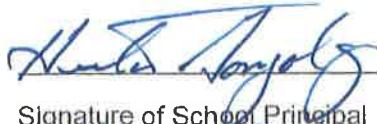
6. This SPSA was adopted by the SSC at a public meeting on: 12/5/2017.

Attested:  
Hector Gonzalez

Typed name of School Principal

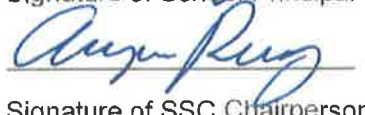
Angie Perez

Typed name of SSC Chairperson

  
Signature of School Principal

12-5-17

Date

  
Signature of SSC Chairperson

12-5-17

Date