

SPSA 2018-19

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Santa Cruz County Office of Education
District

Santa Cruz County Court

Local Board Approval Date: 02/21/2019

Schoolsite Council (SSC) Approval Date: 02/21/2019

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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.

Goals, Strategies, & Proposed Expenditures



GOAL 1

Goal Area: [Mathematics](#)

Goal Title: [Academic Tutoring Services - Math](#)

LEA Goal:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Increase student achievement for all students, including EL's and Students with Disabilities, as measured by standardized tests.

WASC Goal:

- Continue to improve our mathematics program to support student learning and performance.
- Improve student achievement for all students, with emphasis on English Learners and students with disabilities, through continued collaborative efforts and professional development focused on sharing best CCSS practices and analyzing student data.

Basis for this Goal:

Goal Statement:

Provide Academic Tutoring Services to students who are two or more years below grade level in math.

What data did you use to form this goal (findings from data analysis)?

Analysis of transcripts, local STAR Renaissance assessment results, and Smarter Balanced assessment results.

Group data to be collected to measure gains:

The Student Data Specialist will maintain a record of students that receive Academic Tutoring Services. The Director and administrative team will monitor academic improvement and evaluate data to determine the impact of actions.

Strategy:

Students are identified for Academic Tutoring Services by teachers. These students will be scheduled for tutoring by the teacher or a designated staff person.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include those that are identified as performing two or more years below grade level in mathematics.

Anticipated annual growth for each group:

Long term students that receive Academic Tutoring Services will demonstrate greater than .8 Grade Level Equivalent growth on the Star Renaissance Assessment. Long term students will also demonstrate improvements in grades and credit attainment.

Means of evaluating progress toward this goal:

Data from Star Renaissance will be used to measure student achievement. Pre and post grade level equivalency will be collected for all students that received Academic Tutoring Services.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that 83.15% of Economically Disadvantaged students did not meet grade level standards in Math while 68.07% of students that are Not Economically Disadvantaged did not meet grade level standards. This indicates that there is a need for academic tutoring services for both Economically Disadvantaged and Not Economically Disadvantaged students. A majority of students also test two or more years below grade level on local STAR Math assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Participation in Academic Tutoring Services will lead to improved performance on assessments.

STRATEGY/ACTIVITY 1

Strategy Title: Academic Tutoring Services - Math

Students to be Served by this Strategy:

Strategy/Activity:

Task:
Produce a list of students who did not meet grade level standards on the 2017 Smarter Balanced assessment. Analyze STAR Renaissance assessment Grade Level Equivalency for these students and identify those that are performing two or more years below grade level. Allocate Instructional Aide time to deliver Academic Tutoring Services.

Measures:
Improvements in STAR Renaissance assessment Grade Level Equivalency.

People Assigned:
Director, Administrative Team, School Site Council, Student Data Specialist

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Tutoring Club of Watsonville	\$812.94

» GOAL 2

Goal Area: **Mathematics**

Goal Title: **Individualized Math Instruction**

LEA Goal:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

State Priorities:

- 4 - Pupil Achievement
- 1 - Basic Services
- 2 - Implementation of State Standards

LCAP Goal:

- Increase student achievement for all students, including EL's and Students with Disabilities, as measured by standardized tests.

WASC Goal:

- Continue to improve our mathematics program to support student learning and performance.
- Improve student achievement for all students, with emphasis on English Learners and students with disabilities, through continued collaborative efforts and professional development focused on sharing best CCSS practices and analyzing student data.

Basis for this Goal:

Goal Statement:

Use Edmentum to provide individualized Math instruction that is based on a student's current level of knowledge and application, and is supported by instructional aides in the classroom.

What data did you use to form this goal (findings from data analysis)?

Smarter Balanced state math assessment data and STAR Renaissance local math assessment data.

Group data to be collected to measure gains:

Teachers along with instructional aide staff will monitor student progress in Edmentum and evaluate Mastery Test scores along with STAR Renaissance math assessment data.

Strategy:

1. Train teachers and instructional aide staff in setting up Edmentum Accucess diagnostic assessment for students, and managing their individualized learning prescription.
2. Identify students that demonstrate the ability to be self-motivated to learn Math through web-based instruction supported by paraprofessionals in the classroom.
3. Monitor students' progress with Mastery Test scores and completion of module activities.
4. Assess students using STAR Renaissance math assessment three times during the year to measure growth.
5. Provide opportunities for teachers and instructional aide staff to share successes around implementation and growth.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students who demonstrate the ability to be self-motivated to learn Math through web-based instruction supported by paraprofessionals in the classroom.

Anticipated annual growth for each group:

Students will make progress in their Edmentum individualized learning prescription that is equal to one grade level of growth per year.

Means of evaluating progress toward this goal:

Edmentum data with scores from online Mastery Tests for each module completed by students combined with Grade Level Growth on local STAR Renaissance math assessments.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that 100% of all Court School students did not meet grade level standards in Math. This indicates that there is a huge need for more individualized support for students in their math learning progression. Most students also test below grade level on local STAR Math assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

STRATEGY/ACTIVITY 1

Strategy Title: Individualized Math Instruction

Students to be Served by this Strategy:

Strategy/Activity:

Task:

Provide individualized math instruction to students through web-based Edmentum math program and allocate instructional aide time to support students in increasing grade level proficiency in math. In addition, provide five days of professional learning to all teachers and full-time instructional staff who teach or tutor math through a contract with Stemulate Learning. A monthly cohort of five teachers will also receive additional professional development and instructional coaching from Stemulate Learning.

Measures:

Improvements in grade level proficiency data in STAR Renaissance math assessments and Smarter Balanced state math assessments.

People Assigned:

Administrative team, Stemulate Learning consultants, teachers, and instructional aide staff.

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Paraprofessionals	\$46,587.34
Title I, Part A, Basic Grants	Edmentum Math User Licenses	\$1,224.28
Title II, Part A, Teacher & Principal Quality: Training & Recruiting	Stemulate Learning Contract	\$1,942.62

» GOAL 3

Goal Area: English Language Development

Goal Title: English Language Learners and English Language Development

LEA Goal:

- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Increase student achievement for all students, including EL's and Students with Disabilities, as measured by standardized tests.

WASC Goal:

- Improve student achievement for all students, with emphasis on English Learners and students with disabilities, through continued collaborative efforts and professional development focused on sharing best CCSS practices and analyzing student data.

Basis for this Goal:

Goal Statement:

EL 9.1 (b)

Implement Alternative Education ELD program and provide effective instruction to English Learners, program-wide, utilizing a number of recommended additions, modifications, and enhancements (See Strategies Below).

What data did you use to form this goal (findings from data analysis)?

EL 9.1 (a)

- Smarter Balanced Assessment Scores from 2015, 2016, and 2017
- CELDT Scores from 2014, 2015, and 2016
- Star Renaissance (Local Assessment Data) from 2015, 2016, and 2017
- LCAP Metric pertaining to English Learners from 2015, 2016, and 2017

Group data to be collected to measure gains:

EL 9.1 (D)

Monitoring and Intervention teams will meet quarterly at each site to evaluate individual progress and to develop/modify individualized plans for each English Learner.

Strategy:

EL 9.1 (C)

Fully implement the newly selected Alternative Education ELD program for use at all school sites with English Learners. Full Implementation will include:

- Alternative Education will seek outside, expert support to provide professional development in the area of English

Language Development

- Alternative Education will provide targeted professional development to paraprofessionals in the area of supporting English Learner students in the attainment of language.
- Alternative Education will provide expert, outside professional development in the area of classroom management to ensure efficiency and effectiveness of academic classroom time.
- Develop and implement, via an monitoring and intervention team, a system of progress monitoring for EL and reclassified students.
- Design and implement appropriate intervention strategies that utilize time as well as teaching and support staff effectively.
- Increase the time spent in ELD and ELA for all students, especially English Learners.
- Increase the use and fidelity of implementation of the Read 180 Program.
- Build and include pre and post assessments for each AE ELD Unit. Use the data to inform further instruction and individual intervention strategies.
- Assign students to ELD courses based upon CELDT or ELPAC Levels.
- Continue to recruit and retain bilingual and bicultural teachers and paraprofessionals.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include all English Language Learners, especially Long Term English Learners, who will receive monitoring, catch-up planning, and intervention on an ongoing basis.

Anticipated annual growth for each group:

EL 9.1 (D)

Expected growth includes an increase in the percentage of students being reclassified as Fluent English Proficient (RFEP), and a diminished performance gap for EL students on Smarter Balanced Assessments. Additionally, English Learners are expected to demonstrate improved grades and credits in ELA and show reading growth based on the Star Renaissance local assessment. Finally, EL students are expected to demonstrate movement from lower English Language Proficiency levels to higher ones each year based upon the new ELPAC summative assessment.

Means of evaluating progress toward this goal:

EL 9.1 (D)

Data to be collected will include: Smarter Balanced and STAR Renaissance assessment scores, English Language Proficiency levels on the new ELPAC summative assessment, ELD and ELA course performance, and the number of students being reclassified (RFEP).

How does this goal align to your Local Educational Agency Plan goals?:

EL 9.1 (b)

EL 9.3

- **LEA Plan Performance Goal #2:** All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Alt. Ed. Priority #3:** Continue to implement MELD English Language Development program for Alternative Education.

What did the analysis of the data reveal that led you to this goal?

EL 9.1 (a)

An analysis of Smarter Balanced Assessment data reveals that a persistent achievement gap exists for English Learners. An analysis of CELDT data revealed that there is minimal movement of students from one level to the next each year, and that the percentage of students reaching an advanced level remains very small. Local Assessment results reveal the need for further disaggregation of data to be able to analyze subgroups such as ELs. Finally, LCAP metrics revealed that no students were re-

classified in the past year.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents, including ELAC members and the School Site Council.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

> STRATEGY/ACTIVITY 1

Strategy Title: English Learners and English Language Development

Students to be Served by this Strategy:

Strategy/Activity:

Task:

EL 9.1 (C)

Critical Academic Needs: The low achievement of our students and the consistent achievement gap for English Learners, based largely on Smarter Balanced Assessments, CELDT/ELPAC scores, and local assessment data, represent critical concerns for the Alternative Education Program, informing us to act with the following program additions and modifications.

Program Additions/Modifications:

- Alternative Education will seek outside, expert support to provide professional development in the area of English Language Development
 - ◊ Persons Responsible: EL Coordinator
 - ◊ Ongoing
- Alternative Education will provide targeted professional development to paraprofessionals in the area of supporting English Learner students in the attainment of language
 - ◊ Persons Responsible: EL Coordinator
 - ◊ Ongoing
- Alternative Education will provide expert, outside professional development in the area of classroom management to ensure efficiency and effectiveness of academic classroom time
 - ◊ Persons Responsible: Alt. Ed. Admin
 - ◊ Ongoing
- Develop and implement, via a monitoring and intervention team, a system of progress monitoring for EL and reclassified students
 - ◊ Persons Responsible: EL Coordinator, EL Monitoring Teams (Admin, Teacher, Parent, Additional Staff)
 - ◊ Ongoing
- Design and implement appropriate intervention strategies that utilize time and staff effectively
 - ◊ Persons Responsible: EL Coordinator, EL Monitoring Teams
 - ◊ Ongoing
- Increase the time spent in ELD and ELA for all students, especially English Learners
 - ◊ Persons Responsible: EL Coordinator, Alternative Education Administrators and Teachers

- ◊ Ongoing
- Build and include pre and post assessments for each AE ELD Unit. Use the data to inform further instruction and individual intervention strategies
 - ◊ Persons Responsible: EL coordinator, EL Teachers
 - ◊ Ongoing
- Assign students to ELD courses based upon CELDT/ELPAC Levels
 - ◊ Persons Responsible: EL Coordinator, EL Monitoring Teams
 - ◊ Ongoing
- Continue to recruit and retain bilingual and bicultural teachers and paraprofessionals
 - ◊ Persons Responsible: Alternative Education Administrators
 - ◊ Ongoing

Measures:

- EL 9.1 (D)

Expected outcomes:

- The percentage of EL students reaching “Standard Nearly Met” or “Standard Met” will increase in both English and Math on the Smarter Balanced state assessment.
- The baseline percentage of students achieving the ELD proficiency level of “Bridging” will be established during the 2018-19 school year and will increase in subsequent years.
- The number of students being reclassified will increase from the previous year.
- English Learners will achieve parity in the attainment of grades and credits with the student body as a whole.
- English Learners will demonstrate a year’s growth in Reading and Math based on local assessment data.

People Assigned:

ELAC, School Site Council, ELD Teachers and Paraprofessionals, Administrators, Testing Coordinator, ELA and ELD teachers, EL Monitoring and Intervention Teams.

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Professional Development for ELD Teachers	\$1,551.52
Title I, Part A, Basic Grants	Paraprofessionals in ELD Classrooms	\$6,404.95

» **GOAL 4**

Goal Area: Professional Development

Goal Title: Restorative Practices Professional Learning for Teachers

LEA Goal:

- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State Priorities:

- 6 - School Climate
- 5 - Pupil Engagement
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide supportive environments that support student well-being.

WASC Goal:

- Provide supportive and engaging learning environments and opportunities for students that include counseling services, college and career exploration, and technical education.

Basis for this Goal:

Goal Statement:

Teachers will be provided with Professional Development in Restorative Practices to establish a system-wide strategy for teaching students social-emotional skills that develops empathy, kindness, caring, and good communication while improving relationships among students and teachers, reducing disciplinary problems, and building community.

What data did you use to form this goal (findings from data analysis)?

Analysis of behavior logs, initial outcomes from early adopters like Sequoia Schools, and a review of the literature on Restorative Practices in schools.

Group data to be collected to measure gains:

Administrators will visit school sites to observe Restorative Practices circles, and attend conferences that give students a chance to reflect on and take responsibility for their actions and come up with plans to repair harm. An outside consultant will also conduct ongoing monitoring and provide observations, recommendations, and professional development individualized for the needs of each site.

Strategy:

1. Alternative Education staff that are new to Restorative Practices will receive three 2-hour Introduction to Restorative Practices sessions.
2. Alternative Education staff that adopted Restorative Practices in 2017-18 will be provide a more intermediate level of training in three 2-hour sessions focused on interventions and specific strategies that make their circles more robust and responsive (e.g. motivational interviewing, open-ended questioning, data collection, preventative measures, and self-care).
3. Continued professional development will also be provided on five Wednesday afternoons over the course of the 2018-19 school year.
4. 40 hours of research and program evaluation will be provided along with ongoing consultation.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students will benefit from Restorative Practices that promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #4: All students will be educated in learning environments that are safe, drug-free, and

conducive to learning.

What did the analysis of the data reveal that led you to this goal?

Based upon behavior logs, there is a need to address student behaviors in innovative ways that are more effective than conventional punishments like suspension and detention. Schools in Alternative Education that adopted Restorative Practices in 2017-18 have provided anecdotal evidence that this strategy has been successful in proactively preventing violence and bullying while creating a safe and supportive school environment for both students and teachers. A review of the research shows that changing from a punitive to a restorative mindset can transform student behavior and build healthy school communities.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, counselors, and an outside consultant.

Anticipated annual growth for each group:

A reduction in disciplinary issues and an increase in positive relationships between students and school staff as well as among students.

Means of evaluating progress toward this goal:

Behavior logs, as well as student, parent, and staff surveys that collect qualitative data on school inclusiveness, school climate, student wellness, and supports for parents, school staff, and students that foster learning and school success.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

> STRATEGY/ACTIVITY 1

Strategy Title: Restorative Practices Professional Development and Consultation

Students to be Served by this Strategy:

Strategy/Activity:

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title II, Part A, Teacher & Principal Quality: Training & Recruiting	Restorative Practices Contract	\$1,656.27

» GOAL 5

Goal Area: School Climate/Parent Engagement

Goal Title: Safe and Supportive Schools

LEA Goal:

- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State Priorities:

- 5 - Pupil Engagement

- 6 - School Climate

LCAP Goal:

- Provide supportive environments that support student well-being.

WASC Goal:

- Provide supportive and engaging learning environments and opportunities for students that include counseling services, college and career exploration, and technical education.

Basis for this Goal:

Goal Statement:

Provide physical space, opportunities, and support to county probation department and other counseling agencies for services and support to students on campus, in order to increase student retention and decrease suspension rates.

What data did you use to form this goal (findings from data analysis)?

Recent staff, parent, and student surveys demonstrated a wish for additional counseling services.

Group data to be collected to measure gains:

Annual analysis of attendance, suspension rates, CHKS survey data, and quarterly analysis of grades and credits.

Strategy:

Administrator or designee(s) will attend monthly probation/LEA meetings. Administrator or designee(s) will attend monthly BASTA meetings. Provide office space at Watsonville Community School Site for probation and counselors to be able to meet with clients.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students who are struggling with academics, attendance, and/or behavior.

Anticipated annual growth for each group:

Increase school connectedness, increased attendance rate, decreased suspension rate, improved grades and credit attainment.

Means of evaluating progress toward this goal:

Attendance, Suspension, CHKS survey data, grades and credits.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- Probation officers encourage students to succeed academically.
- Counseling staff provides services to at-risk students and families.

What did the analysis of the data reveal that led you to this goal?

Students benefit from daily positive contact and interactions with adults that they are accountable to.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Socio-emotional support of students will lead to improved academic achievement.

> STRATEGY/ACTIVITY 1

Strategy Title: Probation and Counseling Services

Students to be Served by this Strategy:

Strategy/Activity:

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Probation Contract	\$16,909.05
Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	Paraprofessional for Counseling & Restorative Circles	\$6,922.25

>> GOAL 6

Goal Area: School Climate/Parent Engagement

Goal Title: Services to Homeless Students

LEA Goal:

- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State Priorities:

- 6 - School Climate
- 1 - Basic Services
- 4 - Pupil Achievement
- 5 - Pupil Engagement

LCAP Goal:

- Provide supportive environments that support student well-being.

WASC Goal:

- Provide supportive and engaging learning environments and opportunities for students that include counseling services, college and career exploration, and technical education.

Basis for this Goal:

Goal Statement:

Ensure that each homeless child has equal access to the same free, appropriate public education, as provided to other children.

What data did you use to form this goal (findings from data analysis)?

Student intake process information.

Group data to be collected to measure gains:

Homeless and Foster Youth Liaison will work with Fiscal Accountant to approve and monitor spending.

Strategy:

The Santa Cruz County Office of Education will use the homeless allocation to provide activities other than direct instruction that promotes student achievement to meet the basic needs (clothing, supplies, and health) of homeless students. As needed, funds will defray the costs for expenses, pay the costs for expenses, pay the fees associated with therapeutic support and assessments, obtaining birth certificates, immunizations, GED testing, transportation to and from after school programs, graduation ceremonies, field trips, and class projects.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include all homeless students enrolled in Alternative Education.

How does this goal align to your Local Educational Agency Plan goals?:

SCCOE connects all foster youth and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation

What did the analysis of the data reveal that led you to this goal?

Homeless youth are often in need of services that are a given for other students with homes.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, and paraprofessionals.

Anticipated annual growth for each group:

Providing for basic student needs will result in increased attendance rates, decreased suspension rates, improved achievement on assessments and improved grades and credits.

Means of evaluating progress toward this goal:

- Attendance
- Discipline
- Grades/Credits
- Assessment Performance
- School Connectedness

Actions to improve achievement to exit program improvement (if applicable).

Equalizing the playing field in terms of basic needs will result in the closing of achievement gaps.

> STRATEGY/ACTIVITY 1

Strategy Title: [Services to Homeless Students](#)

Students to be Served by this Strategy:

Strategy/Activity:

PROPOSED EXPENDITURES FOR THIS STRATEGY

Source	Budget Reference	Amount
Title I, Part A, Basic Grants	Expenses related to the basic needs of homeless students.	\$3,963.45

Annual Review and Update

SPSA YEAR REVIEWED: 2017-18

» GOAL 1

Goal Area: **Mathematics**

Goal Title: **Academic Tutoring Services - Math**

Basis for this Goal:

Goal Statement:

Provide Academic Tutoring Services to students who are two or more years below grade level in math.

What data did you use to form this goal (findings from data analysis)?

Analysis of transcripts, local STAR Renaissance assessment results, and Smarter Balanced assessment results.

Group data to be collected to measure gains:

The Student Data Specialist will maintain a record of students that receive Academic Tutoring Services. The Director and administrative team will monitor academic improvement and evaluate data to determine the impact of actions.

Strategy:

Students are identified for Academic Tutoring Services by teachers. These students will be scheduled for tutoring by the teacher or a designated staff person.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include those that are identified as performing two or more years below grade level in mathematics.

Anticipated annual growth for each group:

Long term students that receive Academic Tutoring Services will demonstrate greater than .8 Grade Level Equivalent growth on the Star Renaissance Assessment. Long term students will also demonstrate improvements in grades and credit attainment.

Means of evaluating progress toward this goal:

Data from Star Renaissance will be used to measure student achievement. Pre and post grade level equivalency will be collected for all students that received Academic Tutoring Services.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that 83.15% of Economically Disadvantaged students did not meet grade level standards in Math while 68.07% of students that are Not Economically Disadvantaged did not meet grade level standards. This indicates that there is a need for academic tutoring services for both Economically Disadvantaged and Not Economically Disadvantaged students. A majority of students also test two or more years below grade level on local STAR Math assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Participation in Academic Tutoring Services will lead to improved performance on assessments.

> STRATEGY/ACTIVITY 1

Strategy Title: **Academic Tutoring Services - Math**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Task: Produce a list of students who did not meet grade level standards on the 2017 Smarter Balanced assessment. Analyze STAR Renaissance assessment Grade Level Equivalency for these students and identify those that are performing two or more years below grade level. Allocate Instructional Aide time to deliver Academic Tutoring Services.</p> <p>Measures: Improvements in STAR Renaissance assessment Grade Level Equivalency.</p> <p>People Assigned: Director, Administrative Team, School Site Council, Student Data Specialist</p>		\$6,695.96	\$0.00

>> GOAL 2

Goal Area: **Mathematics**

Goal Title: **Individualized Math Instruction**

Basis for this Goal:

Goal Statement:

Use Edmentum to provide individualized Math instruction that is based on a student's current level of knowledge and application, and is supported by instructional aides in the classroom.

What data did you use to form this goal (findings from data analysis)?

Smarter Balanced state math assessment data and STAR Renaissance local math assessment data.

Group data to be collected to measure gains:

Teachers along with instructional aide staff will monitor student progress in Edmentum and evaluate Mastery Test scores along with STAR Renaissance math assessment data.

Strategy:

1. Train teachers and instructional aide staff in setting up Edmentum Accucess diagnostic assessment for students, and managing their individualized learning prescription.
2. Identify students that demonstrate the ability to be self-motivated to learn Math through web-based instruction supported by paraprofessionals in the classroom.
3. Monitor students' progress with Mastery Test scores and completion of module activities.

4. Assess students using STAR Renaissance math assessment three times during the year to measure growth.
5. Provide opportunities for teachers and instructional aide staff to share successes around implementation and growth.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students who demonstrate the ability to be self-motivated to learn Math through web-based instruction supported by paraprofessionals in the classroom.

Anticipated annual growth for each group:

Students will make progress in their Edmentum individualized learning prescription that is equal to one grade level of growth per year.

Means of evaluating progress toward this goal:

Edmentum data with scores from online Mastery Tests for each module completed by students combined with Grade Level Growth on local STAR Renaissance math assessments.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that 100% of all Court School students did not meet grade level standards in Math. This indicates that there is a huge need for more individualized support for students in their math learning progression. Most students also test below grade level on local STAR Math assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

> STRATEGY/ACTIVITY 1

Strategy Title: Individualized Math Instruction

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Task: Provide individualized math instruction to students through web-based Edmentum math program and allocate instructional aide time to support students in increasing grade level proficiency in math.</p> <p>Measures: Edmentum Mastery Test scores, module activity completion, and improvements in grade level proficiency data in STAR Renaissance math assessments and Smarter Balanced state math assessment.</p> <p>People Assigned: Coordinator of Technology, Testing, and Accountability, teachers, and instructional aide staff.</p>		\$17,958.53	\$0.00

>> GOAL 3

Goal Area: Reading/Language Arts

Goal Title: Academic Tutoring Services - ELA

Basis for this Goal:

Goal Statement:

Provide Academic Tutoring Services to students who are two or more years below grade level in English Language Arts.

What data did you use to form this goal (findings from data analysis)?

Analysis of transcripts, local STAR Renaissance assessment results, and Smarter Balanced assessment results.

Group data to be collected to measure gains:

The Student Data Specialist will maintain a record of students that receive Academic Tutoring Services. The Director and administrative team will monitor academic improvement and evaluate data to determine the impact of actions.

Strategy:

Students are identified for Academic Tutoring Services by teachers. These students will be scheduled for tutoring by the teacher or a designated staff person.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include those that are identified as performing two or more years below grade level in English Language Arts.

Anticipated annual growth for each group:

Long term students that receive Academic Tutoring Services will demonstrate greater than .8 Grade Level Equivalent growth on the Star Renaissance Assessment. Long term students will also demonstrate improvements in grades and credit attainment.

Means of evaluating progress toward this goal:

Data from Star Renaissance will be used to measure student achievement. Pre and post grade level equivalency will be collected for all students that received Academic Tutoring Services.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that 60.64% of Economically Disadvantaged students did not meet grade level standards in English Language Arts while 36.36% of students that are Not Economically Disadvantaged did not meet grade level standards. This indicates that there is a need for academic tutoring services for both Economically Disadvantaged and Not Economically Disadvantaged students. A large number of students also test two or more years below grade level on local STAR Reading assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Participation in Academic Tutoring Services will lead to improved performance on assessments.

> STRATEGY/ACTIVITY 1

Strategy Title: Academic Tutoring Services - ELA

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Task: Produce a list of students who did not meet grade level standards on the 2017 Smarter Balanced assessment. Analyze STAR Renaissance assessment Grade Level Equivalency for these students and identify those that are performing two or more years below grade level. Allocate Instructional Aide time to deliver Academic Tutoring Services.</p> <p>Measures: Improvements in STAR Renaissance assessment Grade Level Equivalency.</p> <p>People Assigned: Director, Administrative Team, School Site Council, Student Data Specialist</p>		\$6,695.96	\$0.00

» GOAL 4

Goal Area: English Language Development

Goal Title: English Language Learners and English Language Development

Basis for this Goal:

Goal Statement:

EL 9.1 (b)

Implement Alternative Education ELD program and provide effective instruction to English Learners, program-wide, utilizing a number of recommended additions, modifications, and enhancements (See Strategies Below).

What data did you use to form this goal (findings from data analysis)?

EL 9.1 (a)

- Smarter Balanced Assessment Scores from 2015, 2016, and 2017
- CELDT Scores from 2014, 2015, and 2016
- Star Renaissance (Local Assessment Data) from 2015, 2016, and 2017
- LCAP Metric pertaining to English Learners from 2015, 2016, and 2017

Group data to be collected to measure gains:

EL 9.1 (D)

Monitoring and Intervention teams will meet quarterly at each site to evaluate individual progress and to develop/modify individualized plans for each English Learner.

Strategy:

EL 9.1 (C)

Fully implement the newly selected Alternative Education ELD program for use at all school sites with English Learners. Full Implementation will include:

- Alternative Education will seek outside, expert support to provide professional development in the area of English Language Development
- Alternative Education will provide targeted professional development to paraprofessionals in the area of supporting English Learner students in the attainment of language.
- Alternative Education will provide expert, outside professional development in the area of classroom management to ensure efficiency and effectiveness of academic classroom time.
- Develop and implement, via an monitoring and intervention team, a system of progress monitoring for EL and reclassified students.
- Design and implement appropriate intervention strategies that utilize time as well as teaching and support staff effectively.
- Increase the time spent in ELD and ELA for all students, especially English Learners.
- Increase the use and fidelity of implementation of the Read 180 Program.
- Build and include pre and post assessments for each AE ELD Unit. Use the data to inform further instruction and individual intervention strategies.
- Assign students to ELD courses based upon CELDT or ELPAC Levels.
- Continue to recruit and retain bilingual and bicultural teachers and paraprofessionals.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include all English Language Learners, especially Long Term English Learners, who will receive monitoring, catch-up planning, and intervention on an ongoing basis.

Anticipated annual growth for each group:

EL 9.1 (D)

Expected growth includes an increase in the percentage of students being reclassified as Fluent English Proficient (RFEP), and a diminished performance gap for EL students on Smarter Balanced Assessments. Additionally, English Learners are expected to demonstrate improved grades and credits in ELA and show reading growth based on the Star Renaissance local assessment. Finally, EL students are expected to demonstrate movement from lower English Language Proficiency levels to higher ones each year based upon the new ELPAC summative assessment.

Means of evaluating progress toward this goal:

EL 9.1 (D)

Data to be collected will include: Smarter Balanced and STAR Renaissance assessment scores, English Language Proficiency levels on the new ELPAC summative assessment, ELD and ELA course performance, and the number of students being reclassified (RFEP).

How does this goal align to your Local Educational Agency Plan goals?:

EL 9.1 (b)

EL 9.3

- **LEA Plan Performance Goal #2:** All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Alt. Ed. Priority #3:** Continue to implement MELD English Language Development program for Alternative Education.

What did the analysis of the data reveal that led you to this goal?

EL 9.1 (a)

An analysis of Smarter Balanced Assessment data reveals that a persistent achievement gap exists for English Learners. An analysis of CELDT data revealed that there is minimal movement of students from one level to the next each year, and that the percentage of students reaching an advanced level remains very small. Local Assessment results reveal the need for further disaggregation of data to be able to analyze subgroups such as ELs. Finally, LCAP metrics revealed that no students were re-classified in the past year.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents, including ELAC members and the School Site Council.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

STRATEGY/ACTIVITY 1

Strategy Title: English Learners and English Language Development

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Task: EL 9.1 (C)		\$37,937.80	\$0.00

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Critical Academic Needs: The low achievement of our students and the consistent achievement gap for English Learners, based largely on Smarter Balanced Assessments, CELDT scores, and local assessment data, represent critical concerns for the Alternative Education Program, informing us to act with the following program additions and modifications.</p> <p>Program Additions/Modifications:</p> <ul style="list-style-type: none"> • Alternative Education will seek outside, expert support to provide professional development in the area of English Language Development <ul style="list-style-type: none"> ◊ Persons Responsible: EL Coordinator ◊ Beginning: Fall 2017 • Alternative Education will provide targeted professional development to paraprofessionals in the area of supporting English Learner students in the attainment of language <ul style="list-style-type: none"> ◊ Persons Responsible: EL Coordinator ◊ Beginning: Fall 2017 • Alternative Education will provide expert, outside professional development in the area of classroom management to ensure efficiency and effectiveness of academic classroom time <ul style="list-style-type: none"> ◊ Persons Responsible: Alt. Ed. Admin ◊ Beginning: Fall 2017 • Develop and implement, via a monitoring and intervention team, a system of progress monitoring for EL and reclassified students <ul style="list-style-type: none"> ◊ Persons Responsible: EL Coordinator, EL Monitoring Teams (Admin, Teacher, Parent, Additional Staff) ◊ Beginning: Fall 2017 			

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Design and implement appropriate intervention strategies that utilize time and staff effectively <ul style="list-style-type: none"> ◦ Persons Responsible: EL Coordinator, EL Monitoring Teams ◦ Beginning: Fall 2017 • Increase the time spent in ELD and ELA for all students, especially English Learners <ul style="list-style-type: none"> ◦ Persons Responsible: EL Coordinator, Alternative Education Administrators and Teachers ◦ Beginning: Fall 2017 • Increase the use and fidelity of implementation of the Read 180 Program <ul style="list-style-type: none"> ◦ Persons Responsible: EL Coordinator, Read 180 Teachers ◦ Beginning: Fall 2017 • Build and include pre and post assessments for each AE ELD Unit. Use the data to inform further instruction and individual intervention strategies <ul style="list-style-type: none"> ◦ Persons Responsible: EL coordinator, EL Teachers ◦ Beginning: Fall 2017 • Assign students to ELD courses based upon CELDT Levels <ul style="list-style-type: none"> ◦ Persons Responsible: EL Coordinator, EL Monitoring Teams ◦ Beginning: Fall 2017 • Continue to recruit and retain bilingual and bicultural teachers and paraprofessionals <ul style="list-style-type: none"> ◦ Persons Responsible: Alternative Education Administrators 			

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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◊ Ongoing

Measures:

• EL 9.1 (D)

Expected outcomes:

- The percentage of EL students reaching “Standard Nearly Met” or “Standard Met” will increase in both English and Math on the Smarter Balanced state assessment.
- The baseline percentage of students achieving the ELD proficiency level of “Bridging” will be established during the 2017-18 school year and will increase in subsequent years.
- The number of students being reclassified will increase from the previous year.
- English Learners will achieve parity in the attainment of grades and credits with the student body as a whole.
- English Learners will demonstrate a year’s growth in Reading and Math based on local assessment data.

People Assigned:

ELAC, School Site Council, ELD Teachers and Paraprofessionals, Administrators, Testing Coordinator, ELA and ELD teachers, EL Monitoring and Intervention Teams.

» **GOAL 5**

Goal Area: Professional Development

Goal Title: CCSS & NGSS Professional Learning for Teachers

Basis for this Goal:

Goal Statement:

Teachers will be provided with support to attend workshops, conferences, and other professional learning events that increase

their knowledge of and ability to implement Common Core State Standards and Next Generation Science Standards.

What data did you use to form this goal (findings from data analysis)?

Analysis of transcripts, local STAR Renaissance assessment results, and Smarter Balanced assessment results.

Group data to be collected to measure gains:

Administrators will visit classrooms to observe classroom instruction, and provide feedback and identify possible professional learning opportunities for teachers.

Strategy:

1. Identify professional learning opportunities for teachers to increase their knowledge of and ability to implement CCSS and NGSS.
2. Support teachers in attending workshops, conferences, and other professional learning opportunities.
3. Provide opportunities for teachers to share promising practices and new learning.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students will benefit from high quality instruction.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Performance Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

What did the analysis of the data reveal that led you to this goal?

Based upon 2017 Smarter Balanced results, data reveals that the majority of students did not meet grade level standards in Math or English Language Arts. This indicates that there is a need for teachers to increase their knowledge of and ability to implement Common Core State Standards and Next Generation Science Standards. A majority of students also test below grade level on local STAR Math and Reading assessments.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Anticipated annual growth for each group:

The quality of classroom instruction will improve to be more engaging and strategic.

Means of evaluating progress toward this goal:

Transcripts, local STAR Renaissance assessment results, and Smarter Balanced assessment results.

Actions to improve achievement to exit program improvement (if applicable).

See Strategies.

STRATEGY/ACTIVITY 1

Strategy Title: CCSS & NGSS Professional Learning for Teachers

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		\$1,423.62	\$0.00

**GOAL 6**

Goal Area: **Common Core Implementation**

Goal Title: **Paraprofessionals in Classrooms**

Basis for this Goal:

Goal Statement:

Provide paraprofessional support to meet the educational needs of neglected, delinquent, and at-risk youth and assist in their transition from correctional facilities to local programs.

What data did you use to form this goal (findings from data analysis)?

Smarter Balanced and STAR Renaissance Assessment data indicates that there is a need for increased access to paraprofessional support for neglected, delinquent, and at-risk youth.

Group data to be collected to measure gains:

Court school education staff will meet regularly to monitor data and adjust programming and strategies.

Strategy:

Paraprofessionals work with individuals and small groups under the supervision of the teacher.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include those in the Juvenile Hall and other court schools.

Anticipated annual growth for each group:

Long term students enrolled in the Juvenile Hall and other court schools will demonstrate growth in Grade Level Equivalency on STAR Renaissance math and reading assessments and earn passing grades and full course credit.

Means of evaluating progress toward this goal:

STAR Renaissance assessment data.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan: Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

- Instructional Aides will work in juvenile hall and other court school classrooms to assist teachers in helping students acquire reading and math skills.

What did the analysis of the data reveal that led you to this goal?

Data shows that students enrolled in court schools are performing below grade level in ELA and Math.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Use of paraprofessionals at in court schools will lead to increased student achievement.

> STRATEGY/ACTIVITY 1

Strategy Title: Paraprofessionals in Classrooms

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		\$133,177.00	\$0.00

>> GOAL 7

Goal Area: School Climate/Parent Engagement

Goal Title: Safe and Supportive Schools

Basis for this Goal:

Goal Statement:

Provide physical space, opportunities, and support to county probation department and other counseling agencies for services and support to students on campus, in order to increase student retention and decrease suspension rates.

What data did you use to form this goal (findings from data analysis)?

Recent staff, parent, and student surveys demonstrated a wish for additional counseling services.

Group data to be collected to measure gains:

Annual analysis of attendance, suspension rates, CHKS survey data, and quarterly analysis of grades and credits.

Strategy:

Administrator or designee(s) will attend monthly probation/LEA meetings. Administrator or designee(s) will attend monthly BASTA meetings. Provide office space at Watsonville Community School Site for probation and counselors to be able to meet with clients.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students who are struggling with academics, attendance, and/or behavior.

Anticipated annual growth for each group:

Increase school connectedness, increased attendance rate, decreased suspension rate, improved grades and credit attainment.

Means of evaluating progress toward this goal:

Attendance, Suspension, CHKS survey data, grades and credits.

How does this goal align to your Local Educational Agency Plan goals?:

LEA Plan Goal #4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- Probation officers encourage students to succeed academically.
- Counseling staff provides services to at-risk students and families.

What did the analysis of the data reveal that led you to this goal?

Students benefit from daily positive contact and interactions with adults that they are accountable to.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, paraprofessionals, students, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Socio-emotional support of students will lead to improved academic achievement.

> STRATEGY/ACTIVITY 1

Strategy Title: Probation and Counseling Services

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		\$15,012.40	\$0.00

>> GOAL 8

Goal Area: School Climate/Parent Engagement

Goal Title: Services to Homeless Students

Basis for this Goal:

Goal Statement:

Ensure that each homeless child has equal access to the same free, appropriate public education, as provided to other children.

What data did you use to form this goal (findings from data analysis)?

Student intake process information.

Group data to be collected to measure gains:

Homeless and Foster Youth Liaison will work with Fiscal Accountant to approve and monitor spending.

Strategy:

The Santa Cruz County Office of Education will use the homeless allocation to provide activities other than direct instruction that promotes student achievement to meet the basic needs (clothing, supplies, and health) of homeless students. As needed, funds will defray the costs for expenses, pay the costs for expenses, pay the fees associated with therapeutic support and assessments, obtaining birth certificates, immunizations, GED testing, transportation to and from after school programs, graduation ceremonies, field trips, and class projects.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Focus students include all homeless students enrolled in Alternative Education.

How does this goal align to your Local Educational Agency Plan goals?:

SCCOE connects all foster youth and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation

What did the analysis of the data reveal that led you to this goal?

Homeless youth are often in need of services that are a given for other students with homes.

Which stakeholders were involved in analyzing data and developing this goal?

Administrators, teachers, and paraprofessionals.

Anticipated annual growth for each group:

Providing for basic student needs will result in increased attendance rates, decreased suspension rates, improved achievement on assessments and improved grades and credits.

Means of evaluating progress toward this goal:

- Attendance
- Discipline
- Grades/Credits
- Assessment Performance
- School Connectedness

Actions to improve achievement to exit program improvement (if applicable).

Equalizing the playing field in terms of basic needs will result in the closing of achievement gaps.

STRATEGY/ACTIVITY 1

Strategy Title: [Services to Homeless Students](#)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		\$4,000.00	\$0.00

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$87,974.67
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,974.67

» CONSOLIDATION OF FUNDS

- List of the programs that the school is consolidating in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
- Title I, Part A, Basic Grants	\$13,957.14	\$13,957.14
- Title I, Part D - Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk	\$70,418.64	\$70,418.64
- Title II, Part A, Teacher & Principal Quality: Training & Recruiting	\$3,598.89	\$3,598.89
Allocated Subtotal of consolidated federal funds for this school:		\$87,974.67
Expenditure Subtotal of consolidated federal funds for this school:		\$87,974.67
Allocated Total of consolidated (federal, centralized services, state, and/or local) funds for this school:		\$87,974.67
Expenditure Total of consolidated (federal, centralized services, state, and/or local) funds for this school:		\$87,974.67

» **SCHOOL SITE COUNCIL MEMBERSHIP**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Denise Sanson	Principal		10/25/2018
Maria Castorena	Parent or Community Member		10/25/2018
Tara Kemp	Classroom Teacher		10/25/2018
Javier Gonzales	Classroom Teacher		10/25/2018
Leticia Diaz	Parent or Community Member		10/25/2018
Flora Silva	Parent or Community Member		10/25/2018
Sandra Ronquillo	Other School Staff		10/25/2018
Lily Najar	Parent or Community Member		10/25/2018
Alexa Cordero	Secondary Student		10/25/2018

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	4	1

» 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:

English Language Advisory Committee (ELAC)

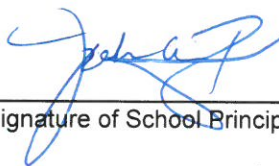
MARIA C. Castorena Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in 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:

10/25/2018

Attested:

Johnny Rice, Senior Director
Typed name of School Principal


Signature of School Principal

11-8-18
Date

Maria Castorena
Typed name of SSC Chairperson

MARIA C. Castorena
Signature of SSC Chairperson

11-8-18
Date