

# The Single Plan for Student Achievement

## Lemon Grove Academy for the Sciences and Humanities

County-District School (CDS) Code 37-68205-6038608

Principal: Rick Oser

The Single Plan for Student Achievement (SPSA) is a school wide plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

**For additional information on school programs and how you may become involved locally, please contact the following person:**

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**District:** Lemon Grove School District

**The School Site Council approved this revision of the SPSA on December 7, 2015 (changes for 2016-17 school year approved on June 6, 2016).**

**The District Governing Board approved this revision on \_\_\_\_\_.**

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Note: Goals 1 and 3 are aligned with the district Local Control Accountability Plan

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### School Mission Statement

**We, the Lemon Grove Academy for the Sciences and Humanities community of students, staff, and families, commit ourselves to providing a high quality education in a safe and caring environment. We encourage everyone to respect one another and embrace our wonderful diversity. We participate in relevant and innovative learning experiences that nourish students' curiosity while achieving academic excellence. As a community of learners, dedicated to each person's success and development, we strive to meet the challenges of the twenty-first century by developing the tools required for life long success.**

### School Vision

Lemon Grove Academy for the Sciences and Humanities Elementary consists of a united group of stakeholders who are committed to student achievement. Collectively, we strive to create a school where every child is challenged to grow academically, socially, and emotionally with learning opportunities that build a high self-efficacy towards education. To reach this goal, direct attention is dedicated towards promoting student's ability to self-reflect. Furthermore, students believe they can be successful at school and that classroom learning directly ensures that students are active participants in their learning and consequent education.

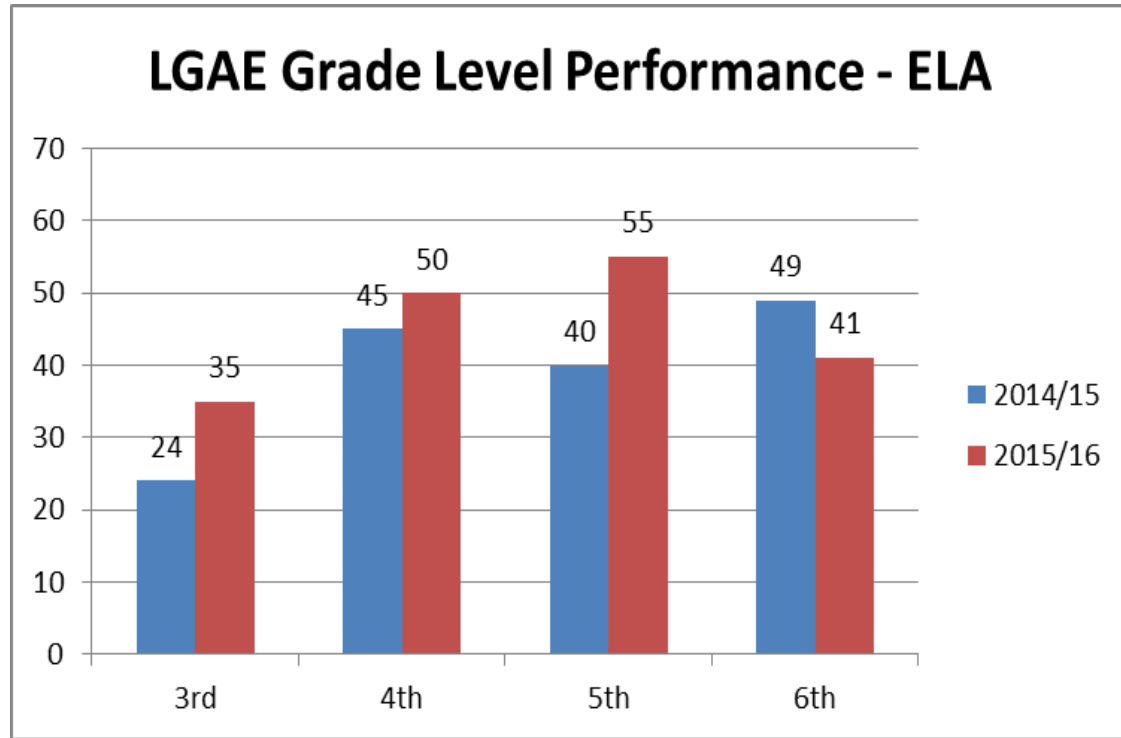
We envision a school where the community knows they are not only valued, but are considered as key components of a child's education. Our vision is to have an open campus where staff and families collaborate regularly on student learning. In addition, teachers regularly collaborate with each other to ensure consistency towards state standards, best instructional practices, and the sharing of creative ideas and energy to increase student learning. At Lemon Grove Academy for the Sciences and Humanities we believe that **Together, Anything is Possible** and that only together will we be able to reach our goals.

We envision a school where **all** students reach high levels of academic excellence. To achieve this goal we acknowledge and strive to take direct action to close the achievement gap that exists between our Latino, African American, and English Learner subgroups and our White subgroup. Teachers incorporate culturally-relevant teaching strategies and ensure that they are **Keeping it R.E<sup>2</sup>.A.L.** The acronym **R.E<sup>2</sup>.A.L.** signifies that only when we, as educators, can account for strong, positive **Relationships** with our students and community, ensure that all teachers have **Expectations** for **Excellence** for all students, and high levels of **Active Engagement** is provided for all students can real **Learning** take place. We know that in order for real learning to take place **Every Child, Every Minute, Every Day** must receive powerful instruction that is differentiated to their individual level and learning style as well as have cultural-relevance and personal meaning.

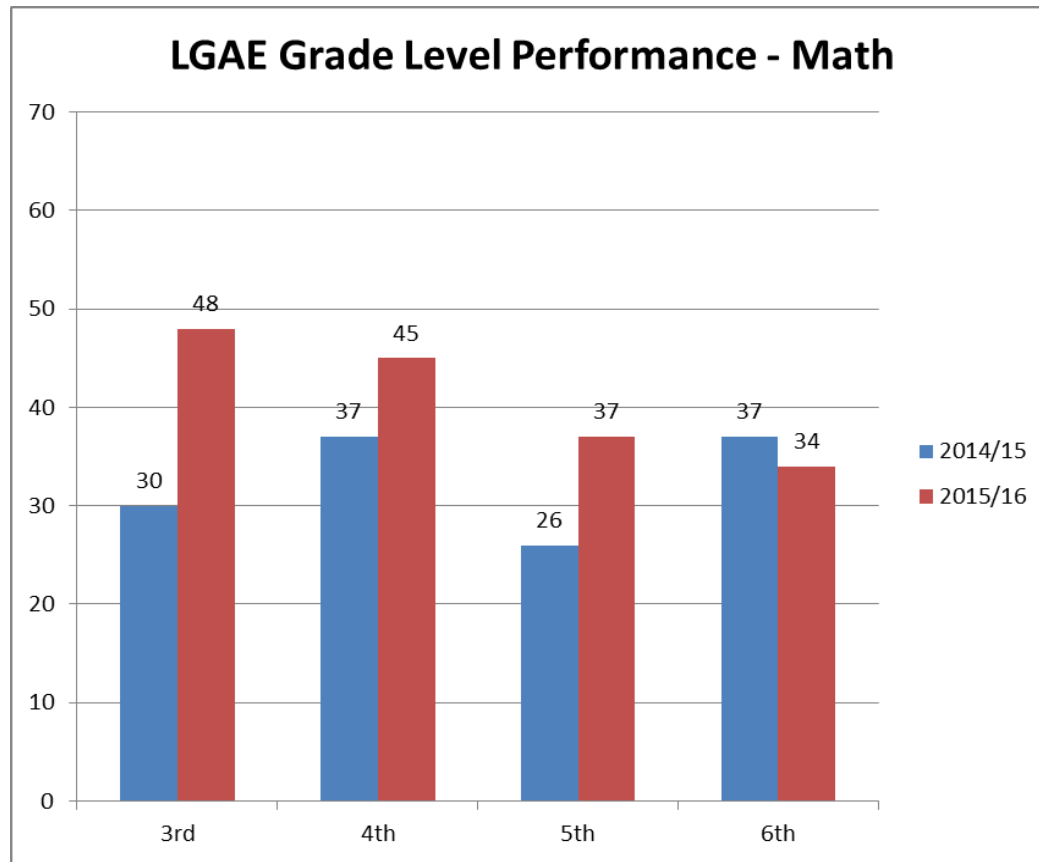
### School Profile

	Number		Percentage	
	14-15	15-16	14-15	15-16
<b>All Students-all grades</b>	1241		100%	
<b>African American</b>	228		18.3%	
<b>American Indian</b>	7		0.56%	
<b>Asian</b>	32		2.6%	
<b>Filipino</b>	30		2.4%	
<b>Hispanic</b>	779		62.7%	
<b>Pacific Islander</b>	16		1.3%	
<b>White not Hispanic</b>	145		11.7%	
<b>Multiple or No Response</b>	4		0.32%	
<b>Free/Reduced Lunch</b>	941		75.8%	
<b>English Learners (EL)</b>	302		24.3%	

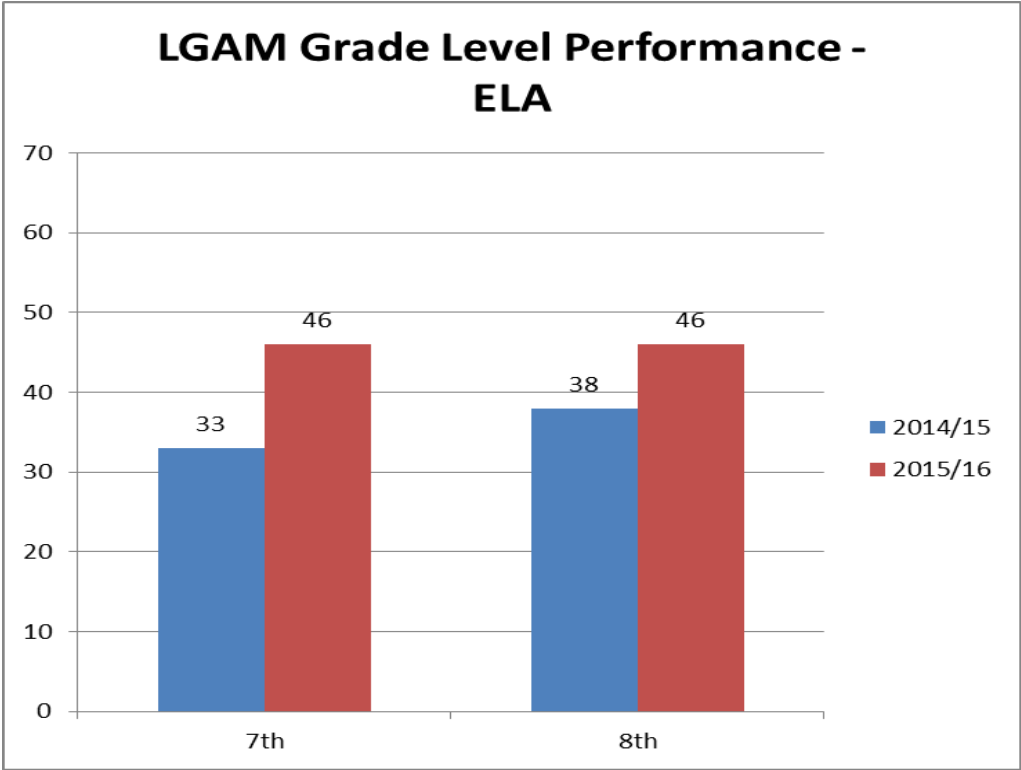
# Lemon Grove Academy Elementary CAASPP English Language Arts Data



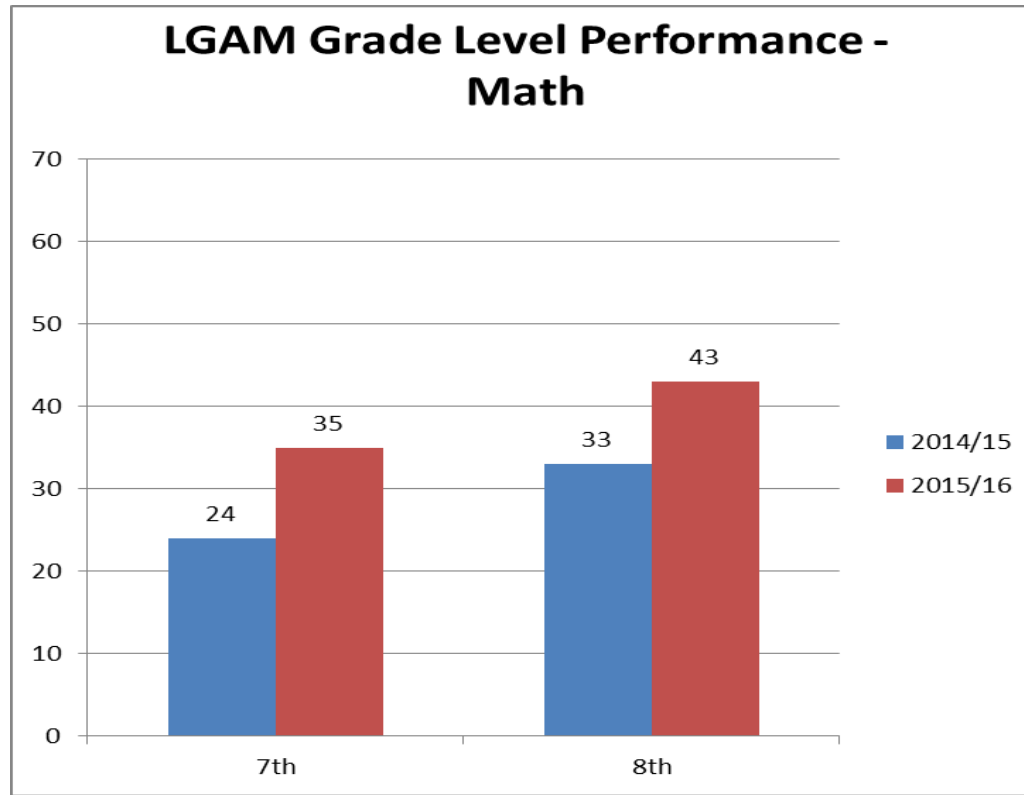
# Lemon Grove Academy Elementary CAASPP Math Data



# Lemon Grove Academy Middle CAASPP English Language Arts Data

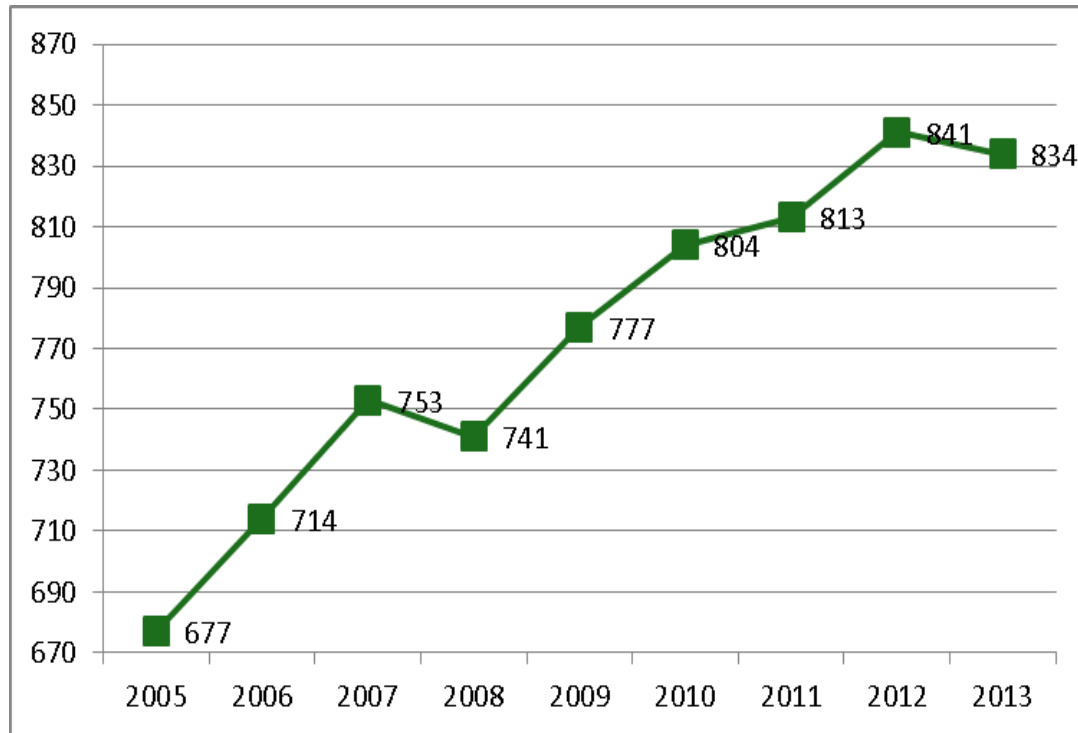


# Lemon Grove Academy Middle CAASPP Math Data

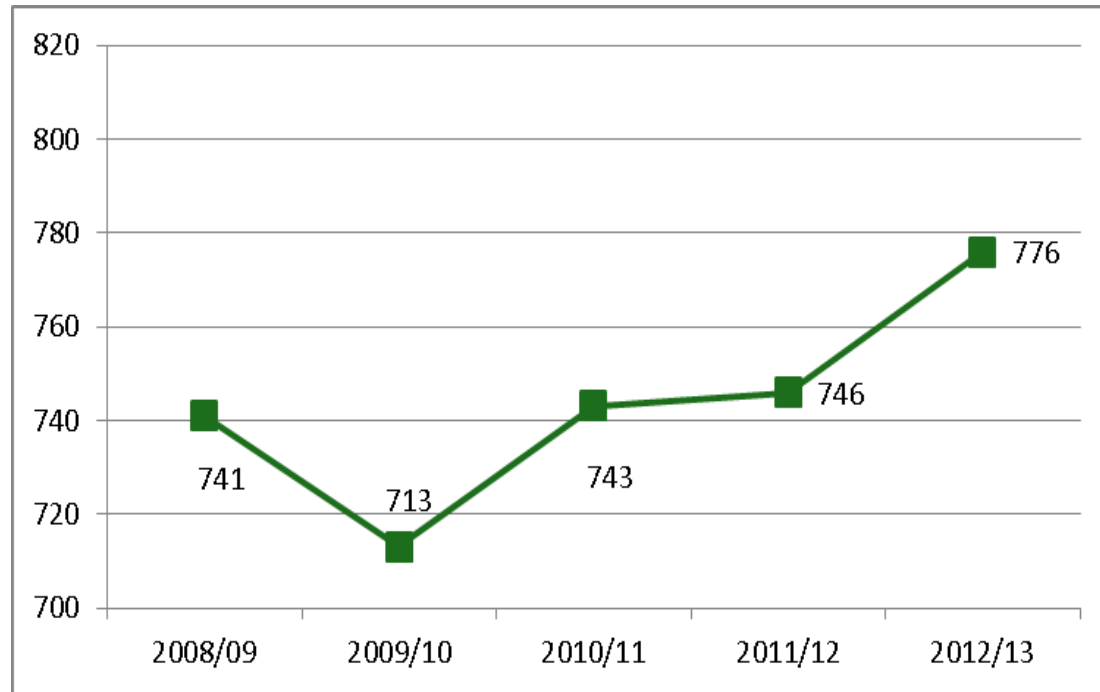




# Lemon Grove Academy Elementary Academic Performance Index Longitudinal Data



# Palm Middle School/Lemon Grove Academy Middle Academic Performance Index Longitudinal Data



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

**The use of data to determine student performance:** Due to the transition to Smarter Balanced Testing and California's suspension of STAR testing for ELA and math, student performance goals will be based upon available annual tests that are normed to a national average. When such tests are unavailable, LGA will use grade level agreed-upon assessments and multiple measures.

### **Stakeholders involved in School Plan Decisions:**

The School Site Council, LGA staff, and parent groups discussed and analyzed the academic performance of all student groups. From this data they designed performance goals for all students at all grades in English Language Arts and Math. In addition they designed school environment and facilities goals that indirectly support student achievement and align with the local Control Accountability Plan designed by the Lemon Grove School District.

### **Student Academic Achievement Goals: 1a, 1b and 1c:**

Using beginning of the year assessment results, stakeholders designed performance goals for all students at all grades in English Language Arts, Math and English Language Development. In addition, our stakeholders want growth for targeted subgroups (ELs, Hispanics, African American Students, and low SES students) that exceeds that of the school population so that achievement gaps are decreased. As a result, the LGA School Site Council adopted three student performance goals and one student and family engagement goal.

### **Student and Parent Engagement Goals 3a and 3b:**

Using stakeholder input, data from parent and student surveys, and the requirements of the newly adopted common core standards and smarter balanced tests, School Site Council designed goals for and school climate that are also included in this school plan.

## Goal 1a: Student Achievement in English Language Arts

**LEA Goal:** The percentage of students, including all subgroups, who are proficient in English Language Arts will increase by 3% on the Blue Summative Inspect Assessment for grades K-2 and the CAASPP for grades 3-8.

### LGA Goals:

#### Elementary Primary

- Based on District's end of the year benchmark assessment (Blue Summative) or similar measure, the average percentage correct score of all kindergarten through second graders will increase by 5%.
- Based on Scholastic Reading Inventory, 75% of all kindergarteners and first graders will achieve grade level proficiency by the end of the year.

#### Elementary Intermediate

- Based on the CAASPP ELA assessment, the average of all third through sixth graders will increase by 5%.

#### Middle School

- Based on the CAASPP ELA assessment, the average of all seventh and eighth graders will increase by 5%.

What data did we use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Lemon Grove Academy for the Sciences and Humanities Elementary staff and community analyzed a variety of data in language arts including 3<sup>rd</sup> – 8<sup>th</sup> grade CAASPP data, Running Records, and benchmark assessments for grades Kinder – 8<sup>th</sup> grade.</p>	<p>After thorough analysis of student CAASPP assessment data we identified:</p> <p><i>Elementary Campus</i></p> <ul style="list-style-type: none"> <li>• 35% of 3<sup>rd</sup> graders scored meets or exceeds which was an increase from 24% in 2014-15</li> <li>• 50% of 4<sup>th</sup> graders scored meets or exceeds which was an increase from 45% in 2014-15</li> <li>• 55% of 5<sup>th</sup> graders scored meets or exceeds which was an increase from 40% in 2014-15</li> </ul>	<p>Grade level teams will engage in data analysis after each INSPECT assessment identifying strengths, needs and implications for teaching and learning.</p> <p>Individual teachers and grade level teams will utilize Master Track to assess, analyze and plan student progress towards CCSS.</p> <p>Instructional Leadership Teams will</p>

	<ul style="list-style-type: none"> <li>• 41% of 6th graders scored meets or exceeds which was a decrease from 49% in 2014-15</li> </ul> <p><i>Middle School Campus</i></p> <ul style="list-style-type: none"> <li>• 46% of 7th graders scored meets or exceeds which was an increase from 33% in 2014-15</li> <li>• 46% of 8th graders scored meets or exceeds which was an increase from 38% in 2014-15</li> </ul>	<p>analyze school-wide data.</p> <p>School Site Council will review data throughout the year.</p>
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Strategies: LGA will implement a school wide language arts program that meets students at their learning level. Teachers will administer district benchmark tests and analyze data to make instructional decisions. Grade level planning will support teachers in designing teaching and learning experiences that meets the needs of all students. Students who scored “does not meet” on state testing or is significantly below standard on district assessments will have individualized learning contracts developed by the school intervention team and monitored throughout the year.

<b>Strategies/Actions</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Resources Needed</b>	<b>Funding Source</b> <small>(LCFF unless otherwise noted)</small>
<b><i>Instruction</i></b>				
School administration will develop a school-wide master schedule to maximize the use of support staff.	School admin and ILT	8/16	Copy of schedule	<b>\$0</b>
Teachers will use the ActivClassroom technologies to increase student engagement during instructional time.	Teachers	8/16-6/17	Action walks and observations	<b>\$0</b>
Teachers will utilize the Gradual Release of Responsibility model to sequence and structure lessons.	Teachers	8/16-6/17	Action walks and observations	<b>\$0</b>
Staff will engage in action walks to monitor the school’s progress in implementing	School admin, teachers and ILT	8/16-6/17	School calendar	<b>\$10,000 (LCFF)</b>

professional development.				
Staff will purchase additional ActivClassroom technology to maximize the potential of the ActivClassroom.	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$12,000 (LCFF)</b>
Staff will purchase additional technology (laptops or tablets) equipment to increase student accessibility to technology.	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$37,000 (LCFF)</b>
School will purchase chapter books for classroom libraries.	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$2,000 (LCFF)</b>
School will purchase additional supplemental reading materials for CCCS implementation.	School admin	8/16-6/17	Purchase Order & Receipt of licenses	<b>\$6,000 (LCFF)</b>
School will purchase replacement items or repair existing technology equipment	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$5,000 (LCFF)</b>
School will purchase printers to replace older generation printers.	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$2,000 (LCFF)</b>
School will purchase additional technology related materials including mice, keyboards, cords, memory cards/sticks, batteries, headsets.	School admin	8/16-6/17	Purchase Order & Receipt of materials	<b>\$1,000 (LCFF)</b>
District will purchase and implement the Study Sync instructional program for 5 <sup>th</sup> – 8 <sup>th</sup> grades ELA, Science and History/Social Studies.	School admin	8/16-6/17	District Funded	<b>\$0</b>
Kindergarten through second grade teachers will implement the Lucy Calkins reading and writing programs.	School admin and Teachers	8/16-6/17	District Funded	<b>\$0</b>
<b><i>Teacher Collaboration</i></b>				
District will provide grade level collaboration for elementary teachers to discuss student assessment results and modify instruction based on student achievement needs through the development of action plans.	School admin, teachers and ILT	8/16-6/17	School's calendar and agendas from meetings	<b>\$0</b>
District will provide middle school teaching	School admin,	8/16-6/17	School's calendar and	<b>\$0</b>

teams opportunity to collaborate on year-long plans, unit sequences integrating study sync, web-based resources, district adopted curriculum and other resources as well as opportunities to analyze student data and develop action plans.	teachers and ILT		agendas from meetings	
<b>Professional Development</b>				
Teachers will participate in staff development that increases their efficacy in delivering powerful lessons including: <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• Common Core strategies</li> <li>• District adopted programs</li> <li>• Supplemental curriculum/programs such as Study Sync</li> <li>• Technology</li> <li>• Strategies to engage all learners</li> </ul>	School admin, teachers and ILT	8/16-6/17	Training documents	<b>\$10,000 (LCFF)</b>
Teachers will participate in extensive training and coaching through Magana Education on “Accelerating Teaching and Learning through Technology.	School admin, teachers and ILT	8/16-6/17	Training documents	<b>\$50,000 (Title 1)</b>
Staff will engage in book studies relating to best instructional practices to enhance their skills in reaching all learners.	School admin, teachers and ILT	8/16-6/17	Receipt of books	<b>\$3,000 (LCFF)</b>
<b>Monitoring Student Progress</b>				
All students identified as below basic or far below basic in language arts will have Individualized Learning Contracts developed and monitored throughout the school year. Subs will be used to release teachers to attend the meetings.	School admin, teachers, academic counselors, and social workers	8/16-6/17	Individualized Learning Contracts	<b>\$5,000 (Title 1)</b>
Staff will use student achievement data (weekly unit tests and end of unit assessments) results to monitor the school-wide action plan including use of	School admin, teachers, academic counselors, and	8/16-6/17	Meeting agendas	<b>\$0</b>

resources.	social workers			
School will pilot an on-line student achievement progress monitoring system that will enable teachers to regularly assess and monitor student progress and provide differentiated instruction.	School admin, teachers	8/16-6/17	Class visits	<b>\$14,000 (LCFF)</b>
<b>Interventions</b>				
School will implement a Response to Intervention Model including homogenous grouping for language arts instruction with the students far below and below basic receiving intensive instruction. <ul style="list-style-type: none"> <li>• Every 6 weeks teachers will analyze results and determine placement of students</li> <li>• READ 180 and System 44 program used</li> <li>• Assessments aligned to the LA programs in use.</li> </ul>	School admin and teachers	8/16–6/17	Master Schedule	<b>\$0</b>
Staff will develop and implement intervention opportunities for strategic or intensive students needing additional support including: <ul style="list-style-type: none"> <li>• Literacy Support Teachers</li> <li>• Classroom paraprofessionals.</li> </ul>	School admin	8/16-6/17	Hiring of staff members	<b>\$50,000 (Title 1)</b> <b>\$50,000 (LCFF)</b>
Attendance Contracts signed for all students with attendance issues.	School admin and social workers	8/16-6/17	Attendance contracts	<b>\$0</b>
School will partially fund teacher who will teach the ELA intervention classes at the middle school level.	Admin	8/16-6/17	Class rosters	<b>\$55,000 (LCFF)</b>



Teachers will utilize district-provided classroom paraprofessionals to implement the Sound Partners program (a phonics-based intervention program) for kindergarten and first grade students who are struggling to develop early literacy skills.	School admin and teachers	8/16–6/17	Master Schedule	<b>\$0</b>
Teachers will utilize district-provided classroom paraprofessionals to implement the Fast Forward program for second grade students who are struggling to develop early literacy skills and individually selected students in grades three through sixth.	School admin and teachers	8/16–6/17	Master Schedule	<b>\$0</b>
<b><i>Extended Learning Opportunities</i></b>				
Extended learning time will be provided for students not meeting benchmarks <ul style="list-style-type: none"> <li>after school intervention classes focusing on varying skills.</li> </ul>	School admin, teachers	8/16-6/17	Attendance rosters and master schedule	<b>\$20,000 (LCFF)</b>
Students will participate in curriculum enrichment experiences including after school classes, field trips and assemblies.	School admin, teachers, and academic counselors	8/16-6/17	School calendar	<b>\$10,000 (LCFF)</b>
			<b>Total Costs for Goal 1a:</b>	<b>\$342,000</b>  \$237,000 (LCFF) \$105,000 (Title 1)

**Goal 1b: Student Achievement in Math**

**LEA Goal: The percentage of students, including all subgroups, who are proficient in MATH will increase by 3% on the Blue Summative Inspect Assessment for grades K-2 and the CAASPP for grades 3-8.**

**LGA Goals:**

**Elementary Primary**

- Based on District's end of the year benchmark assessment (Blue Summative) or similar measure the average percentage correct score of all kindergarten through second graders will increase by 5%.

**Elementary Intermediate**

- Based on the CAASPP math assessment, the average of all third through sixth graders will increase by 5%.

**Middle School**

- Based on the CAASPP math assessment, the average of all seventh and eighth graders will increase by 5%.

<b>What data did we use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Lemon Grove Academy for the Sciences and Humanities Elementary staff and community analyzed a variety of data in math including student data and assessment results for grades Kinder – 8<sup>th</sup> grade.</p>	<p>After thorough analysis of CAASPP data we identified:</p> <p><i>Elementary Campus</i></p> <ul style="list-style-type: none"><li>• 48% of 3rd graders scored meets or exceeds which was an increase from 30% in 2014-15</li><li>• 45% of 4th graders scored meets or exceeds which was an increase from 37% in 2014-15</li><li>• 37% of 5th graders scored meets or exceeds which was an increase from 26% in 2014-15</li><li>• 34% of 6th graders scored meets or exceeds which was a decrease from 37% in 2014-15</li></ul> <p><i>Middle School Campus</i></p> <ul style="list-style-type: none"><li>• 35% of 7th graders scored meets or exceeds which was an increase from</li></ul>	<p>Grade level teams will engage in data analysis after each INSPECT assessment identifying strengths, needs and implications for teaching and learning.</p> <p>Individual teachers and grade level teams will utilize Master Track to assess, analyze and plan student progress towards CCSS.</p> <p>Instructional Leadership Teams will analyze school-wide data.</p> <p>School Site Council will review data throughout the year.</p>

	<p>24% in 2014-15</p> <ul style="list-style-type: none"> <li>43% of 8th graders scored meets or exceeds which was an increase from 33% in 2014-15</li> </ul>	
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Strategy: LGA will implement a school wide math program that meets students at their learning level. Teachers will administer district benchmark tests and analyze data to make instructional decisions. Grade level planning will support teachers in designing teaching and learning experiences that meets the needs of all students. Students who scored “does not meet” on state testing or is significantly below standard on district assessments will have individualized learning contracts developed by the school intervention team and monitored throughout the year.

Action	Person(s) Responsible	Task/Date	Resources Needed	Funding Source
<b>Instruction</b>				
School administration will develop a school-wide master schedule to maximize the use of support staff.	School admin, teachers and ILT	8/16-6/17	Copy of schedule	\$0
Teachers will use the ActivClassroom technologies to increase student engagement during instructional time.	School admin, teachers and ILT	8/16-6/17	Action walks and observations	\$0
Teachers will utilize the 5 E’s and Gradual Release of Responsibility model to sequence and structure lessons.	School admin, teachers and ILT	8/16-6/17	Action walks and observations	\$0
Staff will engage in action walks to monitor the school’s progress in implementing professional development.	School admin, teachers and ILT	8/16-6/17	School calendar Funded in Goal 1a	\$0
Staff will purchase additional ActivClassroom technology to maximize the potential of the ActivClassroom.	School admin	8/16-6/17	Purchase Order & Receipt of materials Funded in Goal 1a.	\$0
Staff will purchase additional technology (laptops or tablets) equipment to increase student accessibility to technology.	School admin	8/16-6/17	Purchase Order & Receipt of materials Funded in Goal 1a.	\$0

School will purchase replacement items or repair existing technology equipment.	School admin	8/16-6/17	Purchase Order & Receipt of materials Funded in Goal 1a.	<b>\$0</b>
School will purchase printers to replace older generation printers.	School admin	8/16-6/17	Purchase Order & Receipt of materials Funded in Goal 1a.	<b>\$0</b>
School will purchase additional technology related materials including mice, keyboards, cords, memory cards/sticks, batteries.	School admin	8/16-6/17	Purchase Order & Receipt of materials Funded in Goal 1a.	<b>\$0</b>
Middle school math teachers will utilize the ALEKS program school wide.	School admin and teachers	8/16-6/17	Receipt of licenses	<b>\$22,000 (LCFF)</b>
School will purchase and utilize Project Lead the Way materials.	School admin	8/16-6/17	Purchase order and receipt of materials	<b>\$8,000 (LCFF)</b>
<b><i>Teacher Collaboration</i></b>				
District will provide grade level collaboration for elementary teachers to discuss student assessment results and modify instruction based on student achievement needs through the development of action plans.	School admin, teachers and ILT	8/16-6/17	School's calendar and agendas from meetings	<b>\$0</b>
District will provide middle school teaching teams opportunity to collaborate on year-long plans, unit sequences integrating study sync, web-based resources, district adopted curriculum and other resources as well as opportunities to analyze student data and develop action plans.	School admin, teachers and ILT	8/16-6/17	School's calendar and agendas from meetings	<b>\$0</b>
<b><i>Professional Development</i></b>				
Teachers will participate in staff development that increases their efficacy in delivering powerful lessons including: <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• Common Core strategies</li> </ul>	School admin, teachers and ILT	8/16-6/17	Training documents Partially funded in Goal 3A	<b>\$10,000 (LCFF)</b>

<ul style="list-style-type: none"> <li>• District adopted Go Math programs</li> <li>• Technology</li> <li>• Strategies to engage all learners</li> </ul>				
Teachers will participate in extensive training and coaching through Magana Education on “Accelerating Teaching and Learning through Technology	School admin, teachers and ILT	8/16-6/17	Training documents Funded in Goal 1a	<b>\$0</b>
Staff will engage in book studies relating to best instructional practices to enhance their skills in reaching all learners.	School admin, teachers and ILT	8/16-6/17	Receipt of books Funded in Goal 2A	<b>\$0</b>
<b><i>Monitoring Student Progress</i></b>				
All students identified as below basic or far below basic in language arts will have Individualized Learning Contracts developed and monitored throughout the school year. Subs will be used to release teachers to attend the meetings	School admin, teachers, academic counselors, and social workers	8/16-6/17	Individualized Learning Contracts Funded in Goal 2A	<b>\$0</b>
Staff will use student achievement data (weekly unit tests and end of unit assessments) results to monitor the school-wide action plan including use of resources.	School admin, teachers, academic counselors, and social workers	8/16-6/17	Meeting agendas Funded in Goal 2A	<b>\$0</b>
<b><i>Interventions</i></b>				
<p>School will establish a Response to Intervention Model including homogenous grouping for math instruction with the students far below and below basic receiving intensive instruction (3<sup>rd</sup> – 8<sup>th</sup> grade).</p> <ul style="list-style-type: none"> <li>• Every 6 weeks teachers will analyze results and determine placement of students</li> <li>• Math 180 program used</li> <li>• Assessments aligned to the math</li> </ul>	School admin, teachers, academic counselors, and social workers	8/16	Master Schedule	<b>\$0</b>

programs in use				
Staff will develop and implement intervention opportunities for strategic or intensive students needing additional support including: <ul style="list-style-type: none"> <li>1 middle school math support teacher</li> <li>2 elementary math support teachers</li> </ul>	School admin and ILT	8/16-6/17	Hiring of staff members	<b>\$75,000 (Title 1)</b>
Attendance Contracts signed for all students with attendance issues.	School admin and social workers	8/16-6/17	Attendance contracts	<b>\$0</b>
Staff will identify and purchase an intervention curriculum for students far below and below basic.	School admin and teachers	8/16-6/17	Purchase order and receipt of materials	<b>\$45,000 (LCFF)</b>
School will partially fund teacher who will teach the math intervention classes at the middle school level.	School admin	8/16-6/17	Class rosters	<b>\$35,000 (LCFF)</b>
<b><i>Extended Learning Opportunities</i></b>				
Extended learning time will be provided for students not meeting benchmarks <ul style="list-style-type: none"> <li>after school intervention classes focusing on varying skills.</li> </ul>	School admin and teachers	8/16-6/17	Attendance rosters and master schedule Funded in Goal 1a	<b>\$10,000 (LCFF)</b>
Students will participate in curriculum enrichment experiences <ul style="list-style-type: none"> <li>including after school courses, competitions, field trips, etc.</li> </ul>	School admin and teachers	8/16-6/17	Attendance rosters and master schedule	<b>\$10,000 (LCFF)</b>
School will purchase additional materials for math, science and engineering activities.	School admin and teachers	8/16-6/17	Purchase order and receipt of materials	<b>\$8,000 (LCFF)</b>
			<b>Total Costs for Goal 1b:</b>	<b>\$223,000</b>
				<b>\$148,000 (LCFF)</b>
				<b>\$75,000 (Title 1)</b>

## Goal 1c: English Learner Achievement

**LEA Goal:** The percentage of English Learners who are proficient on the CELDT will increase by 2% and the percentage of English Learners being reclassified will increase by 2%.

**LGA Goal:** Based on district re-classification criteria, 10% of students designated English learners will be reclassified.

<b>What data did we use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Lemon Grove Academy for the Sciences and Humanities Elementary staff and community analyzed a variety of data CELDT data and the number of re-classification students.</p>		<ul style="list-style-type: none"> <li>• Treasures end of unit and benchmark assessment</li> </ul> <p>There will be a variety of monitoring steps taken over the course of the year including:</p> <ul style="list-style-type: none"> <li>• grade level teams analyzing and developing action plans after each end of the unit assessment,</li> <li>• instructional leadership team analyzing grade level data after each end of the unit assessment,</li> <li>• school site council reviewing end of unit assessment data twice a year in January and May</li> </ul>

Strategy: Lemon Grove Academy will implement numerous supports to address the learning and language needs of English learners. Instruction at students levels will support students in developing academic and language skills. The use of additional staff including support teachers and bilingual instructional assistants will support students who are at the Newcomer levels. Individualized learning contracts will document and direct the supports that English learners receive.

Action	Person(s) Responsible	Task/Date	Resources Needed	Funding Source
<b>Instruction</b>				
School administration will develop a school-wide master schedule to maximize the use of support staff during English Language Development instruction.	Admin	8/16	Copy of schedule	<b>\$0</b>
Staff will engage in action walks to monitor the school's progress in implementing professional development.	Admin, ILT & Teachers	8/16-6/17	Action walks and observations Funded in Goal 1a	<b>\$0</b>
Teachers will utilize best practices for to make grade level standards and content accessible for English learners including: <ul style="list-style-type: none"> <li>• Project GLAD strategies</li> <li>• Multisensory learning experiences</li> <li>• Manipulatives</li> <li>• Visual representations</li> <li>• Total Physical Response</li> <li>• Language frames</li> <li>• Graphic organizers</li> <li>• Explicit vocabulary development</li> </ul>	Admin, ILT & Teachers	8/16-6/17	Action walks and observations	<b>\$0</b>



Teacher will engage English learners in expanded speaking and listening opportunities through the use of: <ul style="list-style-type: none"> <li>• Collaborative work</li> <li>• Partner-talk</li> <li>• Think, pair, share</li> <li>• Sentence frames</li> <li>• Visual representations</li> </ul>	Admin, ILT & Teachers	8/16-6/17	Action walks and observations	<b>\$0</b>
Teachers will utilize technology resources such as videos, interactive websites, and additional resources to provide multisensory learning experiences for English learners.	Admin, ILT & Teachers	8/16-6/17	Action walks and observations	<b>\$10,000 (LCFF)</b>
Fourth grade teachers will provide a designated block of English Language Development instruction for a minimum of 30 minutes a day.	Admin, ILT & Teachers	8/16-6/17	Schedules and observations	<b>\$0</b>
Teachers will utilize Imagine Learning to support “New-comers and Emerging” English learners.	Admin, ILT & Teachers	8/16-6/17	Schedules and observations	<b>\$0</b>
<b><i>Teacher Collaboration</i></b>				
District will provide teacher collaboration by grade level to discuss student achievement results and modify instruction based on student achievement needs through the development of action plans.	Admin, ILT & Teachers	8/16-6/17	School’s calendar and agendas from meetings	<b>\$0</b>
<b><i>Professional Development</i></b>				
District will provide professional development in the implementation of ELD best practices, analyzing data, and planning instruction.	Admin, ILT & Teachers	8/16-6/17	School’s calendar and agendas from meetings	<b>\$0</b>

District will provide a TOSA to coach and support 4 <sup>th</sup> grade teachers in implementing their designated and integrated ELD instruction.	Admin, ILT & Teachers	8/16-6/17	School's calendar and agendas from meetings	<b>\$0</b>
Teachers will participate in staff development on Common Core Standards and English language development best practices.	Admin, ILT & Teachers	8/16-6/17	Training documents Funded in Goal 1a	<b>\$0</b>
Staff will engage in book studies relating to best instructional practices to enhance their skills in reaching all learners.	School admin, teachers and ILT	8/16-6/17	Receipt of books Funded in Goal 2A	<b>\$0</b>
<b><i>Monitoring Student Progress</i></b>				
All English Learners identified as below basic in language arts will have Individualized Learning Contracts developed and monitored throughout the school year.	Admin, ILT & Teachers	8/16-6/17	Individualized Learning Contracts Funded in Goal 1a	<b>\$0</b>
Staff will use student achievement data results to monitor the school-wide action plan including use of resources.	Admin, ILT & Teachers	8/16-6/17	Assessment Binder	<b>\$0</b>
<b><i>Interventions</i></b>				
School will establish a Response to Intervention Model including homogenous grouping for language arts instruction with the students far below and below basic receiving intensive instruction. <ul style="list-style-type: none"> <li>• Every 6 weeks teachers will analyze results and determine placement of students</li> <li>• READ 180 program used</li> <li>• Assessments aligned to the LA programs in use</li> </ul>	Admin, ILT & Teachers	8/16-6/17	Master Schedule	<b>\$0</b>

Staff will develop and implement intervention opportunities for strategic or intensive students needing additional support including: <ul style="list-style-type: none"> <li>Literacy Support Teachers</li> </ul>	Admin, ILT, Support Teachers,	8/16-6/17	Funded in Goal 1a	<b>\$0</b>
School will employ a bilingual instructional assistant for 6 hours per day at the elementary school level and two 3.5 hours per day bilingual instructional assistants (1 Spanish speaking and 1 Somali speaking) at the middle school level to provide ELD instruction to beginning and early intermediate English learners and assist with translations.	Admin, ILT, Support Teachers,	8/16-6/17	Staff roster	<b>\$40,000 (LCFF)</b>
Intervention teacher will provide instruction for far below and below basic students at the middle school level including intervention for students learning English as a second language.	Admin, Intervention Teacher	8/16-6/17	Master Schedule	<b>\$0</b>
Teachers will utilize district-provided classroom paraprofessionals to implement the Sound Partners program (a phonics-based intervention program) for kindergarten and first grade students who are struggling to develop early literacy skills.	School admin and teachers	8/16–6/17	Master Schedule	<b>\$0</b>
Teachers will utilize district-provided classroom paraprofessionals to implement the Fast Forward program for second grade students who are struggling to develop early literacy skills and individually selected students in grades three through sixth.	School admin and teachers	8/16–6/17	Master Schedule	<b>\$0</b>
<b><i>Extended Learning Opportunities</i></b>				

Extended learning time will be provided for English learners not meeting benchmarks <ul style="list-style-type: none"> <li>after school intervention classes focusing on varying skills</li> </ul>	School admin, teachers	8/16-6/17	Attendance rosters and master schedule	<b>\$10,000 (LCFF)</b>
English learners participating in the after school intervention classes will participate in “outside the classroom learning experiences” to develop language and background knowledge.	School admin, teachers	8/16-6/17	Attendance rosters and master schedule	<b>\$5,000 (LCFF)</b>
			<b>Total Costs for Goal 1c:</b>	<b>\$65,000.00 (LCFF)</b>

**Goal 2 Note:** The district Local Control and Accountability Plan Goal 2, Safety, is base grant funded and does not include any federal funds or Supplemental Concentration Grant funds. In order to maintain alignment with that plan, this Single Plan for Student Achievement does not contain a Goal 2.

**Goal 3a: Student Engagement**

**LEA Goal:** The district will maintain a minimum attendance rate of 95%, decrease the rate of chronic absenteeism by 1%, decrease the suspension rate by 0.5%, and show a 5% improvement in the Violence and Safety: Perceived Safety section of the CA Healthy Kids Survey.

**LGASH Goal:** *By June 2017 there will be a decrease of 10% school suspensions from 2014-45 school year, average daily attendance rate of 96% and 5% improvement in Violence and Safety: Perceived Safety section of the CA Healthy Kids Survey.*

<b>What data did we use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<ul style="list-style-type: none"> <li>School culture surveys</li> <li>Suspension data</li> <li>Health surveys</li> <li>Attendance records</li> </ul>	<p><b><u>California Healthy Kids Survey Summary Indicators</u></b></p> <p><i>Perceived Safety:</i></p> <ul style="list-style-type: none"> <li>76% of 5th graders reported “high” feelings of school safety which was an increase from 68%</li> </ul>	<p>Parent meetings with focus groups and data analysis with SSC, ELAC, and PTA to include:</p>

	<p><i>in 2012-13</i></p> <ul style="list-style-type: none"> <li>• <i>74% of 7th graders reported “high” feelings of school safety which was an increase from 51% in 2012-13</i></li> </ul> <p><i>School Connectedness:</i></p> <ul style="list-style-type: none"> <li>• <i>57% of 5th graders reported “high” feelings of school connectedness which was an increase from 48% in 2012-13</i></li> <li>• <i>65% of 7th graders reported “high” feelings of school connectedness which was an increase from 37% in 2012-13</i></li> </ul> <p><i>Academic Motivation:</i></p> <ul style="list-style-type: none"> <li>• <i>50% of 5th graders reported “high” feelings of academic motivation which was an increase from 31% in 2012-13</i></li> <li>• <i>46% of 7th graders reported “high” feelings of academic motivation which was an increase from 31% in 2012-13</i></li> </ul> <p><i>High Expectations from Staff:</i></p> <ul style="list-style-type: none"> <li>• <i>72% of 5th graders reported “high” feelings of high expectations from school staff which was an increase from 57% in 2012-13</i></li> <li>• <i>64% of 7th graders reported “high” feelings of high expectations from school staff which was an increase from 43% in 2012-13</i></li> </ul> <p><i>Caring Adults at School:</i></p> <ul style="list-style-type: none"> <li>• <i>70% of 5th graders reported that school staff care about them “all of the time” which was an increase from 54% in 2012-13. In addition, 87% of 5<sup>th</sup> graders reported caring adults at school “most or all of the time”</i></li> </ul>	<ul style="list-style-type: none"> <li>• School culture surveys</li> <li>• Suspension data</li> <li>• Health survey</li> <li>• Attendance records</li> </ul>
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	<ul style="list-style-type: none"> <li>• 39% of 7th graders reported that school staff care about them “all of the time” which was an increase from 28% in 2012-13. In addition, 69% of 7<sup>th</sup> graders reported that adults care about them “pretty much or very much true”</li> </ul> <p><i>Feelings of Extended Sadness/ Hopelessness:</i></p> <ul style="list-style-type: none"> <li>• 19% of 7th graders reported “extended” feelings of sadness or hopelessness which was a decrease from 34% in 2012-13.</li> </ul> <p><i>Well-behaved:</i></p> <ul style="list-style-type: none"> <li>• 60% of 5<sup>th</sup> graders reported “strong” perception of peers being well-behaved which was an increase from 34% in 2012-13</li> </ul> <p><i>Students Being Treated Fairly by Adults at School:</i></p> <ul style="list-style-type: none"> <li>• 96% of 5<sup>th</sup> graders reported that school staff treat their peers with respect which was an increase from 77% in 2012-13.</li> <li>• 66% of 7<sup>th</sup> graders reported that school staff treat their peers with respect which was an increase from 41% in 2012-13.</li> </ul> <p><b><u>Yearly Attendance</u></b></p> <p><i>Elementary School:</i></p> <ul style="list-style-type: none"> <li>• 2015/16 – 95.98% (highest in district)</li> <li>• 2014/15 – 95.70%</li> <li>• 2013/14 – 95.48%</li> </ul> <p><i>Middle School:</i></p> <ul style="list-style-type: none"> <li>• 2015/16 – 95.75% (second highest in district)</li> <li>• 2014/15 – 95.04%</li> <li>• 2013/14 – 94.67%</li> </ul>	
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	<p><b><u>Chronic Absenteeism</u></b></p> <ul style="list-style-type: none"> <li>• 2015/16 – 6.9% Lowest in the district <ul style="list-style-type: none"> <li>○ Elementary – 5.79% Lowest in the district</li> <li>○ Middle – 8.14%</li> </ul> </li> <li>• 2014/15 – 11.6%</li> </ul> <p><b><u>Suspension Data:</u></b></p> <ul style="list-style-type: none"> <li>• 2015/16</li> <li>• 2014/15 – 33 students</li> <li>• 2013/14 – 39 students</li> <li>• 2012/13 – 79 students</li> <li>• 2011/12 – 88 students (Palm Middle)</li> </ul>	
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Strategy: Lemon Grove Academy will implement a comprehensive approach to address school engagement and positive school climate. This approach includes a combined effort between school social workers, teachers, classified staff, support staff and administrators to address social/emotional/behavioral needs and attendance rates of our students, implementation of research-based character development programs, implementation of restorative practices, increasing student choice activities all in service to develop the whole child.

Action	Person(s) Responsible	Task/Date	Resources Needed	Funding Source
All students, parents and staff will read and complete the following documents at the beginning of the year: school compact, homework policy letter stating school's homework expectations, attendance policy letter, and school expectations handbook.	School admin and teachers	8/16	Record sheets	<b>\$0</b>

Teachers will help students develop the organizational skills required for academic success through the use of daily planners for upper grades and folders for primary grades.	School admin and teachers	8/16-6/17	Receipt of materials	<b>\$5,000</b>
Regular Community events will take place throughout the year that bring the community together and provide resources (academic and social) for families (e.g. First Day Parent Social, Back to School Night, Multicultural Fair,/Open House, Family Science Night, PeaceMaker Assembly Celebrating Black History Month, Cesar Chavez Day of Service, Fall Carnival, Bingo for Books, etc.),	School admin and teachers	8/16-6/17	Calendar	<b>\$0</b>
Attendance Contracts signed for all students with attendance issues.	School admin and social workers	8/16-6/17	Contracts	<b>\$0</b>
Attendance incentives provided to students with excellent attendance records including monthly class recognition, monthly individual recognition, and yearly Golden and Silver attendance awards.	Social Workers	8/16-6/17	Receipt of materials	<b>\$500 (LCFF)</b>
School will implement a before school physical activity program including jogging club with incentives for students who reach certain milestones.	School admin and teachers	8/16-6/17	Program schedule	<b>\$5,000 (LCFF)</b>
School will hire activity leaders to organize activities during lunch times at elementary and middle school.	School admin and staff	8/16-6/17	Schedule	<b>\$30,000 (LCFF)</b>
Elementary campus will hire a part-time PE specialist to provide quality PE instruction and develop teacher capacity for teaching PE.	School admin and teachers	8/16-6/17	Master schedule	<b>\$28,000 (LCFF)</b>



Middle and Elementary School will offer additional electives including Band, Intro to the Health Profession, Broadcast, Digital Media, Spanish, Choir and Dance.	School admin and teachers	8/16-6/17	Master Schedule	<b>\$82,000 (LCFF)</b>
School will hire a 40% part-time academic counselor at the middle school.	School admin and counselor	8/16-6/17	Hiring of 40% Counselor	<b>\$40,000 (LCFF)</b>
Staff will implement Restorative Practices as part of the school wide culture and practices.	School admin and teachers	8/16-6/17	Training documents & reduction of suspensions	<b>\$0</b>
School will employ a campus safety assistant who will also run the alternative learning center.	School admin	8/16-6/17	Hiring of campus safety assistant	<b>\$38,000 (LCFF)</b>
School will purchase technology licenses and materials for Digital Media and Broadcast classes.	School admin	8/16-6/17	Purchase order and receipt of materials	<b>\$1,000 (LCFF)</b>
School will hire two part time guidance technician to assist with student's social/emotional needs.	School admin	8/16-6/17	Hiring of staff member	<b>\$42,000 (LCFF)</b>
School will pay for an additional 40% FTE Social Worker for the elementary and an additional 40% FTE Social Worker for the middle school.	School admin	8/16-6/17	Hiring of staff member	<b>\$72,000 (LCFF)</b>
School will purchase new and replacement SPARK and PE equipment.	School admin and teachers	8/16-6/17	Purchase order and receipt or materials	<b>\$3,000 (LCFF)</b>
School will purchase specialized equipment for students with sensory needs.	School admin, teachers and social workers	8/16-6/17	Purchase order and receipt of materials	<b>\$1,000 (LCFF)</b>
School will increase student technology proficiency through the hiring of an activity leader focusing on technology.	School admin and teachers	8/16-6/17	Activity leader's schedule	<b>\$14,000 (LCFF)</b>
School will hire activity leader to support student engagement in moderate to vigorous physical activities.	School admin and teachers	8/16-6/17	Activity leader's schedule	<b>\$28,000 (LCFF)</b>
Staff will engage in book studies relating to best instructional practices to enhance	School admin, teachers and ILT	8/16-6/17	Receipt of books Funded in Goal 2A	<b>\$0</b>

their skills in reaching all learners.				
School will hire an 80% mental health therapist.	Principal	8/16-6/17		<b>\$75,000 (LCFF)</b>
			<b>Total Costs for Goal 3a:</b>	\$464,500.00 (LCFF)

### Goal 3b: Parent Engagement

**LEA Goal:** There will be a 5% improvement in the 3 areas prioritized in the 2016-17 California School Parent Survey and the California School Climate Survey, Parent attendance at school events will increase to 1.16 x student population.

**LGASH Goal:** By June 2017 Lemon Grove Academy will continue to evolve as the center of the Lemon Grove community as measured by a minimum of 10 family-community events, 3,000 volunteer hours, an average of 16 participants for all monthly parent-school meetings (i.e. English Language Advisory Committee, Parent-Teacher Association, School Site Council meetings, etc.), established medical, dental and legal clinic at the middle school campus and partnerships with outside agencies.

What data did we use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>• School culture surveys</li> <li>• Volunteer records</li> <li>• Health surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Parent engagement and school culture at the elementary school rated as positive.</li> </ul>	Parent meetings with focus groups and Data analysis with SSC, ELAC, and PTA to include: <ul style="list-style-type: none"> <li>• School culture surveys</li> <li>• Volunteer records</li> <li>• Health survey</li> </ul>

**Strategy:** Lemon Grove Academy will continue to serve as a school in the center of the community addressing the needs of all students and families. Through the use of an “open door” policy extensive outreach to the community will be made. A parent volunteer coordinator will help organize volunteer efforts. A community liaison will help connect families to the on-site free clinics. The motto, “Together, anything is possible” drives our efforts in promoting parent engagement.

<b>Action</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Resources Needed</b>	<b>Funding Source</b>
All students, parents and staff will read and complete the following documents at the beginning of the year: school compact, homework policy letter stating school's homework expectations, attendance policy letter, and school expectations handbook.	School admin and teachers	8/16	Record sheets	<b>\$0</b>
Weekly Principal's Newsletter will be sent out every Wednesday in English and Spanish.	School admin and teachers	8/16	Newsletters	<b>\$2,000 (LCFF)</b>
Regular Community events will take place throughout the year that bring the community together and provide resources (academic and social) for families (e.g. First Day Parent Social, Back to School Night, Multicultural Fair,/Open House, Family Science Night, PeaceMaker Assembly Celebrating Black History Month, Cesar Chavez Day of Service, Fall Carnival, Bingo for Books, etc.).	School admin and teachers	8/16-6/17	Calendar	<b>\$0</b>
Staff will continue to develop and find funding sources for the Comprehensive Wellness Plan.	School admin	8/16-6/17	Grant documents	<b>\$0</b>
School will offer Parent Education Classes based on the identified needs of the parent leadership groups.	School admin and social worker	8/16-6/17	Workshop Sign in Sheet	<b>\$5,000 (LCFF)</b>

School will hire a part time parent community liaison to assist families in accessing site based programs/resources and community based resources.	School admin and social worker	8/16-6/17	Hiring of staff	<b>\$14,000 (LCFF)</b>
School will hire a part-time parent volunteer coordinator.	School admin	8/16-6/17	Volunteer hour records	<b>\$2,895 (Title 1)</b>
				<b>4,100 (LCFF)</b>
			<b>Total Costs for Goal 3b:</b>	<b>\$27,995 \$25,100 (LCFF) \$2,895 (Title 1)</b>

## 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.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p><u>Professional Development:</u> The Director II Educational Services will plan, coordinate and provide professional development related to district provided programs and interventions, including implementation of the new ELD standards.</p>	July/2016 – June/2017	Salaries, professional development fees, materials and logistical costs	\$106,860 \$36,996	Title I, Part A Title II, Part A
<p><u>Parent Engagement</u> The Parent Community Liaison will plan training, programs and supports for parents.</p>	July/2016 – June/2017	Salaries, training costs	\$47,633	Title I, Part A
<p><u>Improving Teacher Quality</u> The Educational Services Coordinator will train and support teachers in improving practice, and plan, coordinate and provide professional development.</p>	July/2016 – June/2017	Salaries, professional development fees, materials and logistical costs	\$98,552	Title II, Part A
<p><u>Interventions/Supplemental Programs:</u> Sound Partners, Fast ForWord, LAS Links assessments, newcomer programs, Academic Intervention Technology Support Assistants, Academic Intervention Technology Support Specialist, TOSA, Technology TOSA (20%), Program Secretary, Early Childhood Reading Education Coordinator, ELD Instructional Coach, Math Instructional Coach, Transitional Kindergarten Classroom Assistants and associated professional development.</p>	July/2016 – June/2017	Licenses, instructional materials salaries, professional development fees, materials and logistical costs.	\$10,000 \$81,607 \$1,002,114	Title III, Part A Immigrant Title III, Part A LEP LCFF

## Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education) LCFF Supplemental and Concentration Grant	<b>\$939,007</b>
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$939,007</b>

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	<b>\$195,519</b>
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	
Total amount of federal categorical funds allocated to this school	<b>\$195,519</b>
<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$1,121,794</b>

## Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:<sup>3</sup>

Names of Members	Administration	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rick Oser (Principal)	X				
Lisa Burch		X			
Paul Santoyo		X			
Brenda Reed		X			
Hillary Anelli		X			
Carla Aranda (Co-Principal)			X		
Jennifer Rollins				X	
Conrado Westerman				X	
Jennifer Mendoza				X	
Linda Cherry				X	
Courtney Cuellar				X	
Brissa Chavez				X	
Numbers of members in each category	1	4	1	6	

<sup>3</sup> At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## 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**):

X English Learner Advisory Committee \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: [Click here to enter text.](#)

Attested:

Rick Oser  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jennifer Rollins  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date