

2018-2019

Single Plan for Student Achievement

CA Jacobs



ABOUT THIS SCHOOL

SCHOOL PROFILE

Welcome to C.A. Jacobs Intermediate School, home of the Cougars! As you walk through the doors of C.A. Jacobs, you will feel the warmth and welcome of the school that supports all students. Each year is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work together to build upon our successes as well as in adapting to the changing needs of our students and school community. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn and that it is our collective responsibility to ensure that they all learn at high levels. We accomplished through providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

C.A. Jacobs Intermediate School is located in The City of Dixon which was founded in 1868 upon the rich farmlands of Solano County. Linked with the rest of California in 1874 by the Southern Pacific Railroad, Dixon merged with nearby Silveyville residents to form what is today one of the most productive agricultural communities in Northern California. While historically an agricultural town, Dixon, California is now primarily a residential community of 18,000 for people who work in Sacramento, Davis, and the San Francisco Bay Area. While the city has experienced growth it remains a “small town at heart,” whose residents pride themselves on the high level of community involvement.

C.A. Jacobs Intermediate School was originally built in 1964 and serves approximately 740 students from the community and surrounding areas in grades seven and eight. The ethnic distribution at C.A. Jacobs is 36% Caucasian, 55% Hispanic, 3% African American, 2% Asian, 0.7% American Indian or Alaskan Native, 1% Filipino, and 0.7% Pacific Islander.

The Single Plan for Student Achievement

School: C.A. Jacobs Intermediate School

District: Dixon Unified School District

County-District School (CDS) Code: 48 70532 651023

Principal: Dan Bledsoe

Date of this revision: May 9, 2018

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

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

Contact Person:	Dan Bledsoe
Position:	Principal
Telephone Number:	707-693-6350
Address:	200 North Lincoln Street, Dixon, CA 95620
E-mail Address:	dan.bledsoe@dixonusd.org

The District Governing Board approved this revision of the SPSA on September 20, 2018.

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Form A: Planned Improvements in Student Performance

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

LEA GOAL: Promote Parent Involvement and Outreach

SCHOOL GOAL: By May 31, 2019 C.A. Jacobs Intermediate Schools' parents will demonstrate greater awareness of Common Core instruction, support programs, and intervention programs offered to C.A. Jacobs' students.

What data did you 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?
Parent involvement meetings Parent communication Parent attendance at student-centered events (ie Site Council, PTO, ELAC, Back to School, Open House, arena conferences, etc.)	CA Jacobs needs to embrace the school wide community in multiple facets in 2018-19. CA Jacobs needs remove old data from the website, and produce regular information on the website along with standardized teacher websites school wide. CA Jacobs needs to increase ease of access to updated information via the school website	School Website Improvement and use Development of Teacher Websites and use School Site Council agendas and minutes ELAC agendas and minutes Parent Teacher Organization agendas and minutes Parent surveys

STRATEGY: Development of teacher websites (every teacher having a website for their classes) relating to Common Core instruction, Intervention, and programs for student support. Improvement of the C.A. Jacobs website communication programs, policies, and instructional practices. Meetings and workshops offered throughout the year, and parental informational/strategy nights throughout the year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Ongoing- 2018-2019 school year	<ol style="list-style-type: none"> 1. Administration 2. Counselor 3. Teachers 4. Parent Liaison 5. Technology 	<p>Monthly review of targeted goal and steps completed/necessary in coordinated meetings with persons listed as responsible.</p> <p>ELAC, Site Council, PTO meetings.</p> <p>School Newsletter both in hard copy and on the school web page in English and Spanish.</p> <p>Orientations and Parent Nights annually.</p> <p>Development of teacher individual websites and targeted growth of school website</p>	<p>Parent Liaison \$15,000</p> <p>Computer Tech .5 FTE (LCAP)</p> <p>RTI and PBIS software systems for student related programs. Ex. Student based incentives program requiring positive contact software. \$2,500</p>

LEA GOAL: All students will reach high standards, at a minimum attaining grade level proficiency, in English Language Arts, Science, and Mathematics.

SCHOOL GOAL: English Language Arts, Science and Mathematics student scores on statewide standardized assessments will show an increase in the numbers of students reaching grade level proficiency (Standard Met) of 3%.

What data did you 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?
SBAC student scores 2016-17 school year. School Wide Intervention Program/Workshop. RTI training and student data 2015-16, 2016-17, and 2017-18 School Years.	SBAC scores show that more than 50% of C.A. Jacobs students are below standard in English Language Arts and Math. Science is now testing as well and data will be incorporated into this goal when available.	Common Core, Common Formative, and Summative Assessments based on Essential Skills, and content standards. SBAC Interim Assessment Results in English Language Arts and Math. Data from RTI and PBIS software systems School Wide assessments in Math, ELA, and Science every six weeks for all students. Statewide Standardized Testing SBAC 2018

STRATEGY: During the 2018-2019 School year C.A. Jacobs will be running intervention workshops for students struggling academically twice a week. This will be focused on Tier 2, and Tier 3 interventions. Administration will work directly with Tier 1, Tier 2, and Tier 3 programs, Program Leaders, Department Chairs, and Students within the Tier 1, Tier 2, and Tier 3 programs overseeing the entire process, interventions, and working directly with all stakeholders. There are also two positions in place to develop, re-tool, and run the Tier 2, and Tier 3 programs. There is one position for Tier 2, and one for Tier 3. C.A. Jacobs will incorporate AVID classes, and AVID strategies school wide. C.A. Jacobs will provide training, and release time to staff for professional development, teacher observations, and professional training and collaboration directly tied to the systems development and implementation of RTI at C.A. Jacobs, and this may be departmental, grade level, specific targeted academic group. Additionally CAJ will provide software systems in RTI and PBIS where necessary for proactive and responsive intervention, and monitor data regarding administrative response and counseling support for students struggling with success socially, emotionally, and behaviorally.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Ongoing 2017-2018 School Year</p> <p>C.A. Jacobs will develop an intervention program developed to incorporate systematic opportunity for Common Core intervention in all subject matter.</p> <p>C.A. Jacobs will continue training in intervention, and necessary adjustments throughout the year.</p>	<ol style="list-style-type: none"> 1. Administration 2. Counselor 3. Intervention Coordinator 4. Academic Achievement Coordinator 5. Teachers 	<p>Intervention Program: Collect and analyze district- and school-level summative and formative ELA, Math, and Science data; identify students from each grade level for interventions and their specific Academic needs via the Intervention Coordinator (Tier 2), and Academic Achievement Coordinator (Tier 3), And Provide Rocket Lit for all Science classes allowing for targeted supports in literacy.</p> <p>Intervention Coordinator: Develop and oversee all aspects of the tier 2 academic interventions and enrichment program including collecting assessment data on students, identifying at-risk students, assigning students to appropriate interventions, training teachers, working with leadership to implement changes and provide feedback. Student trainings for success, and developing trainings and assessments at the Tier 2 level.</p> <p>Schedule career education workshops.</p> <p>Collaborate with teachers, counselors, academic achievement coordinator, and administration on identifying students for more intensive support.</p> <p>Design and implement Tier 2 level supports in classes, and provide training to staff on Tier 2 level support systems in classes, and outside of class.</p> <p>Tier 2 assessment program utilizing “Essential Skill” data, and providing both summative and formative assessments for each grade level and department routinely, and ensuring that positive re-teaching and re-assessment programs are effective.</p> <p>Providing reports to departments systematically for department analyzation, and dissemination of data for specific Tier 2 in class structures, and feedback from departments produced for Tier 2 needs and next steps.</p>	<p>Intervention Coordinator: .4 FTE \$38,000</p> <p>Academic Achievement Coordinator: .4 FTE \$38,000</p> <p>Intervention Mobile Testing Lab \$6,000</p> <p>AVID training and release time \$6,000</p> <p>AVID PSAT Assessment cost to AVID students \$600</p> <p>AVID Supplies \$1500</p> <p>Rocket Lit \$3100</p> <p>C.A. Jacobs Training and Release This is release time for conferences and development of RTI systems school wide. \$25,900</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		<p>Serve as liaison for teachers and leadership team for addressing program issues and providing feedback.</p> <p>Academic Achievement Coordinator: The AAC will develop Tier 3 specific criteria for identifying, selecting, implementing, monitoring, and evaluating the C.A. Jacobs Tier 3 intervention program, and students working within it. In addition working with the Intervention Coordinator to develop and implement specific workshops for targeted students.</p> <p>The AAC will develop and implement school wide assessments in Math, ELA, and Science systematically throughout the year including working with administration in the implementation of SBAC.</p> <p>The AAC will provide achievement data back to departments, and utilize the data to run all Tier 3 support classes in Math and Science.</p> <p>The AAC will Identify target students (lowest 20% from ELA, Math, and Science “Tier 3”) from 6th, 7th, and 8th grade, and will produce rosters for Tier 3 support classes, provide parent/student/school agreements for Tier 3 staff to organize with parents, and conduct individual meetings with students, and parents when necessary. The Tier 3 coordinator will also manage the fluidity of each Tier 3 program, and work with counseling to organize any changes to rosters in, or out of Tier 3 classes.</p> <p>In addition the Academic Achievement Coordinator will develop and implement specific workshops for targeted students to aid in their individual growth along targeted goal oriented lines.</p> <p>Networking with Tier 3 student’s and teachers to provide input on strategies for Tier 3 student achievement.</p>	<p>Achievement Gap Training \$20,000</p> <p>ELD training and release time \$2,000</p> <p>TASC training and release time \$1,500</p> <p>Tier 3 training and release time \$1,500</p> <p>CADA \$6,000</p> <p>TASC/ELD/TIER3 Class Materials \$9,000</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		<p>The AAC will insure that the Tier 3 intervention program at C.A. Jacobs is fluid, and that students can move in and out of Tier 3 interventions as necessary.</p> <p>The AAC will work with grade level teams during grade level CPT time to provide and share data, and feedback on specific students.</p> <p>1 to 1 initiative CAJ will be a one to one technology site with all students having access to technology, computers, and equal access to curriculum and instructional methods within.</p> <p>Intervention Technology C.A. Jacobs will have a mobile testing cart with Chromebook/Netbook computers to test students for Tier 2, and Tier 3 interventions. This cart will also be utilized by the AVID program, TASC program, and Learning Center.</p> <p>C.A. Jacobs Training and Release for staff. C.A. Jacobs will provide release time to staff to observe lessons, school wide systems, and to build, develop, and implement programs in intervention for students (RTI). This includes release time for training in RTI through solution tree, and other necessary trainings, and special meetings relating to intervention programs, and development of them. Additionally release time for development of specific assessments utilized in Tier 3.</p> <p>In addition C.A. Jacobs staff will be provided Specific RTI Training, and release time for specific collaboration on systems for intervention, program improvement, and development of instruction and instructional practices relating to Common Core, Tier 1, Tier 2, and Tier 3 systems, and Academic and Behavioral interventions.</p> <p>C.A. Jacobs will also send staff to off-site trainings in RTI, and provide release time to collaborate on RTI trainings.</p>	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
		<p>Achievement Gap Training C.A. Jacobs will attend training specifically targeted at reducing the achievement gap that exists amongst students. This training will incorporate off site training through Solution Tree, and on site implementation of programmatic shifts to address needs upon completion of the training.</p> <p>AVID for 7th and 8th grade students C.A. Jacobs will be incorporating one 7th grade and two 8th grade AVID classes into the master schedule. There will be specific release time for AVID training in WICOR, and also summer institute, and materials necessary for students in AVID classes.</p> <p>CADA California Activity Directors Association training in school systems, programs, and activities directly tied to students.</p> <p>ELD Release time for training of ELD teachers, and training for additional staff, and collaboration specific to running the ELD classes, and supporting ELD students in core curricular areas.</p> <p>Support Class Materials ELD, Math & Science Tier 3, TASC and Learning Center support class materials for students to access curriculum.</p>	

Form A (Non-Academic Goal)

LEA GOAL : All Students Will Be Educated In a Learning Environment That Is Safe, Drug Free, and Conducive To Learning.

SCHOOL GOAL: School wide prevention and intervention strategies will be improved to insure that all staff, and students know the safety protocols, and that a positive school climate and culture are developed.

<p>What data did you use to form this goal?</p> <p>Review of current safety systems and protocols C.A. Jacobs Student Leadership program review Referral Records Suspension Data Counseling Referrals Best Program No Bully</p>	<p>What were the findings from the analysis of this data?</p> <p>Student surveys have identified that bullying is a concern. C.A. Jacobs' staff concurs with this assessment while also recognizing that there is room for improvement regarding student disciplinary procedures and ensuring that C.A. Jacobs Intermediate School provides a positive student-centered environment.</p> <p>Current student contact through positive interactions via C.A. Jacobs Student Leadership Program and aligned programs is extremely limited.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Development of positive interaction contacts via Student Leadership at C.A. Jacobs</p> <p>Implementation of updated safety protocols and systems</p> <p>Referral records, suspension data, and counseling reports</p> <p>BEST/PBIS- Incentive rewards No cost-district funded</p> <p>PBIS Software for student rewards and incentives \$2,000 (LCAP)</p> <p>No Bully training and release time for staff being trained, and CAJ trainers training CAJ staff. \$4,000 (LCAP)</p>
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STRATEGIES: Review current safety systems, re design protocols where necessary, and improve safety systems and structures school wide. Implement PBIS program, and incentives along with data tracking. Implement No Bully school wide, and continue training staff in No Bully. In addition consistent enforcement of classroom procedures and school wide norms must be addressed. Provide students with positive outlets during the school day, and improve student life and culture on campus through the growth of our Associated Student Body (Leadership)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
On Going 2018-2019 School Year	Administration Counseling Teachers Classified Staff Leadership-Teacher No Bully Liaison CCC PBIS Team	<p>District Wide task force dedicated to improving safety protocols and systems at C.A. Jacobs and all other schools within the Dixon Unified School District</p> <p>Staff Trainings in safety protocols and school wide drills in safety. These are drills ran monthly with all students, and staff training specifically for these drills.</p> <p>ASB Teacher training with the California Activity Directors Association. This is to be conducted during the 2018-2019 school year. Attendance at the CADA conference.</p> <p>No Bully will provide training for staff on implementation of solution teams. The current staff trained in No Bully as trainers (trained in 2017-18) will train staff at CAJ. Release days necessary for this training is the only cost.</p>	<p>Trainings for implementation of student centered programs on site. Example- Student Leadership (ASB). \$6,000</p> <p>Safety trainings No Cost</p> <p>Data Review No Cost</p>

Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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

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

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

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<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$182,100	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<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	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$182,100	
Total amount of state and federal categorical funds allocated to this school		\$182,100	

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

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dan Bledsoe	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Purcell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barbara Vodnik	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Ortiz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonathan Foster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greg Ngo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ron Van Sant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Valerie Miner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Mustard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Troy Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorraine Covello	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	6	0

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

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: 11-18-16.

Attested:

Dea Bledsoe
Typed name of School Principal

[Signature]
Signature of School Principal

6/20/18
Date

Holly Purcell
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

6/20/18
Date

Form F: Budget Planning Tool

This budget (3010) can be used school wide as long as it aims to improve programs in a way that will help the lowest achieving students

Action Step Items	Est Cost
Intervention Coordinator (.4 FTE Release Periods)	\$38,000
Academic Achievement Coordinator (.4 FTE Release Periods)	\$38,000
CADA (California Activity Directors Association)	\$6,000
Intervention Technology (computers and carts)	\$6,000
Parent Liaison	\$15,000
RTI and PBIS software systems	\$2,500
RTI Trainings /Release/New Teacher Training & Observation	\$25,900
Achievement Gap Training	\$20,000
Rocket Lit	\$3,100
ELD Supplies and Materials for students	\$3,500
ELD/Tier 3/TASC Training and Release Time	\$5,000
PSAT Test for AVID Students	\$600
AVID Training and Release Time	\$10,000
AVID Supplies and Materials for students	\$1500
Tier 3 & Learning Center Supplies and Materials for students	\$5,000
TASC Supplies and Materials for students	\$2,000
Total in budget	\$182,100
Total allocation	\$182,100
Balance	\$0

Lottery (not SSC approved)--OPTIONAL

Action Step Items	Est Cost
Classroom supplies (pencils, paper, vis-à-vis, staplers)	
Copy Paper---annual supply	
Office Supplies	
Collaboration (2 days, 10 teacher a day @\$160)	
Parent Involvement	
Total in budget	
Total allocation	
Balance	