

School Plan for Student Achievement



A Resource for the School Site Council

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District: Adelanto Elementary School District

County-District School (CDS) Code: 36675870109470

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Effective date of this revision: 1/31/2019

A School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 54001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded by the state 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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Planned Improvements in Student Performance

The Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. There are a significant number of students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following strategies, programs, and expenditures to raise the academic performance of students not yet meeting state standards:

Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to state-of-the-art instructional materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities in good repair.

GOAL #1: Victoria Magathan will have fully credentialed teachers. Students will have access to rigorous district adopted curriculum, technology, and school facilities in good repair.

<p>What data did you use to form this goal?</p> <p>Staffing Data Accountability Report Card Sufficiency Forms Inventory Report</p>	<p>What were the findings from the analysis of this data?</p> <p>We currently have 22/23 fully credentialed teachers. Our school is having difficulty retaining qualified BCLAD teachers for our Dual Immersion Program. Our technology will have updates, repairs and/or replacement to continue our goal to reach one-to-one technology ratio. All completed facilities work orders</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Victoria Magathan School will hire qualified teachers to fill teacher vacancies. The school will monitor technology in collaboration with the District IT Department provide technology to teachers and students. The school will report to the maintenance department any necessary repairs to keep facilities in good repair.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the Cost and Funding Source section</p>
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Goal: The school will train, reinforce, and support all teachers, leaders, and staff regarding the following core instructional strategies: strategy for implicit, explicit, and interactive instruction, English Language Development (ELD) Academic Language Development, and diagnostic assessments.

Date	Person(s) Responsible	Task/Date	Cost and Funding
8-June 2019	Principal & AAIAC, Classroom Teachers, Custodial/Maintenance, District Personnel	HR job posting on Edjoin and Universities. IT inventory and completion of work orders as needed. Maintenance completion of work orders as needed.	District General Fund
2019	District personnel Principal	Upgrade technology, such as hardware and software with our current chrome carts/technology in order for students and teachers to access curriculum and online interventions and support of ELA & Math curriculum and needs.	\$23,100 Title I

Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for students.

GOAL: English Language Arts. For the 2018-2019 school year, the proficiency level on the CAASPP for ELA will improve from 32.92% meeting or exceeding standards to 37% and from 3.8% to 8% for English Learners. The proficiency level on the STAR Reading will improve from 33% at the 50th percentile to 40% for all students. The proficiency level on STAR Early Literacy will improve from 1.8% probable reader to 25% at probable reader level by the end of the year. Implement and review CFA data and regularly implement data chats for MTSS progress monitoring

For the 2018-2019 school year, the proficiency level on the CAASPP for Math will improve from 24.17% meeting or exceeding standards to 29% for English Learners. The proficiency level on the STAR Math will improve from 40% at the 50th percentile and above to 50% for all students. (This goal is prioritized, measurable, and focused on identified student learning needs.)

Implement and review CFA data and regularly implement data chats for MTSS progress monitoring

What data did you use to form this goal?

ELA Data from Spring 2018
Reading Data from September 2018
Math Data from Spring 2018
Writing Data from September 2018
Board 2018
Common Formative Assessments
Assessments for DI
t

What were the findings from the analysis of this data?

Victoria Magathan data shows students need the most growth in the areas of demonstrating understanding of literary and non-fictional and producing clear and purposeful writing.

Victoria Magathan data shows students need the most growth in the areas of concepts and procedures and problem solving and modeling/data analysis.

Subgroup data for ELA CAASPP is as follows for 2017/2018 school year:

All: -72.6

AA: -98.8

Hispanic: -64.6

EL: -79.0

SED: -75.5

Sped: -132.9

In every subgroup the gap to proficiency is closing.

Our Special Education subgroup showed the greatest amount of growth with an improvement of 27.2% from 2016-2017 school year. Followed closely by our African/American/Black with 27% growth. The Hispanic subgroup continues to be the highest performing subgroup and made 22% growth from 2016/2017.

Subgroup data for Math CAASPP is as follows for 2017/2018 school year:

All: -101.7

AA: -127.5

Hispanic: -89.7

EL: -100.0

SED: -101.2

Sped: -154.9

Once again, in every sub-group, math proficiency gap is closing. Our special education population closed the proficiency gap by 31.5% in math from the 2016/2017 school year. Our Hispanic subgroup continues to be the highest performing subgroup and made 19.3% growth in the 2017/2018 school year.

How will the school evaluate the progress of this goal?

Weekly, monthly, quarterly, and annual monitoring, analyze and evaluate data from instruction.

Y: Victoria Magathan School will implement a school-wide reading intervention program, Lexia Core 5, to address the reading con
uggling readers as measured by the district benchmark assessments and STAR Reading.
Magathan School will implement math intervention program such as; Math Facts in a Flash to address the needs of students strugglin
y the district common assessments and STAR Math.
Magathan School will implement a writing focus to address the needs of struggling writers as measured by quarterly writing assessme

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>Identify and select a research program that addresses the individual needs of students such as: struggling learners, English Language Learners, and economically disadvantaged students. The program includes ongoing monitoring of student growth.</p>	<p>Principal, AAIAC, EL Coordinator, and Classroom Teachers</p>	<p>Collect and analyze district and school level summative and formative ELA, Math and English Learner data; identify students from each grade level for reading/math interventions and their specific literacy/math needs.</p> <p>Provide after school tutoring for students in areas of need.</p> <p>Professional Development for ELA, Math and English Learners with programs and resources such as: AR 360, A-Z reading, IXL. Accelerated Reading/Math and implement the program with fidelity.</p> <p>Reading/Math groups with paraprofessionals.</p>	<p>Staff Meetings and C</p> <p>\$4,800 Title I</p> <p>\$1,400 Title IV</p> <p>\$1,800 Title I</p>
<p>Throughout 2018- 2019 implement and evaluate ELA/ Math intervention programs. Focus on areas where students are struggling and implement a targeted program which addresses individual needs of students.</p>	<p>Principal, AAIAC, Classroom Teachers,</p>	<p>Select and/or develop reading and math intervention materials and resources. Purchase supplementary instructional materials to enhance ELA & Math instruction aligned to state testing such as: license renewals, AR 360, A-Z Reading, IXL, Accelerated Reading/Math, Math Facts in a Flash, Personal Math Trainer.</p> <p>Collect and analyze district and school level assessment data; identify students' needs through collaboration and data chats. Implement training and support from ORIGO math to address dashboard data.</p>	<p>\$2,800 Title I</p> <p>\$3,729 Title I A-Z/Raz Kids</p> <p>\$2,971 Title I IXL</p>

<p>19 school year cycle of inquiry implement reading, writing, English Development and Learning Standards. Teams will conduct ongoing evaluations to monitor student and program performance to inform ongoing</p>	<p>Principal, AAIAC Classroom Teachers, EL Coordinator</p>	<p>Grade level teams will collaborate to analyze ELA/ Math student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Continue the cycle of inquiry through SST and data chats meetings with staff to monitor the program implementation and analyze student data. Provide additional reading and math intervention for Emerging and Low/Mid Expanding ELPAC level students. Monitor and evaluate program goals and objectives to determine if goals and objectives are being met for student achievement.</p>	<p>Collaboration during staff meeting time. \$5,382 Title II \$1,500 LCFF</p>
<p>19 school year technology, such as hardware and software for classrooms and to provide technology as needed.</p>	<p>Principal, AAIAC IT Department</p>	<p>By June 9, 2019 Upgrade technology to provide access to ELA/Math to increase student achievement. Purchase daily use technology such as:headphones, mice, doc cameras, projectors and other classrooms technology as needed.</p>	<p>\$1,900 Title I \$2,000 LCFF</p>
<p>19 school year student incentives for student improvement in math, behavior and attendance.</p>	<p>Principal, AAIAC Staff</p>	<p>2018-2019 School Year Conduct data chats and monitor MTSS</p>	<p>\$2000 LCFF</p>
<p>19 School Year student incentives for student improvement in writing contests.</p>	<p>Writing Committee Principal, AAIAC</p>	<p>2018-2019 School Year Quarterly writing contests will be held to improve student writing. Students will be recognized in the Monthly Newsletter and Awards Assemblies with incentives such as: medals, journals,certificates and pencils will be given to winners.</p>	<p>\$1,000 LCFF</p>
<p>19 Provide NGSS for the pilot program</p>	<p>Teachers Principal AAIAC</p>	<p>Teachers will be trained on NGSS Standards to implement and pilot new curriculum on Science Standards.</p>	<p>District Paid</p>

GOAL: English Language Development will be implemented daily. Differentiated lessons will be based on students' ELPAC proficiency needs and success of the English Learner.

<p>September students will be placed into MTSS ELD classes based on their ELPAC scores.</p>	<p>Classroom teachers, EL Coordinator, AAIAC, Principal</p>	<ul style="list-style-type: none"> Review prior year's ELPAC scores and place students according to their levels. 	<p>None staff meeting cost</p>
<p>September 1st, all initial ELD classes will be given the current ELD classes based on the current ELPAC scores.</p>	<p>Classroom teachers, EL Coordinator, AAIAC, Principal</p>	<ul style="list-style-type: none"> Training ELPAC examiners Plan ELPAC schedule Coordinate Subs Test students Preliminarily grade ELPAC 	<p>\$2500 Title IV Training and sub cost</p>
<p>October 21, provide daily ELD instruction in English Language Arts for all students at their ELPAC Levels.</p>	<p>Classroom teachers</p>	<ul style="list-style-type: none"> Provide daily ELD instruction during small group instruction in English Language Arts. Use differentiated instruction and SDAIE strategies to provide instruction. Allow for multiple opportunities for reading, writing, listening, speaking, and vocabulary fluency. 	<p>None: Classroom instruction</p>

Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, parent and community involvement, and focuses on improving the school climate for all students. School suspensions will decrease by 5% and attendance to over 98% in the 2018-2019 school year.

GOAL: Victoria Magathan School staff and students will be trained and educated in a safe learning environment where every student will receive and/or Tier 2 positive behavior interventions and supports to decrease Victoria Magathan's suspension rate and increase attendance. Tier 3 interventions will be utilized when necessary. School suspensions will decrease by 5% in the 2018-2019 school year. The support students are given by increasing parent involvement and engagement by 10% as measured by Board approved volunteers, sign-in sheets, and other methods.

<p>What data did you use to form this goal?</p> <p>Suspension rates from the 2017-2018 school year.</p> <p>Attendance reports.</p> <p>Dashboard</p> <p>Parent Survey</p>	<p>What were the findings from the analysis of this data? The 2017-2018 data shows suspensions were mainly for fighting and/or physical harm. In the 2016-2017 school year the percentage of students who were suspended from school was 2.70%. 2017-2018 data shows 3.5% of our students are being suspended. Year one 2017-2018 chronic absenteeism data is at 30.9% 2017-2018 Suspension data is as follows:</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The school will monitor suspension rates throughout the school year to ensure they are on track to decrease suspensions.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Cost and Funding source section</p>
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All: 3.5%
AA: 6.1%
Hispanic: 2.6%
White: 0
2+ Races: 6.7%
Foster: 0
Homeless: 0
EL: 2.5%
SED: 3.5%
Sped: 6.9%

Our suspension rates are about 2.9% lower than the overall district rates. Discussion to decrease our African/American, 2+ Races, and special education students suspension rates. The goal is to decrease suspensions in all areas by implementing PBIS expectations and interventions utilizing: PBIS meetings, intentionally teaching expectations, and trainings.

Chronic Absenteeism(CA) is as follows:

All: 13.8%
AA: 30.9%
Hispanic: 7.8%
White: 0
2+ Races: 6.7%
Foster: 0%
Homeless: 0
EL: 4.5%
SED: 13.8%
Sped: 20.2%

Our Chronic Absenteeism rates are about 2.5% lower than the overall district rates. Discussion to decrease our African/American and Special Education CA. The goal is to decrease CA in all areas by implementing attendance interventions such as: Incentives, parent meetings, home visits and utilizing our district SARB-A process.

After School Program

The after school program is provided through Creative Brain and is a grant funded program. The District

provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle schools are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brains staff, site administration and district administration collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The after-school program serves as a resource for our community and continues to be a great support for homework, robotics, coding and after-school sports etc

Y: School will focus on Positive Behavior Interventions and Supports (PBIS) strategies and train staff to increase implementation strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
19 School Year er 1, Tier 2, and ative behavior ns and supports.	PBIS Team Admin Teachers Classified Staff CWA District Staff	August-December 2018: Staff completes SAS for PBIS and PBIS Team conducts TFI survey and reviews results. December-February 2018: PBIS team identifies supports for all three tiers. PBIS team develops action plan, implements and team reviews plan to makes changes, if necessary. PBIS Team will attend MTSS Symposium in February 2019.	Staff Meeting PD/Co \$3,000 LCFF registration and sub c
19 school year will be purchased es such as; l, Terrific Tiger ysical education to healthy and active	Principal, AAIAC Coaches Proctors	2018-2019 school year Purchase necessary equipment to promote team building activities during physical activities such as; recess, Terrific Tiger Time and PE.	\$1,000 LCFF
19 school year s, campus signage ncentives will be aff and students who	Principal, AAIAC PBIS Team PTA runs the Roar Store.	2018-2019 school year Teachers will review school wide expectations on a regular basis and promote a positive school. By use of various incentives such as: Terrific Tickets, Positive Referrals, Positive post-cards home, Tiger of the Month, and Something	\$1800 LCFF

ing a positive ate.		to Roar About for staff are in place to help promote positive behaviors. Students can purchase items at the Roar Store with their Terrific Tickets. Check in/check out is in place as a tier 2 intervention, and behavior SST's are in place for tier 3 interventions.	
g 2019 ELL ho meet criteria will fied.	EL Coordinator Principal, AAIAC	In Spring of 2019 a reclassification celebration will be held to honor students who have met the criteria for reclassification.	\$600 LCFF
19 School Year ation will complete e Dispute Resolution		2018-2019 School Year Admin will attend and participate in ADR Courses to gain a basic understanding of ADR focusing on communication, facilitation and negotiation techniques to use during IEPs.	District Paid
19 School Year s will participate in ss Program.	Teachers Principal and AAIAC	2018-2019 School Year Students will learn how to be successful through the Tools for Success program.	\$1,100 LCFF
19 School Year ill go on field trips.	Teachers Principal and AAIAC	2018-2019 School Year Field trips will be planned for students to broaden their experiences to access curriculum.	\$6,000 LCFF
19 School Year e trained on Trauma Behaviors.	Teachers, Staff, Principal and AAIAC	2018-2019 School Year Attend Dr. Powell Trauma informed training throughout the year until all staff members are trained.	District Paid
19 School Year ing Assembly	CWA Office Principal, AAIAC Box Out Bullying Assembly	2018-2019 school Year Work with CWA Office to coordinate anti-bullying assemblies. October 2018 Box-Out Bullying will hold an interactive Anti-Bullying Assembly.	District Paid
chool program with rain	District Admin & Creative Brain Principal	<u>After School Program</u> The after school program is provided through Creative Brain and is a grant funded program. The District provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle schools are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denies enrollment. Creative Brains staff, site administration and	District Grant

		district administration collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The after-school program serves as a resource for our community and continues to be a great support for homework, robotics, coding and after-school sports etc...	
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GOAL: Create a Safe Climate and Strong Relationships with Families and Community. Collaborate with District office staff who are...
 Needs of families and community members, greet all visitors warmly, and treat them with respect. Increase student support by increasing...
 Support by 10% as measured by board approved volunteers and sign in sheets.

What did you use to form this goal? Board approved Volunteers Sign in sheets Partnerships	What were the findings from the analysis of this data? This year the school plans to increase parent participation to involve parents more during the day and to increase its PTA membership, time in the classroom and attending family activities.	How will the school evaluate the progress of this goal? Board approved volunteer lists will be reviewed and parents will be recruited on a regular basis. Parents will provide input at regularly scheduled meetings. A survey will be conducted to measure the effectiveness of parent involvement. Where can a budget plan of the proposed expenditures for this goal be found? Cost and Funding source section
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-2019 school year Identify the needs of the community. Hold at least one meeting to inform the community.	Principal, AAIAC EL Coordinator/ELAC School Site Council	2018-2019 school year Quarterly meetings will be held for "Coffee with the Principal", SSC, and ELAC. Parents will provide input in to identify the needs of the community. A volunteer celebration will be held at the end of the year to show the school's appreciation for volunteers.	\$1000 Title I
2018-2019 school year Provide interpreters for SST, IEP meetings, and other conferences.	Principal, AAIAC Interpreters	2018-2019 school year Interpreters will be provided as needed for meeting and conferences to accommodate parents who do not speak English.	\$500 Title I

2018-2019 School Year Parent Nights such as; Family Fun, Math, Reading, History International Night.	Teachers, Staff Principal, AAIAC	2018-2019 School Year Staff will provide training for parents on the various online programs that are available to students. Training in the areas of English Language Arts, Writing, and Math will also be available. Staff will host a evening events to build community relationships.	\$500 Title I
Site Council Parent provided for	Parents, Teachers, Staff, Principal, AAIAC	September 2018 District Academic Services will provide parents and Administration with the protocol and processes to develop and conduct our School Site Council.	District Paid

Centralized Services for Planned Improvements in Student Performance

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

#: 1 & 2

Actions to be Taken to Achieve Goal (e.g., Teaching Methods, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for source)
Work with District Coordinators of Curriculum	July 2018-June 2019	50% of salary for each of 3 Coordinators	25% of salary- 106570.93 106570.93	Title I Title II
Work with or add an Administrator of Professional Improvement and Academic Coaching to 13 of the Schools	July 2018- June -2019	70% of salary for each of the 13 AAIACs	1,476604.04	Title I
Work with Site ELD Coordinators	Aug 2018- June 2019	Stipend for Teachers chosen for the position	\$60,000	Title III
Work with Site ELD Coordinators on Instructional materials	Aug 2018- June 2019	Annual purchase of Instructional Materials	\$32800	Title III
Work with Site ELD Coordinators on Professional Development	Aug 2018- June 2019	Sub cost for Teachers and/or additional hours	\$35,000	Title III

		for beyond the contract time		
e at local CABE	May 2019	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$22,000	Title III
with Induction reflective for new Teachers	Sep 2018- June 2019	Stipend for Induction Program Reflective Coaches	\$124616.43	Title II

#: 3

Steps to be Taken to Reach This	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
All appropriate dimensions of Learning and Learning, and Professional Development)				
Fingerprinting of District Volunteers	Aug 2018- June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Center/Academies/Trainings	Sep 2018- June 2019	Cost of contracts/hourly pay for trainers & presenters	\$17,000	Title I
		Childcare	\$5,000	Title I
		Translation	\$8,000	Title I
		Liaison	\$60,000	Title I

Programs Included in this Plan

Box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates. If applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan includes 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 are the best estimates in Form A and the school's allocation from the ConApp.

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>.

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

Operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

Operates a SWP but does not consolidate its funds as part of operating a SWP.

Operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

Operates a SWP and consolidates all applicable funds as part of operating a SWP.

Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<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"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<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"/>
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"/>
Model and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus LCAP funds	\$30,141	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$30,141
Programs	Allocation	Consolidated in the SWP
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$66,700	<input checked="" type="checkbox"/>

<p>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 that schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$6,670		<input checked="" type="checkbox"/>
<p>Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent maximum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>

Title II, Part A: Improving Teacher Quality
 Purpose: Improve and increase the number of highly qualified teachers and principals \$

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 SWP¹

Title VI, Part B: Rural Education Achievement Program
 Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs \$

¹ 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 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 purpose only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at [redacted].
 Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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

\$

Other federal funds (list and describe) Title II

\$ 5,382

Other federal funds (list and describe) Title IV

\$ 8,050

Other federal funds (list and describe)

\$

Total amount of federal categorical funds allocated to this school \$66,700

School Site Council Membership - Victoria Magathan Elementary School

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representative teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school; and, in secondary schools, pupils selected by pupils attending the school.² 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
Julie Renfrow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wanda Centeno	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Sisk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dorothy Campbell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruby Sandoval	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Losa Medrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miluska Holguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minerva Gaeta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yessenia Huitron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Corlina Ramirez	<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	3	1	5	<input type="checkbox"/>

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes to the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**

Compensatory Education Advisory Committee Signature

English Learner Advisory Committee Signature

Special Education Advisory Committee Signature

Gifted and Talented Education Advisory Committee Signature

District/School Liaison Team for schools in Program Improvement Signature

Compensatory Education Advisory Committee Signature

Departmental Advisory Committee (secondary) Signature

Other committees established by the school or district (list) Signature

C reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met or exceed those found in district governing board policies and in the local educational agency plan.
The SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to meet identified school goals to improve student academic performance.
The SPSA was adopted by the SSC at a public meeting on: 12/14/2015.

Principal
Sisk
of SSC Chairperson

Signature of School Principal Date _____

Signature of SSC Chairperson Date _____