

# WESTSIDE PARK ELEMENTARY SCHOOL

Single Plan for Student Achievement



A Resource for the School Site Council  
Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

# WESTSIDE PARK ELEMENTARY SCHOOL

School: Westside Park Elementary School

District: Adelanto School District

County-District School (CDS) Code: 36-67892-007

Principal: Adriana Pantoja

Date of this revision: March 11, 2019

Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educator* 507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Adriana Pantoja

Position: Principal                      Principal

Telephone Number:                      760-246-4118

Address: 18270 Casaba Road, Adelanto, CA 92301

Email Address: [adriana\\_pantoja@aesd.net](mailto:adriana_pantoja@aesd.net)



Contents

# **WESTSIDE PARK ELEMENTARY SCHOOL**

## **ate for the Single Plan for Student Achievement**

A: Planned Improvements in Student Performance

B: Centralized Services for Planned Improvements in Student Performance

C: Programs Included in This Plan

D: School Site Council Membership

E: Recommendations and Assurances

# WESTSIDE PARK ELEMENTARY SCHOOL

## 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 current program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has identified the following school goals, related actions, 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 and students are provided standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

**GOAL #1:** Westside Park Elementary School will have fully credentialed teachers. Students will have access to rigorous district curriculum and technology.

**STRATEGY:** For the 2018/2019 school year, students will be taught by fully credentialed teachers. Teachers will engage in meaningful professional development, which will be in alignment with college and career readiness skills. . Students will have access to instructional technology devices. Students will learn in a physical environment that is clean and in good repair.

What did you use to form	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	Where can a budget for proposed expenditure goal be found? In the C Funding Source Section
Action/Date	Person(s) Responsible	Task	Cost and Funding
Staffing Data Proficiency Forms Technology Inventory Report	All students had access to curriculum/textbooks. For the 2018-2019 The classrooms, restrooms and kitchen areas were in compliance with the Williams Act as of August 30, 2018.	Technology inventory will be monitored to provide technology to students and teachers.	
2018 – June 2019	District Personnel, Principal and AAIAC	Inventory ordered and installed by IT. Upgrade laptops, projectors, document cameras, speakers and headphones).	Title I -43,307
computers, monitors,			
, printers as needed to			
curriculum and student			

## WESTSIDE PARK ELEMENTARY SCHOOL

2018 – June 2019 district and school site collaboration, trainings and meetings which documentation	District Personnel, Principal and AAIAC	Teacher grade level leads attend district sponsored collaboration meetings/ Professional developments August 2018-June 2019 Quarterly Data chats with grade- level	District Paid
---	--	--	---------------

**GOAL #2:** During the 2018-19 school year, 5% or more of our 1<sup>st</sup> -5<sup>th</sup> grade students will be proficient in ELA, Math including students of English Learners, Hispanic, African American, and Economically Disadvantaged students, as measured by CAASPP and STAR assessments. Kinder students will increase in proficiency level by 5% as measured by District benchmarks.

**GOAL #3:** During the 2018-2019 school year, the school will implement a school-wide Multi-tiered System of Support (MTSS) to address the needs of all students, including those in all subgroups. Teachers will use data from intervention program implementation to create effective instruction. The school will continue implementation of an before-school intervention program to address struggling students, including those in all subgroups. Teachers will collaborate to prepare lessons to support growth in the SBAC, STAR and Common Formative assessments. All grade levels, including administration will be trained on and continue to work with teachers in ACE writing strategies.

	AA		Hispanic		White		2+ Races		Foster	Homeless	EL	SED	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2018-19	orange	red	orange	red	orange	red	orange	red	orange	red	orange	red	orange
2017-18	red	red	red	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow
2016-17	-109.1	-95	-117.3	-89.2	-101.5	-113.8	-96.4	-105.4	-90.9	-109.1	-140.1	-107.6	-116.2
2015-16	-107.6	-116.2	-129.1	-63.6	-94.9	-107.6	-129.1	-63.6	-94.9	-107.6	-129.1	-63.6	-94.9

## WESTSIDE PARK ELEMENTARY SCHOOL

<p>a did o form</p> <p>A ly</p> <p>ading th Math</p> <p>n</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p><b>Data results from CAASPP 2017-2018 indicates that all subgroup for ELA improved by 9.7 points over the 2016-2017 scores. All subgroup for math improved by 1.5 points over the 2016-2017 scores.</b></p> <p><b>The data indicates that AA subgroup decline by 21.2 points in ELA and decline by 11.8 points in math.</b></p> <p><b>Hispanic subgroup improved by 25.6 points in ELA and improved by 6.6 points in math.</b></p> <p><b>White, two plus more races, foster youth and homeless subgroups had no data in ELA or Math.</b></p> <p><b>EL subgroup improved by 21.3 points in ELA and improved by 1.6 points in Math.</b></p> <p><b>SED subgroup improved by 11.7 in ELA and Improved by 2.4 points in Math.</b></p> <p><b>Data results from STAR-Early -Lit ELA beginning of the year indicates 51% of students in Kinder scored at/above benchmark. Midyear 70 % scored at/above benchmark showing an increase of 19%.</b></p> <p><b>Data results from the STAR-Early Lit ELA beginning of the year indicates 23% of students in first grade were at/above benchmark. Midyear 49 % scored at/above benchmark showing an increase of 26%.</b></p> <p><b>Data results from the STAR- ELA beginning of the year indicates 13% of students in second grade scored at/above benchmark. Midyear 38 % scored at/above benchmark showing an increase of 25%.</b></p> <p><b>Data results from the STAR- ELA beginning of the year indicates 15% of students in fourth grade scored at/above benchmark.</b></p>	<p><b>How will the school the progress of this</b></p> <p>STAR Reading Lexia Reports ICAs Common Formative Assessments (CFAs) Data Chats/PLC mee Administrative Walk STAR Math</p> <p><b>Where can a budget proposed expenditure goal be found?</b></p> <p>In the cost and fundin</p>
---	---	---

## WESTSIDE PARK ELEMENTARY SCHOOL

**Midyear 11 % scored at/above benchmark showing an decrease of -4% but an increase on watch of 13 %.**

**Data results from the STAR- ELA beginning of the year indicates 16% of students in fifth grade scored at/above benchmark.**

**Midyear 22 % scored at/above benchmark showing an increase of 6% and an increase on watch of 7 %.**

**Data results from the STAR Math beginning of the year indicates 30% of students in first grade scored at/above benchmark.**

**Midyear 49 % scored at/above benchmark showing an increase of 19%.**

**Data results from the STAR Math beginning of the year indicates 18% of students in second grade scored at/above benchmark.**

**Midyear 36 % scored at/above benchmark showing an increase of 19%.**

**Data results from the STAR Math beginning of the year indicates 25% of students in third grade scored at/above benchmark.**

**Midyear 33 % scored at/above benchmark showing an increase of 8%.**

**Data results from the STAR Math beginning of the year indicates 16% of students in fourth grade scored at/above benchmark.**

**Midyear 17 % scored at/above benchmark showing an increase of 1% with an increase on watch of 5 %.**

**Data results from the STAR Math beginning of the year indicates 15% of students in fifth grade scored at/above benchmark.**

**Midyear 25 % scored at/above benchmark showing an increase of 10% with an increase on watch of 4%.**

**CFA results for ELA, math and writing indicate an increase at the beginning of the year, however being the first year of implementation, students and staff are adjusting to the new assessment.**

## WESTSIDE PARK ELEMENTARY SCHOOL

Date	Person(s) Responsible	Task	Cost and Fund
<p>2018-June 2019</p> <p>Review ELA and math levels of all students in STAR and teacher input and utilize information in planning and delivering a differentiated system of support for all students. Review district adopted curriculum, Compass Learning and recommended intervention materials to address individual mathematical needs of all student subgroups, including ongoing monitoring of student growth.</p>	<p>Principal, AAIAC and Classroom Teachers</p>	<p>Collect and analyze district and school-level summative and formative ELA and math data; identify all students for instruction, Compass Learning, intervention, or enrichment and their specific mathematical needs.</p> <p>Develop specific criteria for identifying; selecting; implementing, monitoring and evaluating research-based ELA and math intervention programs that are designed to meet individual mathematical needs of all students, measure growth, and accelerate numeracy skills.</p>	<p>None</p> <p>None</p>
<p>2018- June 2019</p> <p>Implementation and evaluation of the differentiated system of support for all students. Review district adopted curriculum, Compass Learning and AESD recommended intervention</p>	<p>Site Administration, AAIAC and Classroom Teachers</p>	<p>Select and/or develop ELA and math intervention materials and resources; purchase supplementary instructional materials and technology; benchmark assessments.</p>	<p>Instructional Materials Title I- 3000.00</p>
	<p>Site Administration, and Classroom Teachers</p>	<p>Develop ELA and math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved math intervention programs and benchmark assessments. Identify target students in ELD, ELA and Math</p> <p>Discuss data and effective teaching during Data Chats</p>	<p>Title II-2925</p>



## WESTSIDE PARK ELEMENTARY SCHOOL

	Site Administration, and Classroom Teachers	Develop a master schedule that reflects allocated time for ELA and math interventions.	N/A
	Principal, AAIAC and Classroom Teachers	Schedule and provide initial training for instructional staff and follow up professional development activities	Professional De to include traini substitute costs Title I 2,000.00 LCAP \$2,000.0
2018-June 2019	Principal, AAIAC and Classroom Teachers	Provide additional intervention for urgent intervention and intervention students. Monitor program implementation and analyze student data at the end of each grade marking period. Attend conferences and workshops in ELA , Math, MTSS, AVID Writing, and English Learners. Site Administration review collaboration notes and support teachers with student's needs.	N/A
Implement a multi-tiered system of support for students using the district adopted intervention plan for ELA, MATH and ELD. Use recommended intervention materials and conduct ongoing evaluations to determine program outcomes and inform program needs.	School Site Council members and Chairperson	Monitor and evaluate math intervention program goals and objectives; determining goals and objectives are being met.	N/A
2018-June 2019	Site Administration, and Classroom Teachers	Continue using appropriate supplemental (SBE) State Board of Education standards-aligned mathematics materials to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans,	Title II-2925
Instruction With Content Standards			

## WESTSIDE PARK ELEMENTARY SCHOOL

		and increased student achievement as determined by district or publisher assessments.	
2018-June 2019 Instructional Strategies and Materials	District Personnel, Principal, AAIAC and Classroom Teachers	<p>Plan and implement uniform strategies and interventions for targeted students identified at the urgent intervention, intervention, and on-watch levels in mathematics                      .Implementation determined by lesson plans, increased student achievement as determined by uniform assessments, and coaching logs.                      Use of a systematic approach for targeting students' instruction/interventions in mathematics by using IO and CFA data.</p> <p>Upgrade hardware and software, i.e.: computers, monitors, star boards, projectors, printers, copiers etc. as needed. Needs determined by the site or the IT Department recommendation based upon inventory and the District's Technology Plan.</p> <p>Mainstream SWDs to provide support and access to core intervention mathematics instruction in the regular classroom. Measure the effectiveness of mainstreaming through student IEPs.</p> <p>Continue to support and expand the transition outreach between preschool and elementary school to support achievement in mathematics as measured by parent meeting notes and sign-in</p>	<p>N/A</p> <p>N/A</p> <p>Certificated teachers, Technology, supplies I-\$3,000.00;</p> <p>FOCUS-LCAP \$4,000.00</p> <p>N/A</p> <p>N/A</p>

## WESTSIDE PARK ELEMENTARY SCHOOL

		<p>sheets, outreach programs, and special preparation programs.</p> <p>Continue using systematic approach of targeting ELs, SWDs and significant subgroup students for instruction/interventions using IO. Outcomes include differentiated lesson plans, lesson plans for tier II and tier III interventions, meeting notes, sign-in sheets and notes for planning and data analysis sessions. Attend PD on site or District identified by Leadership Team as professional development needed for the improvement of student achievement.</p>	<p>Preschool In a I Program Certifi Teacher Costs, Instructional M (Title I - \$3,000</p> <p>N/A</p>
<p>2018-June 2019</p> <p>Learning Times through before school School Tutoring 10/15/2018-12/06/2018 01/14/2019-2/28/2019 03/18/2019-5/03/2019</p>	<p>Principal, AAIAC, Classroom Teachers, and Classified staff</p>	<p>Support before and after school tutoring/intervention programs as evidenced by attendance and expenditure reports.</p>	<p>Before and After Tutoring/ Certificated Ext Hourly Costs/C Title I \$2,000.0 LCAP- \$4,000.00) Title 1-3,000</p>
<p>July 2019-June 2019</p>	<p>Principal, AAIAC, and Classroom Teachers</p>	<p>Attend ORIGO math training to learn new strategies for math improvement</p>	<p>District Paid</p>
<p>2018-June 2019</p> <p>Staff, Parents, and Community</p>	<p>Principal, AAIAC, and Classroom Teachers</p>	<p>Support specific programs in ELA and Math that include staff, parents, and community to include but not limited to Family ELA and Math Night and other centered events. Evidence to include parent notices and agendas.</p>	<p>Title I – \$1,000</p>

## WESTSIDE PARK ELEMENTARY SCHOOL

<p>2018-June 2019 Park will continue the tation of the AVID Elementary by targeted grade levels.</p>	<p>Principal, AAIIAC and Classroom Teachers</p>	<p>Attend AVID Summer Institute, attend AVID Path Training, write AVID Site Team Plan, hold monthly AVID site team meetings, provide professional development for teachers on AVID instructional strategies and the four AVID AE essentials through AVID conferences and workshops, conduct daily classroom walkthroughs and participate in AVID center walk-throughs. AVID college and career readiness activities and field trips Parent and family support provided through family nights and workshops</p>	<p>Title I - \$3,000. Title IV-6000.0</p>
--	---	--	---

**Engagement:** Increase student engagement by providing a safe school environment which fosters increased communication between students, encourages parent and community involvement, and focuses on improving the school climate for all students. **Decrease suspensions by 5% and increase attendance to over 98%**

**GOAL #3:** All students will have access to Tier 1, Tier 2, and Tier 3 Positive Behavior Interventions and Supports appropriate to their needs. Continue implementation of the Safe School Ambassador Program. Decrease the number of suspensions by 5%.

AA      Hispanic      White      2+ Races      Foster      Homeless      EL      SED

# WESTSIDE PARK ELEMENTARY SCHOOL

CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA	Susp	CA
-	yellow	-	green	-	red	-	-	-	yellow	-	-	-	blue	-	yellow	-	yellow	-
yellow	red	yellow	blue	yellow	yellow	orange	yellow	yellow	blue	yellow	-	-	orange	yellow	orange	yellow	yellow	yellow
-	4.60%	-	1.40%	-	8.30%	-	-	-	3.50%	-	-	-	0.7	-	3%	-	8.00%	-
4.40%	7.10%	22.20%	0.20%	17.80%	4.30%	24.40%	3.70%	10.20%	0.00%	12.80%	-	47.80%	1.50%	6.60%	3%	19.80%	5.20%	17.40%

## WESTSIDE PARK ELEMENTARY SCHOOL

<p><b>What data did you use to form this</b></p>	<p><b>What were the findings from the analysis of this data?</b></p>	<p><b>How will the school evaluate progress of this goal?</b></p>
<p>                     Suspension Rates                      Referral Rates                      Mountain Children's Center                      Suspension Rates                      Evaluation of SST Meetings                      Check Out Logs                      SIS CICO Data Reports                 </p>	<p> <b>Data for suspension indicate that the number of suspensions improved by 1% from the 2016-2017 to the 2017-18 school year.</b> </p> <p>                     AA subgroup suspension decline by 2.5%.                 </p> <p>                     Hispanic subgroup suspension improved by 1.2 %.                      White subgroup suspension improved by 4%.                 </p> <p>                     2 plus Races had no data for suspension.                      Foster Youth suspension improved by 3.50%.                      Homeless subgroup had no data for suspension.                      EL subgroup suspension decline by .8%.                 </p> <p>                     SED subgroup suspension remained the same at 3%.                      Special Education subgroup suspensions improved by 2.8%.                 </p> <p>                     We will continue incorporating Positive Behavior Intervention System and support to decrease the suspension rate.                      Chronic Absenteeism showed no data for 2016-2017 for all subgroups. For the 2017-2018 chronic absentee is at 19.4%.                 </p> <p>                     AA subgroup is at 22.2%.                      Hispanic subgroup is at 17.8%.                      White subgroup is at 24.4%.                      2 plus more races is at 10.2%.                      Foster Youth is at 12.8%.                      Homeless subgroup is at 47.8%.                      El subgroup is at 6.6%. SED subgroup is at 19.8%.                 </p>	<p> <b>Semester and annual program monitoring and evaluation</b>                      Monitoring school needs through TFI and SSA.                 </p> <p> <b>Where can a budget plan or proposed expenditures for be found?</b>                      In the Cost and Funding Source                 </p>

## WESTSIDE PARK ELEMENTARY SCHOOL

**Goal:** During 2018-2019, the school will have a school-wide system Positive Behavior Intervention and Supports System to provide access to Tier One, Tier Two, and Tier Three supports appropriate to their needs.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source
<p>2018- June 2019</p> <p>Principal will act as the primary support to support the PBIS team on campus, PBIS team Assemblies</p>	<p>Principal, AAIAC</p> <p>Principal, AAIAC and PBIS Team</p>	<p>Box Out Bullying Assembly for all grade levels</p> <p>Collect and analyze school-level PBIS data to identify all students that need support.</p> <p>Receive PBIS training and train other staff as needed.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.</p>	<p>Title IV 1100.0</p>
<p>2018-June 2019</p> <p>Students will be taught PBIS and reinforcement in Tier One Classroom Instruction. Students will be referred to Tier Two and Three supports after Tier One instruction has occurred.</p>	<p>Principal, AAIAC, PBIS Team, and Classroom Teachers</p>	<p>Create School-wide Calendar for Tier One Instruction</p> <p>All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed.</p> <p>All classrooms will show evidence of PBIS in classroom environments.</p> <p>Students in need of PBIS Tier Two and Tier Three support will be referred to Check In/Check Out (Tier Two), Considered for referral to counseling or a SST intervention</p> <p>Referrals will be made to outside resources as needed with the support of parents.</p>	<p>Title IV- 1000</p> <p>Title I</p>
<p>2018-June 2019</p> <p>Coaches, and staff will serve as Tier</p>	<p>Principal, AAIAC, Certificated Staff, Classified Staff, PBIS Team</p>	<p>PBIS coaches and mentors will meet formally in teams monthly to improve the culture on campus.</p>	<p>as above</p>

## WESTSIDE PARK ELEMENTARY SCHOOL

Two, and Tier ventative measure e the school			
2018 – June 2019 Brain Basketball o provide o promote behavior and build ship thereby ng a positive ture	Principal, AAIAC, Certificated Staff, Classified Staff, PBIS Team, and Creative Brain Staff	Provide instruction in character building and community engagement for students through the classes within the basketball program. Provide supplies and transportation to events	ASES grant
2018-June 2019 ounselors will Tier Two and e intervention individual, small ole class ons. on before and after e duty	Principal, AAIAC, Certificated Staff, Classified Staff, PBIS Team and SELPA Counselors  Principal, AAIAC, Certificated Staff	Provide strategies in social skills and building team -work ethics to improve the culture on our campus.  Provide supervision before and after school	Title IV 1750  FOCUS-LCAP
formed al development	Principal, AAIAC, Certificated Staff, Classified Staff, and PBIS Team	November 2018	District paid
cial Education n IEPs, Manifest ation	Principal, AAIAC	October 2018-March 2019	District paid
Brain	Principal, AAIAC, Creative Brain Staff	The afterschool 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.	Grant Funded



## WESTSIDE PARK ELEMENTARY SCHOOL

		<p>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 school are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brain staff, site administration and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc.</p>	
018-April 2019 Administrative	Principal, AAIAC	<p>Attend Equity Administrative training Participate in the Equity School walkthrough Action plan for Equity Improvement</p>	District paid
18-June 2019 parent engagement	Principal, AAIAC	<p>Improve activities to increase parent engagement and attendance at school events</p>	Title I \$5929.0
18-June 2019 Chronic ism	Principal, AAIAC, Certificated Staff, Classified Staff,and PBIS Team	<p>Create an attendance incentive program to motivate students to attend school daily and on time. Incentive Program to include, rewards, events, such as dances,clubs, Yearbook Club, Cooking Club, Video Game Club, Big Brother and Big Sister Wildcat,weekly and monthly recognition for perfect attendance. Perfect attendance tags, assemblies, trophies and certificates.</p>	Title IV- 1,000

# WESTSIDE PARK ELEMENTARY SCHOOL

## Centralized Services for Planned Improvements in Student Performance

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

**From Title I is used for Centralized services for parent education.**

## 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 and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program. 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 amounts on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) 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:**

**The school operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**

**The school operates a SWP but does not consolidate its funds as part of operating a SWP.**

**The school operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

**The school operates a SWP and consolidates all applicable funds as part of operating a SWP.**

## WESTSIDE PARK ELEMENTARY SCHOOL

Programs	Allocation	Consolidated in the SWP
<b>California School Age Families Education (Carryover only)</b> Purpose: Assist parent and parenting students to succeed in school	\$	□
<b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	□
<b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	□
<b>Teacher Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	□
<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, hire, and retain classroom personnel to improve student performance in core curriculum areas	\$	□
<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	□
<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	□
<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	□
<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	□

## WESTSIDE PARK ELEMENTARY SCHOOL

<b>and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds		<input checked="" type="checkbox"/>
--	--	-------------------------------------

Total amount of state categorical funds allocated to this school

Programs	Allocation	Consolidated in the SWP
<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	63307.00	03/11/19 <input checked="" type="checkbox"/>
<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Education Code for Elementary and Secondary Education) Purpose: Ensure that parents have the information they need to make well-informed choices for their children, more actively 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).	\$5929	<input checked="" type="checkbox"/>
<b>Program Improvement Schools only: Title I, Part A Program Improvement Professional Development</b> (10 percent minimum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

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

## WESTSIDE PARK ELEMENTARY SCHOOL

**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<sup>1</sup>

**Title VI, Part B: Rural Education Achievement Program**

Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs

\$

**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 IV

\$

9850

Other federal funds (list and describe) Title II

\$

5850

Other federal funds (list and describe)

\$

Total amount of federal categorical funds allocated to this school

Amount of state and federal categorical funds allocated to this school

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

<sup>1</sup> 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. The LEA may not 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 benefit of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Specialist at 316-319-0845.

## WESTSIDE PARK ELEMENTARY SCHOOL

### School Site Council Membership

*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.<sup>2</sup> The current membership is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Adriana Pantoja	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Hamilton-Yates	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yolanda Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystaleen Salais	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecelia Vagnozzi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas Devlin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Luis Chuquillanqui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christopher Givens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carolina Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erlinda Solis	<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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## WESTSIDE PARK ELEMENTARY SCHOOL

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 assurance of the following:

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 measures in the Single 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**

State Compensatory Education Advisory Committee Signature

English Learner Advisory Committee Signature

Special Education Advisory Committee Signature

Gifted and Talented Education Advisory Committee Signature

District/School Liaison Team for schools in Program Improvement Signature

Compensatory Education Advisory Committee Signature

Departmental Advisory Committee (secondary) Signature

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

## WESTSIDE PARK ELEMENTARY SCHOOL

C reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements are appropriate, including those found in district governing board policies and in the local educational agency plan.

SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive plan to reach stated school goals to improve student academic performance.

SPSA was adopted by the SSC at a public meeting on:

3/11/2019

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_ Date

\_\_\_\_\_ Millanqui SSC Chair Chairperson

\_\_\_\_\_ Date