

**Jefferson Elementary School
Single Plan for Student Achievement**



**School Year
2018-2019**

The Single Plan for Student Achievement

School: Jefferson Elementary

District: Calexico Unified School District

County-District School (CDS) Code: 13 6309906008361

Principal: Alejandro Avina

Date of this revision: April 10, 2019

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:	Alejandro Avina
Position:	Principal
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The District Governing Board approved this revision of the SPSA on June 20 , 2019



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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	112	115	104	107	111	98	106	111	98	95.5	95.7	94.2
Grade 4	91	106	108	85	100	104	85	99	104	93.4	94.3	96.3
Grade 5	102	90	104	99	85	103	99	84	103	97.1	93.4	99
Grade 6	96	106	98	95	104	96	93	104	96	99.0	98.1	98
All Grades	401	417	414	386	400	401	383	398	401	96.3	95.5	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2330.5	2335.2	2357.2	3	3	8.16	7	8	14.29	19	17	14.29	71	72	63.27
Grade 4	2376.1	2388.3	2401.8	4	5	6.73	8	7	13.46	14	25	21.15	74	63	58.65
Grade 5	2412.8	2416.9	2436.6	6	5	4.85	6	17	17.48	21	15	24.27	67	63	53.40
Grade 6	2460.8	2466.6	2459.1	1	7	4.17	12	19	17.71	36	24	31.25	49	50	46.88
All Grades	N/A	N/A	N/A	3	5	5.99	8	13	15.71	23	21	22.69	65	62	55.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	4	6.12	30	23	27.55	66	73	66.33
Grade 4	5	4	6.73	24	25	44.23	72	71	49.04
Grade 5	4	6	6.80	19	25	40.78	77	69	52.43
Grade 6	3	7	9.38	29	35	36.46	68	59	54.17
All Grades	4	5	7.23	26	27	37.41	70	68	55.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	3	8.25	22	32	32.99	75	66	58.76
Grade 4	5	2	7.69	35	46	46.15	60	52	46.15
Grade 5	9	6	9.71	24	38	43.69	67	56	46.60
Grade 6	4	13	10.42	44	34	33.33	52	54	56.25
All Grades	5	6	9.00	31	37	39.25	64	57	51.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	1	9.18	45	53	45.92	54	46	44.90
Grade 4	5	2	5.77	39	62	47.12	56	36	47.12
Grade 5	5	0	5.83	45	61	51.46	49	39	42.72
Grade 6	5	8	5.21	61	61	58.33	33	32	36.46
All Grades	4	3	6.48	48	59	50.62	48	38	42.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2	4	10.20	37	39	39.80	61	58	50.00
Grade 4	6	4	7.69	27	51	50.96	67	45	41.35
Grade 5	9	11	7.77	49	40	54.37	41	49	37.86
Grade 6	4	20	12.50	69	51	41.67	27	29	45.83
All Grades	5	10	9.48	46	45	46.88	49	45	43.64

Conclusion based on ELA data: The majority of students 3rd to 6th grade are below standards in the area of Reading and Writing, specifically 3rd and 6th grade students. 66% of 3rd grade students are below the Reading Standard and 54% are below the Reading Standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	112	115	104	106	111	99	106	111	99	94.6	95.7	95.2
Grade 4	91	106	108	89	100	106	89	99	106	97.8	94.3	98.1
Grade 5	102	89	104	99	84	104	99	84	104	97.1	93.3	100
Grade 6	96	106	98	95	104	96	94	104	96	99.0	98.1	98
All Grades	401	416	414	389	399	405	388	398	405	97.0	95.5	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																	
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met				
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17		
Grade 3	2376.7	2383.0	2386.4	2	3	6.06	20	14	20.20	22	32	24.24	57	51	49.49		
Grade 4	2392.5	2423.2	2439.7	0	2	3.77	7	13	16.98	29	42	53.77	64	42	25.47		
Grade 5	2416.3	2409.3	2455.8	3	0	4.81	7	7	8.65	19	14	38.46	71	79	48.08		
Grade 6	2444.0	2442.1	2437.2	1	4	4.17	1	11	9.38	36	24	19.79	61	62	66.67		
All Grades	N/A	N/A	N/A	2	2	4.69	9	12	13.83	26	29	34.57	63	58	46.91		

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	6	10.10	28	37	38.38	61	57	51.52
Grade 4	1	5	11.32	16	26	37.74	83	69	50.94
Grade 5	3	2	7.69	19	15	31.73	78	82	60.58
Grade 6	2	10	6.25	20	20	15.63	78	70	78.13
All Grades	4	6	8.89	21	25	31.11	74	69	60.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	6	13.13	32	37	37.37	65	57	49.49
Grade 4	3	3	6.60	28	47	47.17	69	49	46.23
Grade 5	2	1	3.85	18	18	42.31	80	81	53.85
Grade 6	1	2	4.17	34	34	26.04	65	64	69.79
All Grades	2	3	6.91	28	35	38.52	70	62	54.57





Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	6	9.09	44	48	49.49	46	46	41.41
Grade 4	0	3	4.72	28	53	59.43	72	44	35.85
Grade 5	3	1	3.85	27	27	41.35	70	71	54.81
Grade 6	1	3	5.21	49	46	31.25	50	51	63.54
All Grades	4	4	5.68	37	44	45.68	59	52	48.64

Conclusion based on Math data: The majority of students are not meeting standards in Communicating Mathematical Reasoning and Problem Solving/Data Analysis. Overall the majority of 6th grade students are not meeting standards in the area of Communication Mathematical Reasoning, Problem Solving/Data Analysis, and Applying Concepts and Procedures.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusion based on this data: School Climate and Pupil engagement is positive. English Language students are struggling overall.

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:

SCHOOL GOAL 1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

To provide equitable access to a well-rounded, standards-aligned curriculum, including the integration of digital literacy and citizenship, to ensure increased student achievement, and promote college and career readiness as measured by state and district assessments.

LEA GOAL:

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

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

Goal 3: By 2005-06 (2016-17), all students will be taught by highly qualified teachers.

Goal 5: All students will graduate from high school.

LCAP

Goal 1: To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.

Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

What data did you use to form this goal? SBAC, Dashboard, and Local Assessments	What were the findings from the analysis of this data? School needs more focus in the area of reading and writing for all grade levels specifically for EL students. In addition, 6 th grade students are struggling in Mathematical Reasoning, Problem Solving, and Appliation Concepts and Procedures	How will the school evaluate the progress of this goal? Analyze District Benchmark and grade level assessments on a consistent basis. Plan for intervention/re-teaching after each assessments. Where can a budget plan of the proposed expenditures for this goal be found? School office, SSC meeting agendas/minutes.
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STRATEGY: Grade level teams will implement cycle of assessments and conduct a data analyses in order to meet the needs of all students. AST will focus on modeling lesson for 6th grade teachers and assist with the implementation of best instructional practices.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	Object/Budget Code
1. Implement the use of supplemental resources such as but not limited to (iRead, ST Math, Accelerated Math, etc) to enhance and support all at risk students.	Principal and staff	Provide students with supplemental materials to support their learning by the start of the school year.	40,000 5,889	5800 4300
2. Grade Level Teams will create and analyze common formative assessments to monitor student progress, and to plan for intervention including Extended Day programs.	Principal and staff	Teams will meet about once a month to analyze student data and plan for intervention and discuss best practice.	27,997	1170
3. Provide at risk students, including Migrant students, with Extended Day programs using supplemental resources. In	Principal and staff	Provide after school tutoring during the school year based on student academic needs.	29,688	1170
4. AST will help reach goal related to a high quality education in areas of curriculum, instruction, intervention, and assessment. Necessary tools and supplies will	Principal and AST	AST will provide PD to teachers, conduct lesson studies, model lessons and strategies. AST will collaborate with other AST's and DO staff.	40,127	2490

be provided to AST to carry out essential duties.				
5. English Language Intervention Teacher (ELIT)	Principal and ELIT	ELIT will provide EL support to identified students	27,485	2490
6. Staff will participate in professional development to increase understanding of teaching, learning, assessment, best instructional practices, and professional learning communities.	Principal and Staff	Staff will be provided with PD in areas of best instructional practices, PLC, student engagement, safety, etc.	20,000 19,000	1170 5200
7. Create pathways for early College and Career Readiness at the elementary level.	Principal and Counselor	Provide students with opportunities to create interest in college and career. Prepare students for an early pathway to CC.	N/A	
8. Support student learning with the use of supplemental technology to improve academic learning during intervention, extended day, ASES for all subgroups in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking.	Principal and staff	Provide students with iPads, Chromebooks, headsets, etc to support their learning in intervention and extended day settings.	66,943	4200
9. Provide a Kinder Academy before the start of school year to prepare kids for transition to school.	Principal and Staff	Provide students with Kinder Academy in order to prepare them for social, academic, and school-wide programs.	2800	1170

SCHOOL GOAL 2: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

LEA Goals:

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

LCAP Goal:

Goal 4: Pupil engagement will improve through a safe learning environment and positive school climate

What data did you use to form this goal?
Dashboard (suspensions, attendance)

What were the findings from the analysis of this data?
A need for PBIS to continue with low suspension rates and disciplinary issues. A need for students to have a voice and leadership opportunities in order to increase attendance and student engagement.

How will the school evaluate the progress of this goal?
Implement Surveys, monitor attendance and referrals.

Where can a budget plan of the proposed expenditures for this goal be found? Office and SSC meeting agendas/minutes.

STRATEGY: Implement PBIS and student leadership programs. Continuously review practices, data, and district safety committee recommendations. Provide training to all staff on Social/Emotional well-being of students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	Budget Code
1. Implement positive behavior support *programs, character education, and/or student leadership programs such as, but not limited to, Character Counts, Leader in Me, and PBIS. Inclusive of PD for all stakeholders.	Principal and Staff	"Leader in Me" student leadership program will be provided for students during the year as well as character counts education. PD will be provided to staff in order to implement "Leader in Me" effectively. Students will learn Leadership Habits.	10,000 22,242	1170 5200

<p>2. School Counselor and/or Teachers will provide emotional and behavioral support to at risk students during Extended Day Programs.</p> <p>3. Promote attendance through student incentives and motivational programs.</p> <p>4. Promote a safe learning environment by providing training in the areas of social and emotional well-being, health, and safety to students, staff, and parents.</p> <p>5. Review and update School Safety Plan to provide a safe environment for all stakeholders.</p>	Counselor	Students will be supported with their emotional needs during the year by school counselor during Extended Day.	5500	1170
	Principal and staff	Provide students during the year with incentives to encourage them to attend school.	N/A	
	Principal and counselor	Provide student, staff, and parents with training throughout the year.	N/A	
	Principal	Review plan at staff meetings and SSC meetings.	N/A	

SCHOOL GOAL 3: PARENT INVOLVEMENT

Increase parent involvement and leverage parent involvement to directly support student learning as measured by surveys and participation.

LEA Goals:

Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

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

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

Goal 5: All students will graduate from high school

LCAP

Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

Goal 5: Increase parent involvement and leverage parent involvement to directly support student learning.

What data did you use to form this goal? Attendance percentages, SBAC and Local assessments.	What were the findings from the analysis of this data? Parent involvement needs to increase in order to help student attendance and academic performance to improve.	How will the school evaluate the progress of this goal? Progress will be monitored by surveys, feedback from parents, and parent attendance for school wide events. Where can a budget plan of the proposed expenditures for this goal be found? Office and SSC agenda/minutes.
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STRATEGY: Coordinate efforts to educate and empower parents so that they can directly support student learning. Ensure that Family Nights/Trainings are provided to parents.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	Budget Code
<p>1. Provide opportunities for families to participate in the classroom and school community.</p> <p>2. Provide Agendas to students as a tool for daily communication with parents. Communicate with parents via color paper flyers. Use postal stamps to mail parents.</p> <p>4. Provide Family Math/ELA Nights to parents, and provide day care.</p>	<p>Principal and staff</p> <p>Principal</p> <p>Principal and staff</p>	<p>Allow parents to observe classroom instruction, and participate in the learning process.</p> <p>Use agendas to communicate with parents about student assignments, objectives, and messages.</p> <p>Provide parents opportunities to learn and understand CCSS, strategies, etc. that students are learning about.</p>	<p>N/A</p> <p>2,500</p> <p>2,000</p>	<p></p> <p>4300</p> <p>1170</p>

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"/>

<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)	\$314,265	<input type="checkbox"/>
<input checked="" 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).	\$7,906	<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 ¹
<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		\$322,171	
Total amount of state and federal categorical funds allocated to this school		\$322,171	

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.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
Alejandro Avina		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Lizarraga		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Isela Gutierrez		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raul Ramirez		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alejandra Segura		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Duarte		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ana Lorena Martinez		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Yee		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emmanuel Quirino		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alejandro Ambriz		<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"/>
Numbers of members in each category		1	3	1	5	0

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 _____ 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 (Leadership Team)

_____ 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: 4-10-19.

Attested:

Alejandro Quiñe
Typed name of School Principal

[Signature]
Signature of School Principal

4-10-19
Date

Maria Duarte
Typed name of SSC Chairperson

Maria M-Duarte
Signature of SSC Chairperson

4-10-19
Date

Single Plan for Student Achievement Annual Evaluation

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
Leader in Me implementation
Extended Day Program
Professional Development and Data Analysis
- Identify the major expenditures supporting these priorities.
Salaries

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

Use of AST for PD and lesson demonstrations up to December 2018. (After January 2019 the school had no AST)

Implementation of software such as ST Math, iRead, and Accelerated Math.

Grade Level Teams met to analyze data and plan for intervention.

Extended Day programs were provided to identified students.

Agendas were used to communicate with parents.

PBIS was implemented with ASES students by school counselor.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year? Family Math/ELA Nights were not implemented.
 - Identify barriers to full or timely implementation of the strategies identified above. There was a higher need to have a Family event for the Leader in Me initiative.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Analysis of instruction and data. Planning with teams.
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion? The impact of not having Parent Nights was less significant than not having a Parent event for the Leader in Me.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement? AST had a positive impact on classroom instruction specifically with the "Socratic Seminars". This was evident by principal by means of Classroom Observations. ELIT had a positive impact; target students had a significant growth.
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. All activities and strategies were effective.
 - o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - o Based on the analysis of this practice, would you recommend:
 - Continuing it with the following modifications:

Involvement/Governance

- How was the SSC involved in development of the plan? SSC had input on the SPSA. It was reviewed and monitored on an ongoing basis.
- How were advisory committees involved in providing advice to the SSC? Leadership Team provided input and recommendations.
- How was the plan monitored during the school year? By SSC and Principal.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? Increase attendance at Title 1 meetings.

Outcomes		
<ul style="list-style-type: none">• Identify any goals in the current SPSA that were met. Goal 1		

- Identify any goals in the current SPSA that were met.
Goal 1