

# The Single Plan for Student Achievement

**School:** Horace Cureton Elementary School  
**CDS Code:** 43-69369-6046189  
**District:** Alum Rock Union Elementary School District  
**Principal:** Le Tran  
**Revision Date:** September 15, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on December 8, 2016.**

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## School Vision and Mission

### Horace Cureton Elementary School's Vision and Mission Statements

#### Mission Statement

At Horace Cureton Elementary School we recognize the importance of developing meaningful relationships, providing rigorous instruction, and nurturing resilience. Discovery and Endeavor small learning communities will continue to improve, inspire, and innovate in order to ensure all students achieve proficiency through:

- Personalization of education
- Leadership development opportunities for students, families, and teachers
- Effective interventions
- Increased opportunities for exploration in technology, art, science, and social studies
- Strong relationships among stakeholders, including students, teachers, families, and community members

## School Profile

Horace A. Cureton Elementary School is one of 24 schools in the Alum Rock Union School District located in San Jose, CA. Horace A. Cureton Elementary is a Title I School, which means that the Federal Government provides 100% free school lunches for our students. A significant number of our students come from families that are socioeconomically disadvantaged. 38% of our students are English Language Learners.

We are a Visual and Performing Arts focused school, with students participating in choir, band, musical performances and art related instruction

to enhance the core curricular areas. We have strengthened our two small learning communities at Cureton. Discovery small learning community is comprised of students in grades K-2, and Endeavor small learning community is comprised of students in grades 3-5. The small learning communities allow us to personalize education and strengthen the meaningful relationships we seek to develop with all students.

Staff and students actively participate with parents and the community through school parent volunteers, parent workshops, academic nights for parents, School Site Council, fundraising, and through our partnerships with Kidango and City Year. Parents and the community are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration.

#### Student Ethnic Distribution:

Hispanic: 84%

Asian: 6%

Native American: 1%

White: 2%

African American: 1%

Pacific Islander: 3%

Other: 3%

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our students, parents, and teachers are provided with a quarterly survey. The purpose of the survey is to determine areas of needs based on the input of all stakeholders. Each survey is listed on our school website. At the end of the year, parents are also provided with an LCAP survey. The purpose of the survey is to get input from parents on how our school should spend the LCAP funds.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur weekly. At the beginning of the year, the school staff targets a focus area and determines a high leverage area in which all observations will focus on. Once that is established, informal observations occur every week. Data is then collected and shared with the staff.

Formal classroom observations occur twice a year. One observation is informal and the other is formal. The summary found during these observations are applied to each teacher's evaluation process.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC, CELDT, and local assessments are analyzed during grade level collaboration. Teachers along with the instructional coach and principal determine areas of focus which gets tracked once a month. Once an area of focus is determined, best practices are discussed in order to improve the focus area. This year, our focus area is in reading. We are focusing on using small group reading instruction to differentiate and provide students with the skills they need to progress.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

A graphic organizer is used during our monthly grade level collaboration to determine how each focus area is improving. We use iReady, Benchmark Leveled Screeners and the Benchmark Performance Tasks to track on going curriculum embedded assessments data to modify our instruction.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

At Cureton, we hold 35 meetings a year. Each staff meeting provides teachers with professional development that target each of our Theory of Action goals. We hold professional development on small group instruction to increase student's critical thinking abilities. We hold professional development on technology to prepare teachers in supporting our students in becoming 21st century learners. We also provide professional development in Structured Oral Language Practice to improve our English Learners development of academic language.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All 20 of our teachers are credentialed. All teachers have access to instructional materials and training provided at the school site as well as through the district office's curriculum and instruction department.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development at our school site relates to a content standard. Student performance is what determines the topic of our professional developments. Last but not least, based on professional needs, professional development is designed to differentiate and support staff with their professional goals.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Once a month, the instructional coach meets with the grade level to provide best practices and facilitates grade level collaboration in order to support grade level goals using data. Quarterly, the instructional coach meets with grade level teams to provide collaboration time in backwards mapping and data analysis. At every Tuesday staff meeting, professional development is provided focusing on our school goals. Teachers also receive regular coaching from the instructional coach on a needs basis.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is given once a month for one hour and thirty minutes. It is also given quarterly for the entire day for a deep dive into the curriculum. Various Tuesdays throughout the year are also given to teachers as time for collaboration instead of a staff meeting.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our English Language Arts Curriculum through Benchmark provides alignment to content and performance standards. The math curriculum, EnVision, is also aligned to content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our TK-5 teachers adhere to the recommended instructional minutes for language arts and math based on the lesson plans that are provided to the principal weekly.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The pacing schedule suggested by the district is followed and provides appropriate and sufficient amount of time for teachers to provide intervention in small group settings.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The English Language Arts and Math curriculum provide materials in varying levels to support all student groups growth.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core courses are aligned to instructional materials and intervention materials provided by the Benchmark and EnVision curriculum.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Small group interventions throughout the day based on the Benchmark curriculum provide students who are underperforming to meet standards by accessing the teacher in a focused small group setting.

#### 14. Research-based educational practices to raise student achievement

Teachers use blended learning and small group settings to help raise student achievement. Teachers also use gradual release and structured student talk in order to develop student's achievement.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The parents at Cureton are highly involved and invested in helping to ensure all students achieve. Our parents participate in the Los Dichos program which brings the importance of bilingualism into our schools. This program enhances our students development of language which assists the under-achieving students. The Los Dichos program also teaches students a moral lesson each month which becomes very motivating to students.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders provide input during Cureton's School Site Council which informs the school on how best to spend our Title 1 funds. Their input has helped students to perform and achieve their goals.

### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Under the categorical funds, our school has funded a resource teacher to help teachers by providing them with resources and materials to effectively use the common core curriculum. We also fund Little Heroes which is a program that promotes student leadership at recess and lunch. Categorical funds have also been spent on accessing substitute teachers so that our teachers receive three full release days a year in order to map out their lessons.

#### 18. Fiscal support (EPC)

The District provides Cureton with the budgets for discretionary funding at the site as well as the categorical dollars for the School Site Council to plan and develop opportunities to meet the needs for student achievement.

## **Description of Barriers and Related School Goals**

At Horace Cureton Elementary School we recognize the importance of developing meaningful relationships, providing rigorous instruction, and nurturing resilience. We believe that every student that comes onto our campus deserves to have a quality education. We provide strategic support for our students who are below grade level in math and language arts. Because the number of students who need these services are high, we have structured our curriculum to provide small group intervention settings. This means that teachers have to have time to collaborate by grade level and backwards map. We have also provided our teachers with three full release days to prepare to teach the Common Core State Standards.

Our funding has been implemented to support our teachers professional development and by providing out teachers with more time to collaborate and focus on improving student achievement. During these full release days, our students data will be closely

monitored and evaluated. An Instructional Coach and additional technology will also be provided as a means to close the achievement gap for all students.



## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	97	81	76	97	79	76	96	79	76	100	97.5	100
Grade 4	90	94	70	87	91	68	87	91	68	96.7	96.8	97.1
Grade 5	79	94	84	78	94	82	78	94	82	98.7	100	97.6
All Grades	266	269	230	262	264	226	261	264	226	98.5	98.1	98.3

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2388.5	2395.4	2405.5	15	18.99	15.79	18	20.25	21.05	25	22.78	28.95	43	37.97	34.21
Grade 4	2456.0	2412.2	2429.8	17	8.79	14.71	25	15.38	17.65	24	21.98	25.00	33	53.85	42.65
Grade 5	2453.6	2466.3	2476.5	9	13.83	12.20	31	24.47	26.83	21	22.34	26.83	40	39.36	34.15
All Grades	N/A	N/A	N/A	14	13.64	14.16	24	20.08	22.12	23	22.35	26.99	39	43.94	36.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.19	10.53	41	39.24	47.37	49	45.57	42.11
Grade 4	15	9.89	17.65	45	38.46	39.71	40	51.65	42.65
Grade 5	13	12.77	18.29	42	46.81	45.12	45	40.43	36.59
All Grades	13	12.50	15.49	43	41.67	44.25	45	45.83	40.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	32.91	25.00	46	31.65	38.16	42	35.44	36.84
Grade 4	26	10.99	10.29	46	42.86	52.94	28	46.15	36.76
Grade 5	17	25.53	21.95	36	36.17	42.68	47	38.30	35.37
All Grades	18	22.73	19.47	43	37.12	44.25	39	40.15	36.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	5.06	14.47	63	59.49	64.47	28	35.44	21.05
Grade 4	10	5.49	8.82	68	56.04	61.76	22	38.46	29.41
Grade 5	6	11.70	10.98	55	60.64	69.51	38	27.66	19.51
All Grades	9	7.58	11.50	62	58.71	65.49	29	33.71	23.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	17.72	19.74	49	48.10	56.58	32	34.18	23.68
Grade 4	21	9.89	16.18	64	48.35	47.06	15	41.76	36.76
Grade 5	26	20.21	13.41	42	41.49	57.32	32	38.30	29.27
All Grades	21	15.91	16.37	52	45.83	53.98	26	38.26	29.65

**Conclusions based on this data:**

1. Majority of the 3rd, 4th, and 5th grade students at Cureton Elementary at 'At or Near Standard' in the domains
2. There has been growth from 16-17 to 17-18
3. 4th grade has the largest growth from 16-17 to 17-18

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	97	81	76	96	79	76	96	79	76	99	97.5	100
Grade 4	90	95	70	89	95	68	89	95	68	98.9	100	97.1
Grade 5	79	96	84	79	96	82	79	96	82	100	100	97.6
All Grades	266	272	230	264	270	226	264	270	226	99.2	99.3	98.3

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2374.9	2403.0	2392.1	5	20.25	6.58	11	17.72	25.00	34	18.99	31.58	49	43.04	36.84
Grade 4	2430.7	2425.5	2450.7	7	4.21	17.65	18	14.74	19.12	35	40.00	33.82	40	41.05	29.41
Grade 5	2432.0	2466.5	2448.0	6	14.58	4.88	9	7.29	8.54	25	29.17	37.80	59	48.96	48.78
All Grades	N/A	N/A	N/A	6	12.59	9.29	13	12.96	17.26	32	30.00	34.51	49	44.44	38.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	17-18
Grade 3	10	32.91	14.47	29	18.99	42.11	60	48.10	43.42	
Grade 4	15	7.37	29.41	19	31.58	26.47	66	61.05	44.12	
Grade 5	6	16.67	6.10	27	22.92	26.83	67	60.42	67.07	
All Grades	11	18.15	15.93	25	24.81	31.86	64	57.04	52.21	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	24.05	11.84	42	36.71	48.68	49	39.24	39.47
Grade 4	12	10.53	14.71	35	41.05	39.71	53	48.42	45.59
Grade 5	9	15.63	6.10	29	33.33	43.90	62	51.04	50.00
All Grades	10	16.30	10.62	36	37.04	44.25	54	46.67	45.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	22.78	13.16	49	53.16	52.63	41	24.05	34.21
Grade 4	16	7.37	20.59	45	38.95	50.00	39	53.68	29.41
Grade 5	5	12.50	7.32	38	44.79	45.12	57	42.71	47.56
All Grades	11	13.70	13.27	44	45.19	49.12	45	41.11	37.61

**Conclusions based on this data:**

1. At Cureton, majority of the 3rd, 4th, and 5th grade students struggle in "Problem Solving & Modeling/Data Analysis"
2. In 3rd, 4th, and 5th grade, there shows to be a very slight increase in overall math achievement
3. There is an increase in each domain from 2016-2017 to 2017-2018

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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 student performance 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:

<b>SUBJECT: English Language Arts and Mathematics</b>
<b>LEA GOAL:</b>
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
<b>SCHOOL GOAL #1:</b>
Using 2018-2019 ELA and Math iReady baseline data, our students will grow in proficiency by 50%.
<b>Data Used to Form this Goal:</b>
What data did you use to form this goal?  2018 local assessments disaggregated by: <ul style="list-style-type: none"><li>• Ethnicity</li><li>• Socioeconomic Status</li><li>• Special Needs</li><li>• English Proficiency</li></ul>
<b>Findings from the Analysis of this Data:</b>
What were the findings from the analysis of this data? Significant subgroups continue to underperform. There is a need for more PD around best practices and data analysis that focuses on key subgroups. There is a need for small group reading instruction to ensure that our students are able to read on grade level. There is a need for PD on how to support EL students during math instruction. There is also a need for ongoing data analysis and grade level collaboration around re-teaching key standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
How will the school evaluate the progress of this goal? Local benchmark assessments to measure progress towards grade-level proficiency.

**Strategy #1:**

Involve parents and community in promoting and teaching ELA and Math skills both in and out of school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education opportunities to enhance parent involvement in the development of their students' literacy and math skills (Family Literacy Night, Grade Level Parent Workshops, Science Fair, Principal Coffees, positive discipline classes).	Calendar Parent Events – August 2018 Develop Culture Committee (Posters, advertisement, organization) – August 2018 Inform parents – August 2018-June 2019	ILT (Instructional Leadership Team)  Community Liaison - Maria Patino				
Email monthly, translated newsletters to inform parents about the curricular programs and to communicate techniques for further development of student literacy and math skills.	8/18-6/19	Principal & Administrative Assistant				
Increase parent knowledge and involvement in student academic progress in reading language arts and math through parent/teacher conferences, report cards, quarterly progress reports, and school wide parent meetings (SSC, PTA, Principal Chats and ELAC), and home visits.	Schedule and hold meetings 8/18-6/19	Principal and Teachers				
Aid in the transition into Kindergarten through parent information packets during registration and parent information workshops.	Create information packets Send home packets with registrations April-June 2019 Hold parent meetings prior to start of school – Aug 2018	Principal and Teachers	Cost of materials/packets	4000-4999: Books And Supplies	Supplemental/Concentration	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide written notification in multiple languages (English, Spanish, Vietnamese) of PI status and parent rights.	Notification developed and sent out by District - September	LEA and Principal	District Funded			

**Strategy #2:**

Implement local comprehensive assessments In K-5 and ongoing analysis of data to drive instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer ELA and Math iReady and Benchmark assessments, Language! Live, Read Well, EnVision Assessments and corresponding regular analysis of data	9/18-6/19	Instructional Coach, Teachers, Principal				
Administer leveled screener and math performance tasks assessments to all students in grades K-5 and corresponding regular analysis of data	October, January, March, June 2018-2019	Instructional Coach, Teachers				
Chart student progress using our language arts and math assessment data tracker	9/18-6/19	Instructional Coach, Teachers, Principal				
Develop quarterly language arts and math ROCI goals based on current ELA and math assessment data to present during Grade Level Collaborations	9/18-6/19	Teachers, Instructional Coach				
Provide intervention for targeted students in ELA (City Year)	Oct-May 2018	Principal, Instructional Coach, Teacher, City Year	No cost. District funded			
Provide Instructional Coach to support data analysis and collaboration.	Aug-June 2019	Principal, Instructional Coach				



**Strategy #3:**

Provide ongoing staff development around ELA CCSS, Math CCSS and best practices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development in literacy, Guided Reading, Benchmark Curriculum, and EnVision Curriculum to teachers. Topics will include reading strategies, teaching strategies, small group reading instruction, motivating low-level students, accelerating students, best practices, differentiated instruction, and other areas as determined by the staff.	Ongoing 8/2018-6/2019	Instructional Coach & Principal	Materials & Supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	300.00
			Materials & Supplies	4000-4999: Books And Supplies	Title I	552.03
Train teachers in small-group instruction -- differentiated instruction (blended learning), during staff meetings.	Ongoing 8/2018-6/2019	Instructional Coach & Principal	Materials & Supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	300.00
Provide additional staff development in reading to include topics such as reading strategies, teaching strategies, motivating low-level students, accelerating students, best practices, differentiated instruction, literature circles, guided reading and other areas as determined by the staff	Ongoing 8/2018-6/2019	Instructional Coach, Teachers, Principal	Materials & Supplies	4000-4999: Books And Supplies	Supplemental/Conce ntration	300.00
			Materials & Supplies	4000-4999: Books And Supplies	Title I	3,000.00
Provide 90 minute grade level collaboration to analyze data, develop assessment wall, review student work, and develop instructional plans and goals for student performance.	2 grade levels/per week from Aug-June	Instructional Coach, ILT, Teachers, Principal	Materials & Supplies	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Supplemental/Conce ntration	800
Utilize copies of Teach Like a Champion, to provide focused professional development in language arts.	Once/month Aug-June	Instructional Coach	Technology equipment	4000-4999: Books And Supplies	Title I	800.00
		Principal	No cost (copies of books previously purchased)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand use of computer-based educational programs (iReady, MobyMax, Google Classroom) with additional training and technology.  Provide Resource Teacher to support instructional program and teachers.	Ongoing  Aug-June 2017	Principal	Instructional Coach Salary	1000-1999: Certificated Personnel Salaries	Title I	26,170.00
			Instructional Coach - benefits	3000-3999: Benefits	Title I	9,334.00

#### Strategy #4:

Provide teacher with time to collaborate during three full release days to backwards maps the curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support teachers by providing collaboration and backwards mapping time to prepare an effective curriculum	October 2018, January 2019, March 2019	Principal and Instructional Coach	Cost for Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	8,000.00
			Substitute - benefits	3000-3999: Benefits	Title I	1,670.00
			Instructional Coach Salary. See Strategy #3			
			Instructional Coach Benefits. See Strategy #3			
			Cost for substitute teachers	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	4,000.00
			Substitute benefits	3000-3999: Benefits	Supplemental/Conce ntration	613.00

#### Strategy #5:

Targeted Interventions Afterschool

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guided Reading Interventions provided by Book Nook to move students to grade level in reading	November 2018-June 2019	Book Nook Tutors, Principal	Book Nook Intervention. Contracted Service	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	2,000.00
				1000-1999: Certificated Personnel Salaries		1,000.00
Teacher Interventions targeted towards math for students afterschool	January 2019-April 2019	Teachers, Principal, Instructional Coach	Teachers will provide intense intervention targeted in math for students in an afterschool setting	4000-4999: Books And Supplies	Supplemental/Concentration	

**Strategy #6:**

Provide Supplemental Resources to support ELA and Math curriculum

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading A to Z to increase ELA reading	8/18-6/19	Principal, Teacher	Teachers will provide students with Scholastic News weekly to prepare them on informational text	4000-4999: Books And Supplies	Supplemental/Concentration	1200.00
Moby Max online tool will provide support in ELA and Math as used in blended learning	8/18-6/19	Principal, Teacher	Teachers will use MobyMax as one of the stations during their blended learning time.	4000-4999: Books And Supplies	Supplemental/Concentration	500.00
Replacement promethean board bulbs and technology parts to ensure lessons are displayed and visually legible to students	8/18-6/19	Principal	Replacement parts for technology	4000-4999: Books And Supplies	Supplemental/Concentration	5,000.00
Copy Machine Lease for teachers to make copies of supplemental materials for the curriculum	8/18-6/19	Principal, Teachers	Copy Machine Lease needed to make copies of the curriculum materials for all students	4000-4999: Books And Supplies	Title I	2357.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers are allotted a budget to purchase supplemental materials and general supplies for students	8/18-6/19	Principal, teachers	Teachers will provide general and supplemental supplies for all students needed to access the curriculum	4000-4999: Books And Supplies	Supplemental/Conce ntration	4487

## Planned Improvements in Student Performance

### School Goal #2

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 student performance 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
English Learners will have the required skills to reach grade level standards/proficiency.
<b>SCHOOL GOAL #2:</b>
Using 2018-2019 ELPAC Data, 33% of our English Language population will be redesignated after receiving Designated ELD every day for 30 minutes.
<b>Data Used to Form this Goal:</b>
2017 and 2018 ELPAC data disaggregated by: <ul style="list-style-type: none"><li>• Ethnicity</li><li>• Socioeconomic Status</li><li>• Special Needs</li><li>• English Proficiency</li></ul>
<b>Findings from the Analysis of this Data:</b>
In 2017, the ELPAC Reclassification Criteria used local assessments to determine RFEP. There is a need to focus on key subgroups: Hispanic/Latino and socioeconomically disadvantaged.
<b>How the School will Evaluate the Progress of this Goal:</b>
Disaggregate local assessment by English Learners to monitor growth and the achievement gap.

  

<b>Strategy #1:</b>
Involve parents and community in supporting and understanding language growth as it pertains to the CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to parents in regards to what the ELPAC test is, how to look at the ELPAC data, and discuss strategies that parents can use to help students at home.	8/18-6/19	Principal	Provide information to parents during ELAC meeting and Coffee with the Principal meetings. No cost			
Parents and community will understand what level their students are and how to help their students move towards passing the ELPAC	8/18-6/19	Principal	Provide parents/community with their child's CELDT data and provide parents/community with information about how to help their child.			

#### Strategy #2:

Provide teachers with professional development in the ELPAC assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Release Time for teachers to understand how to unpack the ELD Standards	11/18-4/19	Instructional Coach, Principal	Teachers will learn about the major ELD standards in their grade level and how to unpack the standards.			
Provide Full Release Days for teacher to create a scope and sequence of their ELD lessons for the year	12/18-1/19	Instructional Coach, Principal	Teachers will have time to break apart the key standards in their grade level to plan our their lessons			
Teachers will be trained on Advance ALL	8/18-6/19	Instructional Coach, Principal	Teachers will receive training on the Advance ALL curriculum. No Cost.			

#### Strategy #3:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #3

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 student performance 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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
<b>SCHOOL GOAL #3:</b>
Using 2018-2019 survey data, 100% of all Cureton stakeholders will feel safe and welcomed at Cureton.
<b>Data Used to Form this Goal:</b>
Climate surveys from staff, students, and parents Discipline referral data Suspension data Completion of campus work orders 2017-2018 Safety Plan
<b>Findings from the Analysis of this Data:</b>
Disruptive behavior and unclear safety drill procedures negatively impact learning and safety.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will monitor the data collected from a safety survey that will be sent out at the beginning, middle, and end of the year.

<b>Strategy #1:</b>
Create a safe and welcoming school environment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a safety survey to all stakeholders at the beginning, middle, and end of the year. Utilize monthly parent meetings to discuss ways to improve school climate	Calendar and hold monthly meetings – Aug 2018	Instructional Coach, Principal, Teachers				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a PBIS team to create plans that will help school feel safer  Hold monthly safety meetings to review Safety Plan  Calendar Monthly safety drills	8/18-6/19	Principal, PBIS Team	District funding			
Student Council will provide leadership opportunities for students	8/18-6/19	Principal, Community Liaison, Teachers	Student Council will provide leadership opportunities around school	4000-4999: Books And Supplies	Supplemental/Conce ntration	3000.00
Provide musical production after school. Students will then perform two times within the year to bring the community together.	10/18-6/19	Principal, The Audacity, Community Liaison	Contracted Services through the Audacity. They will provide a rehearsals on Monday-Wednesdays for two hours. They will have two musical productions in the year.	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000
Playground safety will be monitored by the Little Heroes coach. There will be game time during the day for 30 minutes every other week to teach students the various games at recess. Recess games will then be monitored by the Little Heroes Coach.	8/18-6/19	Principal, Little Heroes	Contracted Services through Little Heroes	5800: Professional/Consulting Services And Operating Expenditures	Title I	14,000.00
			Contracted Services through Little Heroes	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Conce ntration	13,000.00

#### Strategy #2:

Track discipline referrals to identify common themes and put preventative measures in place

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Referrals will be tracked on google sheets and data will be presented during staff meetings	Monthly updates at PBIS Staff Meetings	Principal, Instructional Coach, PBIS Team				
Provide PD on classroom management to Teachers during staff meetings and grade level collaborations	Monthly at PBIS Staff meetings	Principal, Instructional Coach				
Provide Instructional Coach to support with classroom climates	Aug-June 2019	Principal, Instructional Coach	(noted on Goal #1 Strategy #3)			

### Strategy #3:

Ensure that all classrooms are meeting students' learning needs and engaging all students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure that all IEPs are current and reflect the least restrictive environment for each child with disability.	August-June 2019	Principal, Special Ed Teachers, RSP Teacher, Psychologists				
Model Community Circles during staff meeting to increase relationship building	Ongoing PD at all staff meetings – Aug-June	Principal, Instructional Coach				
Breathing techniques that reduce stress, anxiety, aggression, and other negative emotions will be taught throughout the year in all 3rd-5th grade classrooms	October - June 2019	Principal, YES! Program, Teachers	Contracted Service through IAHV organization	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	2500
Teachers will be provided with necessary tools to help reduce challenging behaviors in the classroom. This includes seat cushions, visual timers, wobble seats, etc.	8/18-6/19	Principal, Teachers	Various tools to help reduce challenging behaviors	4000-4999: Books And Supplies	Title I	2,000.00

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #4

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 student performance 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:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
<b>SCHOOL GOAL #4:</b>
All Cureton Stakeholders will be provided with opportunities to learn about how to support student achievement.
<b>Data Used to Form this Goal:</b>
Number of attendees to school site meetings and events
<b>Findings from the Analysis of this Data:</b>
Students with disabilities are chronically underperforming, especially in ELA.
<b>How the School will Evaluate the Progress of this Goal:</b>
Comparison of 2017 and 2018 local benchmark assessments.

<b>Strategy #1:</b>
Involve parents and community in supporting students at school and home.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education nights to enhance parent involvement in the development of their student literacy and math skills (Literacy, Science Fair, Community Day)	August-June 2019	Principal,				
Send e-newsletters home to inform parents about the curricular programs and to communicate techniques for further development of student literacy and math skills.	At minimum each quarter – October, January, March, June	Teachers, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase parent knowledge and involvement in student academic progress in reading language arts and math through parent/teacher conferences, report cards, quarterly progress reports, and school wide parent meetings (SSC, PTA, Principal Chats and ELAC), and home visits	Calendar events – Aug Hold monthly community events – Sept-May	Culture Committee, Principal, Teachers	Materials & Supplies	4000-4999: Books And Supplies	Title I	300

#### Strategy #2:

Provide opportunities for parents and community to be involved in the school through volunteerism or through attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will retain Spanish culture by reading Spanish books to students in classrooms every month	September-June 2019	Teachers, Principal, Community Liaison				
Student of the Month Assemblies Every Month	Monthly	Teachers, Principal				
Parent Event Committee will plan the February Formal Parent/Child Dance	12/18-2/19	Principal, Parents, Teachers	Cost of decorations for the event	4000-4999: Books And Supplies	Supplemental/Concentration	
Parent Tea Celebration	June 2019	Principal, Teachers	Cost of decorations for the event	4000-4999: Books And Supplies	Supplemental/Concentration	
Promote all events through social media and through flyers	8/18-6/19	Principal, Community Liaison	Cost of flyers	4000-4999: Books And Supplies	Supplemental/Concentration	

#### Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #5

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



Planned Improvements in Student Performance

School Goal #6

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #3:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #5:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Strategy #6:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

### School Goal #7

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

### School Goal #8

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

<b>Strategy #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<b>Strategy #6:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics</b>
<b>SCHOOL GOAL #1:</b>
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2018-June 2019	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2018-June 2019	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2018-June 2019	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2018-June 2019	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners</b>
<b>SCHOOL GOAL #2:</b>
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2018-June 2019	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2018-June 2019	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2018-June 2019	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	74,983.03	0.00
Supplemental/Concentration	37,600.00	0.00

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	4,000.00
3000-3999: Benefits	Supplemental/Concentration	613.00
4000-4999: Books And Supplies	Supplemental/Concentration	15,487.00
5800: Professional/Consulting Services And	Supplemental/Concentration	17,500.00
1000-1999: Certificated Personnel Salaries	Title I	35,170.00
3000-3999: Benefits	Title I	11,004.00
4000-4999: Books And Supplies	Title I	9,809.03
5800: Professional/Consulting Services And	Title I	19,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	37,600.00
Title I	74,983.03

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	39,170.00
3000-3999: Benefits	11,617.00
4000-4999: Books And Supplies	25,296.03
5800: Professional/Consulting Services And Operating	36,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,783.03
Goal 3	39,500.00
Goal 4	300.00

## 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Le Tran	X				
Maria Lovdahl			X		
Arlene Illa		X			
Tomasita Alvarado		X			
Anessa Amer		X			
Claudia Ortega				X	
Araceli Ortiz				X	
Guadalupe Arciga				X	
Diana Regalado				X	
Bobby Vargas				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 2, 2018.

Attested:

Le Tran

\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Claudia Ortega

\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date