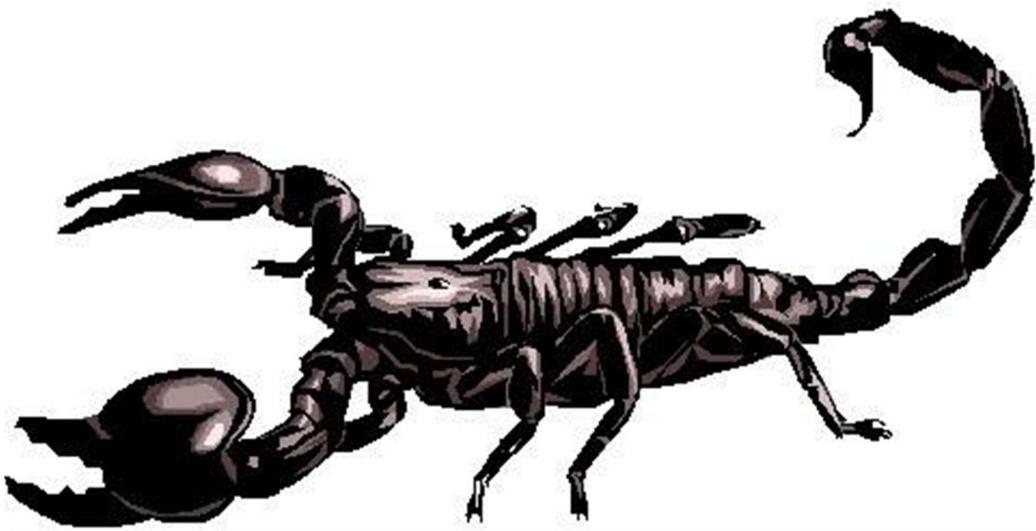


Single Plan for Student Achievement

Desert Valley High School
“Model Continuation High School”

**Brawley Union High School
District**



School: Desert Valley High School

District: Brawley Union High School District

County-District School (CDS) Code: 13-63081-1331404

Principal: Antonio Munguia

Date of this revision: August 2016

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: Antonio Munguia

Position: Principal

Telephone Number: (760) 312-5110

Address: 480 N. Imperial Ave., Brawley, CA 92227

E-mail Address: tmunguia@brawleyhigh.org

The District Governing Board approved this revision of the SPSA on 9/14/16

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Desert Valley High School – School Information

Total Certificated Staff 10 Average Enrollment (Previous Year) 177
 P2 (Previous Year) 167 Percentage 94.4 %

Administrators 1 Counselors 1 Staff 0
 Support Staff 2 Teachers 8

Student-teacher staffing ratio (Enter Numbers)

Students 177 to Teachers 8

Number of Students Who:

Graduated from school in 2015–16 64
 Returned to traditional high school 26 (All graduated)
 Transferred to other alternative program 9 (Five graduated – Adult Education)

Basis for Credit: (✓) Check All That Apply

Seat time Productive hours Competency

Credits required to graduate from continuation high school 220

Credits required to graduate from traditional high school 220

Percentage of Students Who Were:

Involuntary transfers to the school in 2015–16 0 %

Percentage of district students enrolled
 in continuation education schools 10 %

School Ethnicity: Data Provided to California Basic Educational Data System for 2015–16

African American	<u>1</u>	Hispanic	<u>168</u>
American Indian or Alaska Native	_____	Pacific Islander	_____
Asian	_____	White, not Hispanic	<u>9</u>
Filipino	_____	Multiple or no Response	_____

G. State Assessments Utilized: (✓) Check All That Apply

CST CAPA _____ CELDT SBAC

H. Other Assessments Utilized: (✓) Check All That Apply

PSAT SAT CHSPE ASVAB

I. WASC Information

Date WASC Granted 6/2011 Number of Years Accredited 6

J. Number of 2015–16 students concurrently enrolled or participating in each of the following:

Traditional High School	<u>2</u>	Community Service	<u>164</u>
Adult Education	<u>5</u>	Community College	<u>6</u>
ROP/C	<u>57</u>	Work Experience	<u>37</u>
Independent Study	<u>5</u>	Other (indicate)	_____



California Assessment of
Student Performance and Progress

2015-2016 Desert Valley Results

ELA	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	490	378	110
Standard Exceeded	9%	12%	1%
Standard Met	27%	29%	20%
Standard Nearly Met	34%	34%	31%
Standard Not Met	30%	24%	48%
Mean Scale Score	2546.9	2560	2503

MATH	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	494	382	110
Standard Exceeded	2%	3%	0%
Standard Met	13%	17%	0%
Standard Nearly Met	24%	28%	11%
Standard Not Met	61%	52%	89%
Mean Scale Score	2516.3	2535.9	2450.6

ELA	English Learners			Fluent-English Proficient & Eng Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	114	80	34	392	310	80
# tested	104	73	31	386	305	79
Standard Exceeded	1%	1%	0%	12%	14%	1%
Standard Met	12%	14%	6%	31%	33%	25%
Standard Nearly Met	29%	36%	13%	35%	34%	38%
Standard Not Met	59%	49%	81%	22%	18%	35%
Mean Scale Score	2483.3	2495.5	2454.7	2564	2575.5	2522

MATH	English Learners			Fluent-English Proficient & Eng Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	114	80	34	392	310	80
# tested	107	76	31	386	305	79
Standard Exceeded	0%	0%	0%	3%	4%	0%
Standard Met	2%	3%	0%	16%	21%	0%
Standard Nearly Met	11%	15%	3%	27%	30%	14%
Standard Not Met	87%	83%	97%	54%	45%	86%
Mean Scale Score	2453.1	2469.4	2413.5	2533.6	2552.2	2465.1

ELA	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	226	264	191	187	34	76
Standard Exceeded	11%	8%	13%	11%	0%	1%
Standard Met	30%	25%	31%	27%	24%	18%
Standard Nearly Met	40%	28%	41%	28%	32%	30%
Standard Not Met	19%	39%	15%	34%	44%	50%
Mean Scale Score	2566.2	2530.4	2576.1	2543.6	2510.4	2499.8

MATH	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	228	266	193	189	34	76
Standard Exceeded	1%	3%	2	5%	0%	0%
Standard Met	11%	15%	14	21%	0%	0%
Standard Nearly Met	30%	19%	33	22%	9%	12%
Standard Not Met	58%	63%	52	53%	91%	88%
Mean Scale Score	2519.9	2513.2	2535.4	2536.4	2432.7	2458.6

ELA	2016-17		2015-16	
	District	DVHS	District	DVHS
# of students enrolled	508	114	442	112
# tested	490	110	417	92
Standard Exceeded	9%	1%	6%	1%
Standard Met	27%	20%	24%	12%
Standard Nearly Met	34%	31%	37%	35%
Standard Not Met	30%	48%	33%	51%
Mean Scale Score	2546.9	2503	2534.7	2495.1

MATH	2016-17		2015-16	
	District	DVHS	District	DVHS
# of students enrolled	508	114	442	112
# tested	494	110	406	95
Standard Exceeded	2%	0%	2%	0%
Standard Met	13%	0%	11%	0%
Standard Nearly Met	24%	11%	32%	33%
Standard Not Met	61%	89%	55%	67%
Mean Scale Score	2516.3	2450.6	2522.9	2458.3

Cohort Graduation Rate Five Years of Data

District	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	13-14 vs 14-15 difference
State of California	77.1	78.9	80.4	81	82.3	1.3
Imperial County	83.8	82.8	83.1	82	85	3
Brawley Union High School District	87.7	89.3	93	93	96	3
Brawley Union High School	91	92.6	96.5	96.7	97.8	1.1
<i>Desert Valley High School</i>	<u>76</u>	<u>75.6</u>	<u>75</u>	<u>72.7</u>	<u>86.7</u>	<u>14</u>

Source: DataQuest

Graduation Rate

The graduation rate indicates the percent of students who started in grade 9 and met all of the requirements for graduation in four years

Cohort Dropout Rate Five Years of Data

A Negative
Number is a good
thing

District	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Difference
California-Statewide	14.7	13.1	11.4	11.5	10.7	-3.2
Imperial County- County Wide	9.4	9.6	9.0	9.3	7.7	-0.1
Brawley Union High School District	10.3	8.2	5.9	5.4	2.9	-2.5
Brawley Union High School	8.2	6.5	3.5	3.3	1.9	-1.4
<i>Desert Valley High School</i>	<i>17.3</i>	<i>15.4</i>	<i>18.1</i>	<i>16.7</i>	<i>8.0</i>	<i>-8.7</i>

Source: DataQuest

Suspension Rates 4 Years of Data

A Negative
Number is a good
thing

Name of District	2011-2012	2012-2013	2013-2014	2014-2015	Difference
Brawley Union High School District	13.3	11.3	9.4	6.8	-2.6
Brawley Union High School	12.5	10	8.2	6.8	-1.4
<i>Desert Valley High School</i>	<i>12.1</i>	<i>21.4</i>	<i>12.5</i>	<i>5.2</i>	<i>-7.3</i>
<i>Renaissance</i>	<i>8.9</i>	<i>25</i>	<i>7.1</i>	<i>0</i>	<i>-7.1</i>
Imperial County- Countywide	11.3	9.3	5.4	3.9	-1.5
California - Statewide	5.7	5.1	4.4	3.8	-0.6

Source: DataQuest

Planned Improvements in Student Performance

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

LEA GOAL: Develop a comprehensive core and support program to assist in increasing student achievement.

SCHOOL GOAL: DVHS/Renaissance are committed to attaining proficiency on CAASPP by increasing our proficiency rates by 5% each year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
DVHS/Renaissance will analyze the CAASPP and CST Life Science assessment results to determine areas of need.	The findings from this data show that DVHS/Renaissance need to improve student performance in English language arts, mathematics and 10 th grade Life Science.	DVHS/Renaissance will evaluate progress of this goal through providing students several opportunities to experience interim and block assessments in order to guide instruction based on results from these assessments. DVHS/Renaissance will review 2017 SBAC results.

STRATEGY: BUHSD will develop and implement content area professional development for all teachers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Participate in district content specific professional development opportunities established by the district	District Director of Curriculum, Site Principal, District Resource Teacher	DVHS/Renaissance will be provided with yearly content area professional development schedule and will be allowed release time to participate throughout the 2016-2017 school year. Yearly	\$ 5,000.00

Content area subject teacher participation in the district textbook adoption process.	Site Principal, Teachers, District Resource Teacher	DVHS/Renaissance will participate in the District's rotational textbook adoption schedule and receive the supplemental resource/materials and training that come with newly adopted textbooks. Yearly	\$ 3,000.00
SBAC Interim and block assessments will be utilized	Site Principal, District Testing Coordinator, content area teachers	Throughout the school year juniors will participate in a SBAC preparation class that utilizes the SBAC Interim/block assessments and site technology facility. Yearly	\$ 3,000.00
Department instructional staff collaboration Opportunities	Site Principal, District Director of Curriculum	DVHS/Renaissance instructional staff will be provided release time to collaborate with grade level colleagues and departments from BUHS to plan for CCSS implementation. Yearly	\$ 3,000.00

STRATEGY: DVHS/Renaissance will develop and sustain a cross curricular writing and speaking program

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development, implementation and sustain a cross curricular writing program.	Site Principal, District Director of Curriculum, District Resource Teacher, site instructors	DVHS/Renaissance writing assignments will be developed and implemented which cross over content area subjects. Yearly	
Professional development in the areas of writing and public speaking.	Site Principal	DVHS/Renaissance instructors will participate in professional development opportunities in best practices for teaching writing and public speaking. Yearly	\$ 3,000.00

STRATEGY: District will create and implement district-wide benchmark assessments aligned to CAASPP in core subjects

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development and implementation of benchmark assessments that are aligned to state testing in English and math.	Site Principal, District Director of Curriculum, District Testing Coordinator, Site Teachers	DVHS/Renaissance teachers in English and math will participate in the development of benchmark assessments. These benchmark assessments will be administered at least once per every three grading periods. Bi-Annually	\$ 5,000.00

LEA GOAL: The district will facilitate academic support programs school-wide for English Learners to assist them in meeting state mandated targets and closing achievement gaps.

SCHOOL GOAL: DVHS/Renaissance will increase English Learner proficiency levels in order to meet AMAO targets.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>AMAO and district data over the course of the last several years.</p>	<p>Data analysis showed that all groups met AMAO targets with the exception of the students who have been in the US less than five years. Those students did not meet their proficiency target in AMAO 2.</p>	<p>DVHS/Renaissance will evaluate the progress of this goal with several benchmarks throughout the year as well as analyze AMAO results annually.</p>

STRATEGY: DVHS/Renaissance will target language development interventions school-wide for all English Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>English Learner Instructional Strategy Professional Development</p>	<p>Site Principal, Director of Projects, DVHS/Renaissance teaching staff</p>	<p>DVHS/Renaissance staff will participate in district and/or site level professional development focused on implementing English Learner strategies school-wide.</p> <p>Yearly</p>	<p>\$ 5,000.00</p>
<p>Review student placement and reclassification</p>	<p>Site Principal, Site Counselor, Director of Projects</p>	<p>DVHS/Renaissance staff will review English Learner class placement at each grading period.</p> <p>DVHS/Renaissance staff will review English Learner reclassification criteria and its application to our students.</p> <p>Yearly</p>	

LEA GOAL: The district will facilitate an increase in college and career readiness.

SCHOOL GOAL: DVHS will increase its post-secondary enrollment data as well as increase its CTE course pathway completion rate.

<p>What data did you use to form this goal?</p> <p>DVHS used accuplacer results, transcript analysis, post-graduate surveys and CTE completion data in order to determine our need.</p>	<p>What were the findings from the analysis of this data?</p> <p>DVHS needs to increase the number of students who are “ready” for college and are enrolling in post-secondary institutions and increase the number of students who complete a CTE pathway.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DVHS will monitor transcripts at the conclusion of each grading period in order to ensure students are progressing towards being prepared for their post-secondary education.</p> <p>DVHS will disseminate CTE Career Path information to students and increase their enrollment/completion of CTE courses and pathways.</p>
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STRATEGY: DVHS will create and maintain a College and Career center in order to better assist students in gathering college and career information.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Utilization of a College and Career Readiness Center during the 2016-2017 school year.</p>	<p>Site Principal, Site counselor, District Director or Maintenance and Operations</p>	<p>Building at DVHS will be converted to College and Career Readiness Center.</p> <p>New CCRC will be supplied with new furniture and technology equipment.</p> <p>New CCRC support activities will be advertised to students, parents and community</p> <p>2016-2017 School Year</p>	<p>\$ 13,340.00</p>

STRATEGY: DVHS will research and pursue increasing its A-G and CTE course offerings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase of A-G and CTE course offerings	Site Principal, CTE Coordinator, District Director of Curriculum	<p>Research will be conducted to add DVHS to the University of California A-G institution list.</p> <p>DVHS will research new A-G courses that can be added to regular school master schedule.</p> <p>DVHS will research the addition of CTE courses to its regular and afterschool course offerings.</p>	

STRATEGY: DVHS/Renaissance will assist all students in researching post-secondary careers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implementation of a Career Interest Inventory to all students	Site Principal and Counselor	<p>All DVHS/Renaissance students will complete a COPSystem Career Management Package and have the results interpreted to them.</p> <p>Yearly</p>	\$ 2,500.00

LEA GOAL: The district will establish a school climate that encourages attendance, positive behavior and increased academic success.

SCHOOL GOAL: DVHS will increase attendance and graduation rates and decrease drop out, suspension and expulsion rates by 1% yearly.

<p>What data did you use to form this goal?</p> <p>DVHS/Renaissance used an analysis of state released data regarding attendance, graduation, suspension, expulsion and drop out results.</p>	<p>What were the findings from the analysis of this data?</p> <p>DVHS/Renaissance maintain a good overall rates and will work towards increasing graduation rates, and decreasing chronic absenteeism, drop outs, suspensions and expulsions</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DVHS/Renaissance will evaluate the progress of this goal through the analysis of state reporting data and its participation in the District Intervention Team.</p>
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STRATEGY: DVHS/Renaissance will establish and maintain a systemic support system to ensure attendance and chronic absenteeism decrease by 1% on a yearly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Parental notification of student absences and tardies.</p>	<p>Site instructional staff, ParentLink notification system, Site secretary, counselor, principal</p>	<p>Parent/Guardians will be notified twice a day when student is absent or tardy on any given school day.</p> <p>Daily</p>	
<p>Parent conferences to discuss excessive excused and/or unexcused absences</p>	<p>Site Principal and counselor</p>	<p>Site counselor and/or principal will hold parent conferences when a student is showing excessive absences (excused or unexcused).</p> <p>As needed throughout the year</p>	

Participation in District SARB process	Site Counselor and Secretary	Site counselor will be a member of the District SARB team and recommend DVHS/Renaissance students to SARB when necessary. Monthly – SARB meetings	
Participation in District Intervention Team.	Site Counselor and Principal	DVHS/Renaissance will be members of the District Intervention Team which will discuss “At-Risk” students and strategies to assist them. Yearly – as needed	

STRATEGY: DVHS/Renaissance will establish and maintain a systemic support system to ensure that suspensions and expulsions decrease by 1% on a yearly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Research implementation of Restorative School Discipline Techniques	Site Principal and Counselor	DVHS administrative and support personnel will research and receive training in implementing restorative discipline, as an alternative to suspensions and expulsions, at DVHS and Renaissance. During 2016-2017 school year	\$ 2,000.00
Additional supervision to its campuses.	Site Principal	A campus supervisor will be assigned to the DVHS and Renaissance campuses to provide extra monitoring to prevent incidents from getting to a suspendable or expellable level. 2016-2017 school year	\$ 5,000.00

STRATEGY: DVHS will establish and maintain a systemic support system to ensure that graduation rates increase and dropout rates decrease by 1% on a yearly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Ongoing Individual Completion Plan for each student	Site Principal and Counselor	Every student at DVHS/Renaissance will be provided with an updated Individual Completion Plan at the end of every 2 grading periods as juniors and at the end of each grading period as Seniors. Every 2 months during school year	\$ 9,000.00
Updated graduation status conferences as needed.	Site Principal and Counselor	DVHS/Renaissance will provide parents/guardians with graduation conferences when requested by parents or when deemed necessary by counselor/principal. Throughout year as needed	

LEA GOAL: The district will streamline communication efforts amongst stakeholders in order to foster awareness and parent involvement

SCHOOL GOAL: DVHS/Renaissance will increase parent involvement by 5% annually

<p>What data did you use to form this goal?</p> <p>DVHS/Renaissance analyzed parent participation in school events and attendance at parent committees as well as their contributions toward data driven decision making.</p>	<p>What were the findings from the analysis of this data?</p> <p>DVHS/Renaissance need to increase parent involvement in school activities and committees to gain greater parental input.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DVHS will track and analyze parent involvement at activities, meetings and surveys to determine the increase in parental involvement and plan strategies accordingly.</p>
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STRATEGY: DVHS will invest in various multi/social media resources in order to effectively communicate school events to all parents.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase daily communication efforts to parents	Site Principal and Counselor	DVHS/Renaissance will utilize the ParentLink notification system to communicate daily and weekly activities, events, absences and special announcements to parents/guardians. Yearly	\$ 3,000.00
Initiate the use of social media.	Site Principal and Counselor	DVHS/Renaissance will initialize and utilize tweeter, Facebook and the District mobile App to communicate with parents and community. Yearly	

Form C: Programs Included in this Plan

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

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

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

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

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

Revised September 2015

<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 checked="" type="checkbox"/>	List and Describe Other State or Local Funds: Supplemental Concentration	\$ 15,000	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$ 15,000	
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)	\$ 42,829	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input checked="" 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	\$ 4,011.00	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		\$	
Total amount of state and federal categorical funds allocated to this school		\$ 46,840	

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.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
Antonio Munguia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Tomboc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Shaffer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Favela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
David Mendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Paula Garcia	<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"/>
	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: September 7, 2016.

Attested:

Antonio Munquia
Typed name of School Principal

Signature of School Principal

Date

Danny Tomboc
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

