

MELVA DAVIS ACADEMY OF EXCELLENCE

School Plan for Student Achievement



A Resource for the School Site Council

Part II: The School Plan for Student Achievement

School: Melva Davis Academy of Excellence

District: Adelanto School District

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

MELVA DAVIS ACADEMY OF EXCELLENCE

Principal: Kathy Youskievicz

Effective date of this revision: 1/16/2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* Sections 52007, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all state and federal programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Contents

Table of Contents for the Single Plan for Student Achievement

MELVA DAVIS ACADEMY OF EXCELLENCE

A: Planned Improvements in Student Performance

B: Centralized Services for Planned Improvements in Student Performance

C: Programs Included in This Plan

D: School Site Council Membership

E: Recommendations and Assurances

MELVA DAVIS ACADEMY OF EXCELLENCE

Planned Improvements in Student Performance

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

Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers and student materials, standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to technology, and school facilities will be in good repair.

GOAL #1: For the 2018-2019 school year teachers/students will have continued access to standards aligned materials in all content areas leading to High School Readiness by grade 8 and promoting college and career readiness through the use of technology, CTE and PLTW. All classrooms will be fully staffed. Facilities will remain in good repair.

<p>What did you use to form this goal?</p> <p>Annual Inventory Facility Inventory Williams Decision on Teacher Credentialing Audit</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • At the beginning of the 2018-2019 school year 96% of core classrooms had 1 to 1 chromebooks/tablets/laptops. All students had access to curriculum/textbooks. • Our teachers are fully credentialed or intern eligible • We have the appropriate classes to meet the needs of all students • Maintain facilities in good condition and pass the annual Williams audit. 	<p>How will the school evaluate the progress of this goal?</p> <p>Annual review of conference and track attendance and annual review of technology inventory.</p> <p>Where can a budget plan of the projected expenditures for this goal be found in the budget section of this document?</p> <p>Title I Title IV CTE</p>
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STRATEGY: Fully credentialed teachers will be assigned. Teachers will be trained on appropriate research based instructional strategies. Teachers will have access to technology and will be trained on how to implement in the classroom. Students will have access to technology daily for instruction and assessment.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
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MELVA DAVIS ACADEMY OF EXCELLENCE

<p>18 – May 2019</p> <p>Hardware and software, i.e.: monitors, Promethean projectors, printers etc. as support ELA and Math and Needs determined by assessment recommendation based Inventory and the District’s Technology Plan.</p> <p>Technology on campus to chromebook ratio</p>	<p>Administration</p> <p>Administration</p> <p>IT Department</p>	<p>Quarterly: Conduct an inventory of existing technology and a survey of needed and desired technology</p> <p>Increase additional instructional technology hardware/software as needed.</p> <p>Check technology in teacher classrooms</p> <p>Make adequate repairs to support student use of technology</p> <p>Ensure all students have access to 1:1 chromebooks</p>	<p>\$56,227</p> <p>Title 1</p>
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Y: Maintaining safe Facilities, replace technology, hire teachers

Action/Date	Person(s) Responsible	Task/Date	Co Fund (It Each
<p>18- June 2019</p> <p>Facilities in good</p>	<p>Site Administration and custodial staff</p>	<p>Complete work orders timely and supervise their completion</p>	<p>District</p>
<p>18 – Jun. 2019</p> <p>will use technology classrooms for on of material, work and assessment</p>	<p>Principal, Assistant Principal, AAIAC, teachers</p>	<p>Teachers receive training for technology use in the classroom through conferences/trainings, such as but not limited to, CUE conference and Google summit</p> <p>Monitor fidelity of the use of technology with classroom walk- throughs, teacher observations and teacher lesson plans.</p>	<p>\$ 10,000</p> <p>Title 1</p> <p>None</p>

MELVA DAVIS ACADEMY OF EXCELLENCE

<p>18 – Jun. 2019</p> <p>Implementation of district Adopted and Board of Education aligned ELA and Math materials to fill learning gaps for EL, low performing youth and all subgroups. Success will be determined by classroom walk-throughs, teacher lesson plans, and student performance as determined by publisher standards.</p>	<p>Principal, Assistant Principal, AAIAC</p>	<p>September 30, 2018</p> <p>Ensure that all teachers have the curricular materials appropriate for their grade level</p> <p>Aug. 2018 – June 2018 Train teachers on the core components and effective use of the core curriculum.</p> <p>Aug. 2018 – June 2018 Conduct regular classroom walkthroughs and provide instructional support</p>	<p>None</p> <p>Training support and district level training support through staff development or district trainings.</p>
<p>Key: Hiring Fully Credentialed Teachers - make sure we work with HR and prepare the master schedule with appropriate</p>			
<p>18 - Jun. 2019</p> <p>with Human Resources</p>	<p>Administration & Human Resources</p>	<p>Interview and hire highly qualified teachers</p>	<p>None</p>

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

MELVA DAVIS ACADEMY OF EXCELLENCE

GOAL #2:
 the 2018-2019 school year the percentage of students meeting or exceeding grade level standards on the CAASPP in math and
 improve by 5% school wide and 5% for English learners.
 Implement NGSS and monitor CAST preparation for 8th grade and pilot materials
 Implement Social Science Framework and pilot materials

What did you use to form this

What were the findings from the analysis of this data?

ELA- Subgroup Data for ELA
 • 34.91% of all MDAE students Met or Exceeded standards on the CAASPP in ELA

	% Meets/Exceeds	Pts Below Standard	Growth Comp.
Overall	34.91	45.1	6.5
ELD	1.7	65.7	Maintain 1.2
Hisp	32.27	49.8	3.9
SED	32.96	52.4	6.4
AA	28.31	54.8	8.0
SWD	3.16	136	Decrease 7.3

MATH- Subgroup Data for Math
 • 21.48% of all MDAE students Met or Exceeded standards on the CAASPP in Math

	%Meets or Exceeds	Pts Below State Standard	Growth Comp
Overall	21.48	91.4	8.1
ELD	2.8	14.7	Maintained-1.8
Hisp/Latino	20.4	96.3	4.4
SED	18.55	98.2	8.7
AA	11.62	107.5	10.4
SWD	4.01	195.1	Decrease 3.7

• **STAR Reading Data:**
 ○ 6th grade

How will you

Weekly, monthly, quarterly, and a program monitoring evaluation

Where can a budget plan of the program expenditures for this goal be found?

Title I
 Title II
 Focus

Results
 Participation rates

MELVA DAVIS ACADEMY OF EXCELLENCE

- 40% At or Above
- 20% On Watch
- 22% Intervention
- 18% Urgent Intervention
- 7th grade
 - 28% At or Above
 - 14% On Watch
 - 27% Intervention
 - 31% Urgent Intervention
- 8th grade
 - 29% At or Above
 - 19% On Watch
 - 25% Intervention
 - 27% Urgent Intervention
- **STAR Math Data**
 - 6th grade
 - 49% At or Above
 - 18% On Watch
 - 18% Intervention
 - 14% Urgent Intervention
 - 7th grade
 - 41% At or Above
 - 15% On Watch
 - 24% Intervention
 - 20% Urgent Intervention
 - 8th grade
 - 43% At or Above
 - 20% On Watch
 - 22% Intervention
 - 15% Urgent Intervention

TEGY: During the 2018-19 school year, MDAE will implement a school-wide ELA and mathematics intervention program including MTSS rotations and small group interventions utilizing research based intervention materials to address the needs of students struggling in ELA and or Math and English learners as measure by district benchmark assessment (monthly, quarterly) Research based interventions may include Rewards, Lexia, Khan Academy, and Go Math Tier II intervention.

MELVA DAVIS ACADEMY OF EXCELLENCE

Date	Person(s) Responsible	Task/Date	Cost and Funding
2018 – May 20, 2019 Monitoring of all significant students including foster youth and students with disabilities	Principal Assistant Principal AAIAC Certificated Staff	Every two weeks for intervention classes and every 6-8 weeks for general ELA and Math classes Continue use of, and purchase materials as needed for, intervention programs.	District

2018 Students that are struggling in ELA and continue use of targeted reading and math intervention program that targets the needs of struggling students with learners and includes assessments of student	School Site Principal, Assistant Principal, AAIAC Principal, Assistant Principal, AAIAC Leadership team and administration	Collect and analyze district and school level summative and formative Math, ELA and English learner data; identify students from each grade level for math interventions and their specific needs. Attend trainings, provide professional development and monitor implementation of interventions to ensure growth of all subgroups. Develop a master schedule that reflects allocated time for Math and ELA interventions including English learner supports.	District
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
February, February and May for the students that are not adequate progress	Administration, Certificated Staff	Hold SST meetings during the day to allow for teachers to meet with parents and Admin to discuss their student's progress and any needed interventions	\$2000 Guest teachers to classes Title 1
2018 – Jun. 2019 school site teacher intervention and grade level meetings include documentation	Administration, grade level teams and Leadership Team	Aug. 2018 – June 2019 Collaboration time during staff meetings	None

MELVA DAVIS ACADEMY OF EXCELLENCE

<p>2018 – June 2019</p> <p>with current implementation adopted and State Board of approved standards-aligned ELA materials. Compliance determined by principal walk-throughs, teacher observations, and increased student achievement as evidenced by STAR Math and STAR Reading assessments and</p>	<p>Administration, Certificated Staff</p>	<p>Monitor fidelity of math and ELA adopted curriculum through classroom walk-throughs and teacher lesson plans</p> <p>September 2018 – June 2019 Monitor, once every two weeks, STAR math, STAR Reading assessments</p> <p>January 2019 – June 2019 Monitor, once every six weeks, STAR Math and Reading Assessments, ICA assessments through Data Grade Level and Content Area meetings. Five guest teachers required each six weeks</p>	<p>NA</p> <p>NA</p> <p>\$3000 Title I</p> <p>Guest Teacher co Data Meetings</p>
<p>2018 – June 2019</p> <p>ings</p>	<p>Administration, Leadership Team Teachers</p>	<p>Monthly: Release time is scheduled for teachers in subject matter teams to meet to interpret, analyze, and develop an action plans for student achievement based on data discussions</p>	<p>\$3,546 Title II</p>
<p>2018-19</p> <p>Teachers and students with and professional development in the PLTW classes and curriculum</p>	<p>Principal, Assistant Principal, AAIIAC Certificated Staff</p>	<p>Send teachers to conferences and professional development regarding Project Lead the Way and STEAM programs and implementing them across all grade levels and curricular areas.</p> <p>Students will have the opportunity to participate in extra-curricular activities, such as but not limited to, MESA, Odyssey of the Mind, Academic Pentathlon, YELC and Science Club, that encourage critical thinking and provide hands on opportunities for learning</p> <p>Supplies and consumables will be purchased to support PLTW and STEAM programs</p> <p>Students will have the opportunity to attend field trips related to PLTW and STEAM, such as but not limited to, museums and colleges that encourage cross-curricular alignment to the Math and ELA curriculum</p>	<p>\$10,000 Focus</p> <p>Guest teachers and of conferences</p> <p>\$5,000 Focus</p> <p>\$5000 Focus</p>

MELVA DAVIS ACADEMY OF EXCELLENCE

<p>2018 – Jun. 2019</p> <p>Implementation of AVID to fill instructional gaps for foster youth and all subgroups. Compliance will be monitored by principal classroom walkthroughs, teacher lesson plans, and assessed student achievement as required by district or publisher contracts.</p>	<p>Principal, Assistant Principal, AAIAC</p>	<p>August 2018 - February 2019 Teachers receive training for AVID strategies</p> <p>August 2018 – June 2019 Monitor fidelity of the use of AVID strategies with classroom walk-throughs, teacher observations and teacher lesson plans.</p>	<p>Title 1 \$ 1500</p>
<p>2018 – June 2019</p> <p>Identify GATE students the opportunity to take advanced courses Accelerated Math and Honors</p>	<p>Principal, GATE Coordinator, Teachers</p>	<p>August 2018 Identify GATE students</p> <p>August 2018 – June 2019 Monitor status and progress of GATE students</p>	<p>None</p>
<p>2018 – June 2019</p> <p>Implementation of Wonders ELD and ELA curriculum with supplemental materials as needed. Development on programs.</p>	<p>Administration, Leadership Team, EL Coordinator</p>	<p>September 2018 – June 2019 Training and implementation of Wonders ELD and English 3D program</p>	<p>\$1,000 Title II</p> <p>Guest Teachers</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>2018 - June 2019</p> <p>Implement REWARDS, AR360, Phonics program</p>	<p>Administration, Certificated Staff Certificated staff</p>	<p>Provide staff training for these interventions</p> <p>Tier I – Lexia/AR 360 Tier II – Phonics for Reading/Rewards</p> <p>All SAI teachers will receive necessary training to provide Tier III interventions to our students</p>	<p>\$1,000 Title I</p> <p>Guest teachers to cover</p>
<p>2018– May 2019</p> <p>Implement reading and intervention program</p>	<p>Administration, Certificated Staff</p>	<p>Bi-weekly: Provide additional after school reading intervention for students not meeting grade level expectations in ELA</p> <p>Monthly:</p>	<p>\$14,700 for after school intervention Title IV</p> <p>None</p>

MELVA DAVIS ACADEMY OF EXCELLENCE

	School Site Council	<p>Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p> <p>Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	None
2018 – Jun. 2019	Principal, grade level teams and Leadership Team	<p>Aug. 2018 – June 2019</p> <p>Collaboration time during staff meetings</p>	None
2018 – Jun. 2019	Principal, Grade Level Team Leads	<p>August 2018 – February 2019</p> <p>Grade Level Team identifies professional development needs for all staff in identified programs.</p>	<p>Title II \$1000.00</p> <p>Training will be done on District PD days</p>
2018 – Jun. 2019	administration, Teachers, leadership team, counselor	<p>-Send Teacher to CTE conference to learn more about CTE November 2018</p> <p>-Create CTE Elective classes and purchase materials. Teachers are introduced to the CTE sectors/pathways that we will be offering</p> <p>Admin. and counselor begin building the master schedule to accommodate the CTE electives</p> <p>Teachers receive training on the CTE program and begin building the curriculum</p>	<p>\$3,000 CTE</p> <p>\$ 1,000 CTE</p>

MELVA DAVIS ACADEMY OF EXCELLENCE

		Purchase supplemental materials needed for classes offered	\$1,000 CTE
2018 – Jun. 2019	Principal Librarian	Sept. 2018-June 2019 Purchase library books	\$15,885 Lottery
2018 – Jun. 2019	District Office	English Teachers will be trained in ACE writing strategies to support our students in their writing	Title 1 \$500.00
Training/Fall 2018	District Office	Teachers will be trained with ERWC to better support English Language Arts classes and give them tools and strategies to support all students.	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-June 2019 Identify EL Students Identify EL Students Students Receive one Period of Intervention Maintain ELD Coordinator position	Assistant Administrator ELL Coordinator ELD Teachers		District
2018-June 2019 Science CAST training/ 2018/19 School Year	District Office Site Administration	Science teachers will be trained to understand and work with the new science standards. These trainings will help the science teachers by giving them new strategies and introduces them to the new standards.	District
2018-June 2019 Accelerated Math	District Office	We will open one Accelerated Math class this school year for our 7th grade students. This class prepares our students for high school	Title I 500.00
2018-June 2019 Social Studies Standards 2018/19 School Year	District Office Site Administration	Teachers will attend trainings to learn about the new Social Studies Standards. They will learn how to teach the standards to better support our students at all levels	Title I 500.00

MELVA DAVIS ACADEMY OF EXCELLENCE

2018-June 2019 and Career g/ 2018-19	District Office Counselors Site Admin	School Counselors will work as a team and attend workshops to support college and career at their school sites	Title I 500.00
2018-June 2019 Assessment Creation mentation	District Office Site Administration Teachers	Site administrators, teachers, and district office staff will work on a team to analyze the Common Formative Assessments that were created last year. They will reshape them as will most benefit the students. The CFA's track our students progress throughout the school year.	Title I 500.00

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

GOAL #3: We will increase our attendance by 5% and decrease our suspension rate by 5% as measured by data in AERIES. We will also increase parent involvement.

What data did you use to form this goal? Suspension data from Aeries Attendance data from Aeries	What were the findings from the analysis of this data? <ul style="list-style-type: none"> ● There were 401 suspensions ● 5.9% of student suspended 	How will the school evaluate the progress of this goal? <ul style="list-style-type: none"> ● Regularly check discipline and attendance data
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MELVA DAVIS ACADEMY OF EXCELLENCE

	<ul style="list-style-type: none"> • Our attendance rate was, on average 97% • 10.7% Chronic Absenteeism 	<p>Where can a budget plan proposed expenditures for goal be found? Title I & Title II</p>
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STRATEGY: Interventions to Support Positive Behavior on Campus- Focus on African American Subgroup with 7.1% of suspensions, and Whited with 4.9%

Action/Date	Person(s) Responsible	Task	Cost and Funding (Itemize for Each)
2018 Analyze behavior data from last year and create intervention groups	Administrative Team	Set up group with students who are exhibiting problem behavior	
8-2019 Through behavioral data analysis, create groups for students exhibiting need		Established groups for students exhibiting extreme behaviors; ex. anger management groups, girls groups, boys groups establish social skills groups	
Aug. 2018-June 2019 Check In/Check Out	Counselors	Implement Check in and Check out <ul style="list-style-type: none"> • students who are struggling with academic or behavior problems qualify. • students check-in daily with each teacher. • students check-out with assigned staff member who provides support. 	
8-June 2019 Assemblies		Implement PBIS Assemblies <ul style="list-style-type: none"> • Beginning of School Year • After October Break • After Thanksgiving Break • Beginning of the second semester • After Spring Break 	
8 Bullying Assembly	Administration, Teachers Office Staff	October 31, 2018	Title IV 1100
18- June 2019 PBIS	Administration, Teachers Office Staff	Implement PBIS Positives <ul style="list-style-type: none"> • Titan Tokens • Mighty Titan • Terrific Titans 	

MELVA DAVIS ACADEMY OF EXCELLENCE

		<ul style="list-style-type: none"> • Positive Postcards • Positive Phone Calls • Principal Awards Semester • Renaissance Assemblies- For high achieving students 	
Informed Instruction	Administration, Teachers Office Staff	All staff will be trained on trauma informed practices to provide better instruction to our students who come from backgrounds of trauma.	District paid
Training	Administration,	All administrators will be trained on Equity practices to provide equitable learning opportunities for our students	District paid

Y: Students will be explicitly taught appropriate behavior and what that looks like around the campus. Expectations will be reinforced throughout classrooms and teachers will follow the discipline plan.

Aug. 2018-June 2019	Principal, Assistant Principal, AAIAC, Counselor, PBIS Team, SST Coordinator, Classroom Teachers	<p>Aug. 2018-June 2019</p> <p>Collect and analyze school-level PBIS data to identify all students that need support.</p> <p>Receive PBIS training and train other staff as needed with several dates throughout the year.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.</p>	<p>N/A</p> <p>\$1,000 Title II</p> <p>Training and sub costs</p>
November, February	Administration, Counselor, PBIS Team, SST Coordinator, Classroom Teachers	<p>August 2018-April 2019</p> <p>Students will come together for a large group review of the school wide expectations.</p> <p>Teachers will review the specific expectations in different areas of the school campus.</p>	None
Aug. 2018 – June 2019	Administration,, PBIS Team, Teachers	<p>Aug. 2018</p> <p>Update the Model Titan Handbook</p> <p>Aug. 2018 – Sept. 2018</p> <p>Teach expectations through behavior lessons</p> <p>Aug. 2018, Oct. 2018, Jan 2019, Apr. 2019</p> <p>Behavior tours and assemblies</p> <p>Sept. 2018 – June 2019</p> <p>Implement CICO/order CICO forms</p>	<p>None</p> <p>None</p> <p>\$1000</p>

MELVA DAVIS ACADEMY OF EXCELLENCE

		Oct. 2018 – June 2019 Social skills groups through counselor/SELPA Aug. 2018 – June 2019 Supplies and materials including but not limited to referral forms, playground citations, and student action plans	Title II \$250 Title II
18 –June 2019 ter training	Administration,, PBIS Team	Jan. 2018-Apr. 2019 Grade level PBIS training	None Staff meeting tim
18 –June 2019 ining	Principal, Assistant Principal, AAILAC	Oct. 2018-May 2019 Training fees including but not limited to PBIS, PTR, CPI, SWIS, ISIS Substitute teachers for staff to attend training	\$ 500 Title II \$ 2,000 Title II
18 –June 2019 e/Behavior incentives	Administration PBIS Team	Aug. 2018 – June 2019 Include but not limited to Positive Postcards and Phone Calls Terrific Titans Monthly attendance rewards	None
18 –June 2019\ ing assemblies	Administration	Sept 2018 – May 2019 Schedule and arrange for anti-bullying assemblies	None
18-June 2019 e Justice/ Circles	Administration, teachers	August 2018 - May 2019 Teachers and Administration to attend training offered by district on restorative justice and restorative circles	None
18 –June 2019 lar progress g meetings for	Administration, SST lead teachers, teachers	Sept. 2018 – June 2019 Release time/substitute teachers needed for teachers to schedule and hold all day progress monitoring meetings and to provide follow up.	\$1,500 Title 1
018 –June 2019 ol supervision of	Administration, Teachers	Aug. 2018 – June 2019 Increased supervision to monitor student behavior after school in order to increase student safety.	\$1,000 Title I

2019: Attendance Incentives to decrease chronic absenteeism: Overall 10.7%, focus on African American subgroup with 14.85%, Latino with 9.2% and White with 14.85%

Action/Date	Person(s) Responsible	Task	Cost and Funding
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MELVA DAVIS ACADEMY OF EXCELLENCE

Attendance Awards	Attendance Clerk Administration	Students are recognized monthly for perfect attendance	Focus Money
SARB Packets	Records Clerk CWA Office	Completes SARB packets for students with excessive absences	
Home Visits As Needed	Administration CWA Office	Conduct Home Visit for students we have not been able to get a hold of or have been frequently absent	

Category: Conduct parent events and increase parent and community participation

Action/Date	Person(s) Responsible	Task	Cost and Funding
Meetings with the Principal	Administration	Principal to hold coffee with the principal every other month for the 2018-19 school year	Discretionary
SSC Meetings		Principal will hold monthly SSC meetings	
Teacher Meetings		Coordinator will hold meetings	
Community Shows		Teacher and student inspired community activities	
Parent Assemblies		Every Semester to recognize our students	
Chorus and Band Concerts		Teacher and student inspired community activities	
Teacher Conferences		1 time each semester	

Centralized Services for Planned Improvements in Student Performance from Title I is provided for centralized services

Programs Included in this Plan

Box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program. This plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The amounts on these pages should match the cost estimates in Form A and the school's allocation from the ConApp. From any of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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

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

MELVA DAVIS ACADEMY OF EXCELLENCE

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

Programs	Allocation	Consolidated in
California School Age Families Education (Carryover only) Purpose: Assist expectant parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Teacher Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and support classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	\$	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school

Programs	Allocation	Consolidated in the
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 81,227	<input checked="" type="checkbox"/>

MELVA DAVIS ACADEMY OF EXCELLENCE

<p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of Elementary and Secondary Education Act)</p> <p>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more actively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	<p>\$ 7877.00</p>		<p><input type="checkbox"/></p>
<p>Program Improvement Schools only: Title I, Part A Program Improvement Professional Development (10 percent maximum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)</p>			<p><input type="checkbox"/></p>
<p>Title II, Part A: Improving Teacher Quality</p> <p>Purpose: Improve and increase the number of highly qualified teachers and principals</p>	<p>\$ 10,296</p>	<p><input checked="" type="checkbox"/></p>	
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</p> <p>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	<p>\$</p>	<p>Title III funds not consolidated as per</p>	
<p>Title VI, Part B: Rural Education Achievement Program</p> <p>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</p>	<p>\$</p>	<p><input type="checkbox"/></p>	

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 may not delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office.

MELVA DAVIS ACADEMY OF EXCELLENCE

School Improvement Schools only: School Improvement Grant (SIG)

Use: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
Other federal funds Title IV	\$	15,800	<input checked="" type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Amount of federal categorical funds allocated to this school	\$	115,200	
Amount of state and federal categorical funds allocated to this school	\$	115,200	

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

School Site Council Membership - Melva Davis Academy of Excellence

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal; one parent or community member; and two teachers. The current composition of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
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MELVA DAVIS ACADEMY OF EXCELLENCE

n Youskievicz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Chamberlain	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ngland		X			
loval	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r Ropeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ropeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
a Holguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alatorre-Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> (alternative)	<input type="checkbox"/>
ineda				X (alternatie)	
Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		X
Morrison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Robles					X
n Harrison					X(alterna
arques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(alterna
rs of members	1	4	1	5	5

Recommendations and Assurances

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

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

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

MELVA DAVIS ACADEMY OF EXCELLENCE

I have sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those**

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

I have reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on: 1/16/19.

School Principal _____ Date

SSC Chairperson _____ Date