

Theodore Vick Elementary School School Plan for Student Achievement



A Resource for the School Site Council

Part II: The school Plan for Student Achievement

School: Theodore Vick

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675870107441

Principal: Diane Kammeyer, Ed.D

The School 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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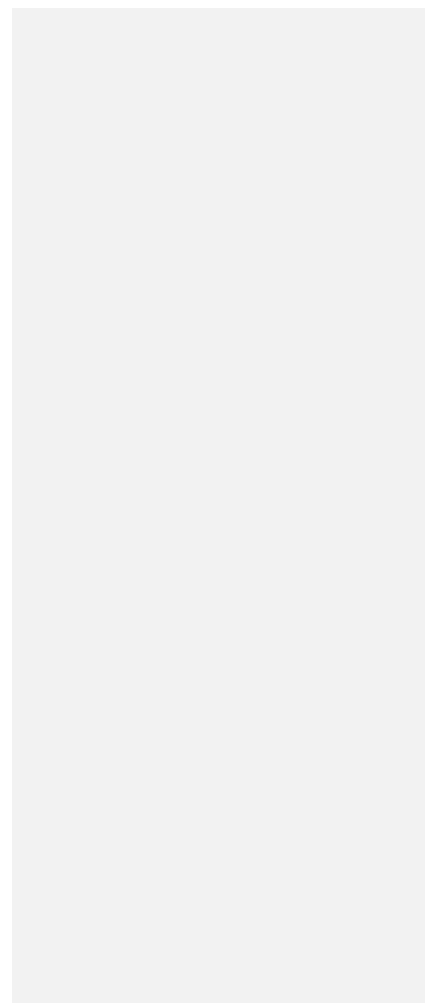
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Form A: Planned Improvements in Student Performance



Goal 1: Conditions of Learning: All students are provided appropriately assigned and **credentialed** teachers, teachers/students will have access to standards aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

SCHOOL GOAL: For the 2018/2019 school year, all students will have their own learning technology (i.e. Chromebooks) and will engage in lessons which are delivered through 21st Century Learning Techniques and AVID strategies, which include Writing, Inquiry, Collaboration, Organization and Reading (WICOR), complimented by the use of technology. All teachers will be provided professional development in these areas. The physical learning environment will be conducive to needs of all stakeholders per the Williams Act. All Chromebooks for student use that are out of updates will be replaced by June 2019.

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?
AVID Certification Data Technology Inventory FIT Report Curriculum Inventory	<p>All positions are filled with certified teachers. At the end of the 2017-2018 school year 92% of classrooms had 1 to 1 chromebooks; 100% of regular education grade 2-5 were 1:1. All students had access to curriculum/textbooks. For the 2018-2019 the rooms, restrooms and kitchen areas were in compliance except one small work order, in accordance with the Williams Act as of August 21, 2018.</p>	AVID Site Assessments FIT Tool Technology Inventory

STRATEGY: For the 2018/2019 school year, students will be taught by fully credentialed teachers who are assigned appropriately according to credential specifications. Teachers will engage in meaningful professional development, which will be in alignment with high school via college career readiness standards. Students will access such lessons through the use of their own instructional technology devices. Students will learn in a physical environment that is clean and in good repair.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Upgrade and purchase hardware and software, i.e.: computers, monitors, projectors, printers (To include: 3 pod printers) etc. as needed to support ELA curriculum and needs determined by IT Department recommendation based upon inventory and the District's Technology Plan. (To include: 1 additional cart w/ 26 computers for 1st grade and 127 additional chromebooks to replace those out of updates)	Principal, AAIAC, Leadership Team, IT	August 2018 – February 2019 Needed inventory ordered and installed by IT. Upgrade laptops, projectors, document cameras and miscellaneous minor hardware upgrades (i.e. speakers and headphones).	\$32385 Title I \$640 Title I
Attend conferences and workshops in the areas of MTSS, Common Core State Standards (CCSS), Professional Learning Communities (PLCs), Differentiated Instruction, Writing, Gifted and Talented Education (GATE), Special Education and English Learners..	Principal, AAIAC, Teachers, Paraprofessionals	August 2018 – June 2019 Leadership Team identifies professional development needs for all staff in identified programs and attends on campus or within District	NA
Conduct mock Williams walkthroughs utilizing rosters, inventories and FIT tool	Administration Custodial Staff Media Clerk	August 2018 and January 2019 Take textbook inventories in all classes Walk through buildings to ensure that facilities clean and in good working order	NA

Goal 2: Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

SCHOOL GOAL: For the 2018-2019 school year the percentage of students meeting or exceeding grade level standards on the CAASPP in ELA and math will improve by 5% school wide and for all student groups for grades 3-5.

95% of all students, K-5, will increase by at least 4 months from the fall to the spring STAR screenings in ELA and math.		
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?
CAASP ELA & Math ICA ELA & Math	<p>According to 17/18 ELA SBAC results for students who met or exceeded the Standard:</p> <ul style="list-style-type: none"> 26% of all students (increase 11%) 12.5% of African American students (increase 1.54%) 29.23% of Hispanic students (increase 13.1%) 7% of the English Learners (5% increase) 24.5% of Socially Economic Disadvantaged students (increase 10.36%) 6% of the Students with disabilities (6% increase) <p>are scoring at the standards met or exceeded category.</p> <p>Dashboard Data:</p> <p>All Students: moved from red to yellow for ELA and moved from -93.3 to -60.8 from proficient and red to yellow for math and moved from -104.1 to -79.1 from proficient.</p> <p>African American Students: moved from red to orange in ELA and moved from -107.6 to -88.7 from proficiency and red to orange for math and moved from -122.85 to -105.2 from proficiency.</p> <p>Hispanic Students: moved from red to yellow in ELA and moved from -87.8 to -53.9 from proficient and red to yellow in math and moved from -99.4 to -75 from proficient.</p> <p>EL Students: moved from red to yellow in ELA and moved from -79.9 to -37.6 from proficient and yellow to yellow for math and from -131.1 to -64.6 from proficient.</p> <p>Socioeconomically Disadvantaged Students: moved from red to yellow in ELA and from -95.6 to -63.1 from proficient and moved from red to yellow in math and from -104.7 to -79.2 from proficient.</p> <p>Special Education Students: moved from red to orange in ELA and moved from red to orange in math</p> <p>According to 17/18 math SBAC results for students who met or exceeded the Standard:</p> <ul style="list-style-type: none"> 16% of all students (8% increase) 8.77% of African American students (1.82% increase) 17.77% of Hispanic students (9% increase) 10% of the English Learners (10% increase) 	<ul style="list-style-type: none"> ICAs Common Formative Assessments (CFAs) Data Chats/PLC meetings Administrative Walk Throughs

	<p>16.4% of Socially Economically Disadvantaged students (9.3% increase)</p> <p>None of the Students with disabilities at TVE scored in the Standards Met level of the SBAC Mathematics assessment. 20% scored in the Standards Nearly Met category for the 17/18 school year. This is an increase of 17% over the scores from 2016-17.</p>	
<p>STAR Reading STAR Early Literacy STAR Math</p>	<p>32.6% of the students in grade 1-5 scored at or above benchmark for the second fall STAR Screening in November of 2018 in ELA. This is up 11.6% from the first screening in August of 2017.</p> <p>29% of the students a the urgent intervention level for the second fall STAR Screening in November of 2017 in ELA This is up 6% from the first screening in August of 2017</p> <p>54.6% of the students in grade 1-2 scored at or above benchmark for the second fall STAR Mathematics Screening in November of 2018 which is up 2% from November 2017.</p> <p>33.4% of the students a the intervention and urgent intervention levels for the second fall STAR Screening in Mathematics in November of 2018 which is down a half a percentage from November 2017.</p>	<p>STAR Reading Lexia Reports STAR Math Data Chats/PLC meetings Administrative Walk Throughs</p>

Strategy: Consistent and comprehensive supplemental programs are needed in the areas of math and language arts Staff development in writing, Common Core Math, word problems and data-driven instruction are needed. Students must be given explicit instruction on how to technically take the CAASPP mathematics assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Continue to use research based instructional practices to support the	Principal, AAIAC, School Literacy Specialist	August 2018 – June 2019-Grade Levels identify ELA intervention	NA

development of Common Core State Standards for all students and in all student groups.		student needs from Intervention matrix.	
Continue district and school site teacher collaboration, trainings and grade level meetings which include documentation	Principal, AAIAC, Leadership Team	August 2018 – June 2019- Teacher grade level leads attend district sponsored collaboration meetings August 2018-June 2019-Quarterly grade-level data chats with administration	District funded Title 2

STRATEGY: During the 2018-2019 school year, the school will implement a Multi-tiered System of Support (MTSS) program to address the needs of all students, including those in all subgroups. Teachers will use data from intervention program implementation and assessments to drive and adjust instruction. The school will continue implementation of an after-school intervention program to address the needs of struggling students, including those in all subgroups. Teachers will collaborate beyond the regular school day to prepare lessons aimed to support growth in all claims in the SBAC, STAR and benchmark assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Continue implementation of District Adopted and State Board of Education standards-aligned curriculum to fill instructional gaps for all students, with a concentration on all subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments and District-created Common Formative Assessments (CFAs).	Principal, AAIAC, teachers	August 2018 – June 2019 Teachers receive training for district adopted curriculum. Cost of training support and/or district level training and support through staff development or district level trainings.	NA
		August 2018 – June 2019 Monitor fidelity of Math adopted curriculum through classroom walk-throughs, observations and teacher lesson plans.	NA
		August 2018 – June 2019 Monitor District or publisher assessments through PLCs and/or Data Chats (4x a year each grade level) and Grade Level Meetings.	\$8100 Title 2
Use of a systematic approach for targeting students' instruction/interventions in core content	Principal, AAIAC, Grade Level Teams	August 2018 – June 2019 Monthly - Grade Level identifies intervention groups utilizing STAR or	NA

by using IO, STAR and other relevant data.		other relevant data and common assessments. Grade Levels complete PLC meeting analyzing Benchmark data utilizing IO. Grade Levels identify essential standards, analyze effective teaching strategies, and complete pacing for lesson planning.	
Continue district and school site teacher collaboration, trainings and grade level meetings which include documentation.	Principal, AAIAC, Leadership Team	August 2018 – June 2019 Teachers attend district sponsored collaboration meetings during optional professional development days. August 2018 – June 2019 Review and share data with the community through Back to School Night, Family Night Activities, ELAC, SSC, and Coffee with the Principal	NA NA NA
Ensure that site administrators are receiving/reviewing collaboration minutes and/or notes on a regular basis to support achievement in mathematics as evidenced by minutes, notes and administrator summaries of the aforementioned documents.	Principal, AAIAC	August 2018 – June 2019 Monthly – Administrators collect and review collaboration/PLC agenda minutes and notes.	NA
Conduct regular walk-throughs by a combination of district/county school officials, principals, teachers and content experts to monitor implementation of district-adopted Math materials and instructional minutes. Evidence based upon collection of walkthrough data.	Principal, AAIAC	August 2018 – June 2019 Daily/Weekly – Administrators conduct walk-throughs to monitor implementation of district-adopted materials.	NA
Provide timely training for all teachers and administrators, and mathematics-based professional development workshops, Common Core State Standards (CCSS), Multi-Tiered Systems of Support (MTSS), Differentiated Instruction, Gifted and	Principal, AAIAC, Grade Level Team Leads	August 2018 – June 2019 Grade Level Team identifies professional development needs for all staff in identified programs.	NA

Talented Education (GATE), focusing on all subgroups.			
Before and after school tutoring focused on math to support struggling students for each grade level, teachers will look at STAR math scores.	All teachers, AAIAC, principal	January 2019-May 2019.	Listed in next action
Establish afternoon or morning intervention program utilizing a teacher for each grade level to provide Math support to students twice a week.	Principal, AAIAC, Teachers	January 2019-April 2019 Students within the bottom 40% in each grade level will be invited to math tutoring twice a week	\$8400 Focus Money
4th and 5th grade teachers will identify GATE and emerging GATE students for enrichment opportunities to support growth for proficient students.	Teachers, Principal	September 2018-May 2019.	Listed in next section
Provide GATE enrichment opportunities, resources and materials to GATE students.	Principal Teachers	September 2018 Identify current and emerging GATE students, twice a month August 2018– June 2019 Bi-weekly – GATE students attend after school enrichment classes including STEM and art activities.	\$600 Focus Money
District training on ACE writing to support strong first instruction	AAIAC, teachers	October 2018 District will train AAIAC and a teacher on the ACE writing program and AAIAC and teacher will share with the rest of teachers to support strong first instruction	District paid

NGSS training for all 4th grade teachers including special education teachers	4th grade teachers and special education teachers	October and November 2018 District will train 4th grade teachers on New Generation Science Standards to support science instruction and high level problem solving.	District paid
Ensure that site administrators are receiving/reviewing collaboration agendas, minutes and/or notes on a regular basis to support achievement in ELA as evidenced by agendas, minutes, notes and administrator summaries of the aforementioned documents.	Principal, AAIAC	August 2018 – June 2019 – Administrators collect and review collaboration/PLC agenda minutes and notes.	NA
Continue implementing AVID strategies school-wide to support all students with rigorous curriculum	Principal, teachers	August 2018-June 2019 AVID workshops on strategies to use in the classroom. Leadership team meetings to focus on our goals, implementation and focus for professional development	Fiscal portion annotated in Goal 1.
AVID strategies used school wide to improve students writing, inquiry, collaboration, organization and reading.	All teachers, administration	July 2018 Summer Institute for seven teachers and an administrator Quarterly 2018-2019 AVID workshops after school for teachers to learn additional AVID strategies to use in their classrooms. Monthly Leadership Team Meetings 2018-2019 Discuss progress on our school AVID goals/plan	Fiscal portion annotated in Goal 1.
Prior to the start of the 2018-2019 school year, 84% of teachers had attended an AVID Summer Institute	Prior to the start of the 2018-2019 school year, 84% of teachers had attended an AVID Summer Institute	Prior to the start of the 2018-2019 school year, 84% of teachers had attended an AVID Summer Institute	Prior to the start of the 2018-2019 school year, 84% of teachers had attended an AVID Summer Institute

<p>Implement AVID Elementary for K-5 teachers. Provide AVID Strategies to all classes.</p>	<p>Principal, AAIAC, AVID Team Leader, AVID Site Team, Teachers</p>	<p>August 2018-June 2019 Teachers attend various AVID workshops including AVID Summer Institute and Path training. Registration Fees, including hotel, food, and mileage. August 2018 Organizational tools (i.e. binders) provided to all students in grades K-5. November 2018-March 2019 Train teachers in AVID strategies for AVID Elementary through workshops monthly taught by AVID team leader October 2018 - June 2019 Monitor fidelity of school-wide AVID essentials using self- study tool provided by AVID.</p>	<p>\$14,311 Title 1</p> <p>\$1350 Title 1 \$300 Title 2</p>
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Goal 3: Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

SCHOOL GOAL: For the 2018-2019 school year monthly attendance will increase by 2%, the percentage of students suspended will be lowered to under 5% schoolwide and for all subgroups. Chronic Absenteeism will decrease by 2% school wide and be lowered to under 10% for all subgroups. Increase parent engagement and provide opportunities for parents to actively engage on campus.

<p>What data did you use to form this goal?</p> <p>2017-18 Aeries suspension reports PBIS/SWISS Reports Monthly attendance reports Parent sign-in sheets Chronic Absenteeism data</p>	<p>What were the findings from the analysis of this data?</p> <p>For the 2017-2018 school year, the percentage of all students suspended was 4.4% which is down .8%. For African American students they were suspended 8.4% which is down 6.2%. For Hispanic students they were suspended 2.8% which is up .8%. Last year’s attendance showed that 94.69% of our general education students attended regularly, while 95.06% of our students in a Special Day Class attended regularly. Chronic Absenteeism for 2017-18 school year for all students was 11%. For African American students it was 11.9% and for Hispanic students it was 9.8%</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Aeries Attendance Reports Aeries/SWIS Suspension Reports</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? In the cost and funding section</p>
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	<p>Dashboard Data: (%=Percent suspended or chronically absent)</p> <p>Suspension Data:</p> <p>All: from orange to yellow (4.4%).</p> <p>AA: from red to yellow(8.4%).</p> <p>Hispanic:from green to orange (2.8%).</p> <p>Whites: from orange to red with (7%).</p> <p>2+ Races: are yellow(4.5%)</p> <p>FY- from yellow to orange (5.5%)</p> <p>EL Students: from green to orange (1.3%).</p> <p>SED: from orange to yellow (5%).</p> <p>SpEds:from red to orange (8.2%).</p> <p>Chronic Absenteeism: All Students: yellow with 11%.</p> <p>African American: yellow with 11.9%.</p> <p>Hispanic: green 9.8%</p> <p>White: blue 2.5% 2+ Races: orange 27.5%</p> <p>Foster Youth: green moved from 4.8% to 7.4%.</p> <p>EL: green moved from 7.7% to 7%.</p> <p>SEDs: yellow moved from 11.4% to 12.8%.</p> <p>Sp Ed Students: yellow - from 11.7% to 12.3%.</p>	
<p>What data did you use to form this goal?</p> <p>Calendared parent/community involvement opportunities for the 2017/2018 school year.</p> <p>Sign-in sheets for the 2017/2018 school year.</p> <p>There was no PTA/PTO in 2017-18.</p>	<p>What were the findings from the analysis of this data?</p> <p>Parent survey</p> <p>Sign-in Sheets from Parent meetings</p> <p>Number of approved volunteers</p> <p>Number of PTO Memberships</p> <p>Calendared events for the school year. There were strongly attended events for families during 2017-18 school year.</p> <p>There were 29 approved volunteers for the 17/18 school year. This was a decrease from the 32 from the previous year.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the cost and funding section</p>

STRATEGY: Staff will engage in professional development aimed at increasing student engagement and positive behaviors. A comprehensive attendance plan will be established and followed. Focus on remain on PBIS to support discipline and decrease suspension.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Establish classroom expectations and behavior matrices.	Principal, AAIAC, Teachers	August, 2018 : Teachers will collaborate during professional development time to establish their team behavior matrices.	N/A

Commented [1]: Add actions for before and after school tutoring, and GATE in this section.

Commented [2]: done

Classroom behavior tours will be scheduled two times a year.	Principal, AAIAC, Teachers	August and November 2018 & March 2018 Teachers will walk students around campus and review ROCK posters for given areas.	N/A
Anti-bullying Assemblies	Principal, AAIAC, Teachers	November 2018	\$1100 Title 4
PBIS Expectation assemblies two times a year.	Principal, AAIAC, Teachers	January 2019 and April 2019 Administration will hold expectation assemblies for all students to review campus-wide behavioral expectations.	N/A
Review minor vs. major behaviors and classroom vs. office managed behaviors.	Principal, AAIAC, Teachers	August 2018 and January 2019 Review lower and higher-level referral behaviors and policies.	N/A
Bi-monthly Round-Ups and daily reminders and awards to review and recognize positive behaviors.	Principal, AAIAC, Teachers	August 2018-June 2019 Hold bi-monthly awards assemblies to recognize positive student behaviors.	NA
Behavior lessons in classrooms as needed	Principal, AAIAC, Teachers	August 2018-June 2019 Daily lessons to support positive behaviors.	NA
Monthly PBIS team meetings to review data and make necessary adjustments.	Principal, AAIAC, PBIS Team	August 2018-June 2019 PBIS Team to hold regular meetings to discuss discipline data and establish interventions as necessary.	NA
Attend district PBIS trainings and SELPA meetings.	Principal, AAIAC, Teachers	August 2018-June 2019 Attend trainings and meetings offered by SELPA and District	\$400 Focus Money
PBIS student Tier I interventions and support (Model Mustang, positive phone calls, positive postcards).	Principal, AAIAC, Teachers	August 2018-June 2019	NA
Implement Peaceful Playgrounds	Principal, AAIAC, Proctors, teachers	November 2018	\$6331 Title 4

Increase student attendance through various means- reduce chronic absenteeism	Entire Staff	Monthly: Otter Pop parties (Ted Vick is GREAT! You OTTER be here!) SART /SARB Meetings Home Visits Saturday School Programs/Attendance Competitions Ongoing: Stringent Independent Studies Offerings Daily announcements of classes with perfect attendance	\$180 general fund \$250 donation
Provide staff with trainings to support positive relationships amongst students	Principal	August 2018-June 2019 Send staff to Capturing Kids' Hearts workshops as offerings occur.	\$3699 Title 1
SSC parent training	SSC parents and classified staff	October 2018 Training to confirm that SSCs are being run accordance to State guidelines.	District paid
Trauma Informed professional development	Teachers, AAIAC and Principal	November 2018	District paid
ADR Special Education training on IEPs, Manifest Determination	Principal, AAIAC	October 2018-November 2018	District paid
Equity Administrative training	Principal, AAIAC	October 2018-April 2019	District paid
Restorative Practices	District will train	December 2018-May 2019 Teachers will volunteer to attend restorative practices training and implement in their classroom.	District paid.
The afterschool program is provided through Creative Brain. Homeless and Foster Youth receive priority admissions and are never denied enrollment. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc.	Creative Brain staff, site admin. and district admin. collaborate closely in order to address issues related to student programming, student discipline, and parent concerns.	Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle school are awarded 111 spaces.	Creative Brain is a grant funded program. The District provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program.

Strategy: We will increase our parent involvement and opportunities for family engagement by 10% as measured by sign-in sheets, involvement opportunities and parent course offerings.

STRATEGY: Identify new Parent/Community Involvement Opportunities for the 2017/2018 school year through parent surveys, meetings, and student needs. Collaborate with PTA, ELAC and SSC to seek further family engagement opportunities. Increase the number of home visits done throughout the year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Principal Coffee with parents on Mondays	Principal	started August 2018- to Winter break every week. January 2019-June 2019 last Monday of the month	School discretionary funds
recruit more parents to attend ELAC and SSC meetings	Principal, AAllAC, Teachers	August 2018- June 2019	N/A
Support specific academic programs that include staff, parents, and community to include but not limited to Family Literacy Night, AVID Night, math night and Science Fair. Evidence to include parent notices and agendas.	Principal, English Learners Coordinator, various Teachers.	August 2018-June 2019 Host quarterly (at least) parent/family engagement events to promote student achievement and positive behavior support. August 2018-June 2019 Calendar Parent Classes on site. Refreshments and materials for parent/family nights	NA Adjunct teacher duties District sponsored \$1719 Title 4
Increase Parent participation in ELAC, SSC, school volunteers and Coffee with the Principal through newsletters, all calls, website, and/or marquee.	Principal, AAllAC	Monthly: Change Marquee Weekly for first semester, monthly 2nd semester: Hold Coffee with the Principal Ongoing: Mailers/newsletters, website	NA \$300 Donation money
Parent Volunteer Trainings	Principal	September 2019-May 2019	NA
Parent classes offered at TVE: Zoomba, ESL, Citizenship with child care	District	September 2018-May 2019	District paid
PTO meetings	Principal, AAllAC, parents	November 2018-May 2019 Meetings monthly, membership drive in January 2019	donation money
Extend library hours for parents to use library and media lab with their students.	Principal Media Clerk	August 2018-June 2019 Library and lab will be open after school on Tuesdays for one hour. Parents may visit the library from 8 a.m.-8:30 a.m. daily.	NA

Commented [3]: I added this

Harvest Festival	Principal, AAllAC, Teachers	October 2018 Carnival games, vendors, raffles and food for families and staff	NA
100 mile club with parents on Friday mornings	Principal, Teachers	October 2018-May 2019 Teachers monitor students and parents walking or running laps for 100 mile club.	NA
Parent surveys to include the Title I parent survey	Principal, AAllAC, teachers	October 2018-May 2019	NA

Form B: Centralized Services for Planned Improvements in Student Performance

\$5,427.00 Title I funds is paid by the site for centralized services (Parent Education).

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"/>

<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 checked="" type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>

<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) LCAP		<input type="checkbox"/>
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Total amount of state categorical funds allocated to this school

Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$57944	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$578	<input checked="" type="checkbox"/>
<input checked="" 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)	\$5866	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 8400	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ¹

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,

<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program	\$ 9150	<input type="checkbox"/>
	Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG)	\$	<input type="checkbox"/>
	Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		
<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	\$ 76207	
<hr/>			
	Total amount of state and federal categorical funds allocated to this school	\$ 96207	

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

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 - Theodore Vick Elementary School

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
Diane Kammeyer	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Dakin	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Laura "Joanne" Roda	<input type="checkbox"/>	x		<input type="checkbox"/>	<input type="checkbox"/>
Alondra Hucks-Willingham	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Watson	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mallela Villareal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Katia Morales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Yasmin Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Hilda Mercado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Laura Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	
Total	1	3	1	5	0

² EC Section 52852

