

# The Single Plan for Student Achievement

**School:** Mt. McKinley School-Martinez and Mt. McKinley School-Byron  
**CDS Code:** 07100740120444  
**District:** Contra Costa County Office of Education  
**Principal:** Robert Bowers  
**Revision Date:** December 7, 2020

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

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

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**The District Governing Board approved this revision of the SPSA on January 13, 2021.**

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## School Vision and Mission

### Mt. McKinley School-Martinez and Mt. McKinley School-Byron's Vision and Mission Statements

"We believe that all students want to learn and are capable of learning. At Mt. McKinley, all students engage in transformative learning according to their individual needs, to achieve their potential, and to positively participate and contribute to their community."

#### Student Learner Outcomes

Students will become confident, accountable and self-directed learners who can advocate for their own learning through discovery, resilience, transformation, empowerment and community.

Students will:

1. Be able to evaluate their educational transcript and make a realistic academic plan towards graduation
2. Have a strengths-based life plan with measurable short and long term goals
3. Respect themselves, others and the sanctity of life itself
4. Use coping skills when faced with life stressors
5. Be able to ask questions, think critically, and work collaboratively
6. Use organizational and executive functioning skills
7. Use technology to develop skills and demonstrate knowledge
8. Be college and career ready by mastery of below skills

#### English Language Arts and Social Studies

- +Write well-structured, five paragraph essays that fit the purpose and cite appropriate evidence
- +Engage in complex, purposeful and rigorous reading
- +Analyze and review historical events and literature through the lens of social justice and equity
- +Become an active, civically-engaged community member

#### Math

- +Solve multi-step tasks employing the skills of Algebra 1 and higher
- +Construct viable arguments to justify their views
- +Make sound decisions based upon clear mathematical reasoning
- +Be able to articulate and apply the importance of math in a vocational field and in everyday life

#### Science

- +Develop a curiosity and respect for living organisms and the Earth
- +Be environmentally conscious with a personal, local, and global lens
- +Use inquiry to explore their understanding
- +Create and adjust models based on results of their inquiry

## School Profile

The Contra Costa County The Contra Costa County Court School Program is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. The Mt. McKinley Single Plan for Student Achievement (SPSA) is written to address the needs of students served in our Juvenile Court School. Mt. McKinley School (MM) serves students who are housed in the Contra Costa Juvenile Detention Center in Martinez and in the Orin Allen Rehabilitation Facility in Byron. The students in our school are either incarcerated in detention awaiting the outcome of their court proceedings or outside placement or have been sentenced to the treatment program housed inside the facilities. The school is accredited by the Western Association of Schools and Colleges (WASC).

The Court Schools endeavors to ensure academic improvement and successful transition while promoting pro-social skills. Prior to entering the court school, most of these students have generally scored below proficient on state-mandated tests. Most of the high school students enter the program credit deficient and not on track for graduation. Most of the students enrolled in the school also have a history of behavior and attendance issues. Consequently, it is important to not only provide a robust academic curriculum but to also work collaboratively with probation and other support staff to foster the students' social-emotional development.

In 2019-20 the Court Schools served 435 students. The average length of stay was 49 days. As per norms for alternative education programs, students who stay for 90 days are considered our "long term" students. The percent of 90 day + students varies from year to year and comprises a smaller subset of the population. The percentage during the 2019-20 school year was 23% (102 of 435). This reflects a 1% decrease of long term students from the prior year. The largest number of students, 26%, came from West Contra Costa County Unified School District. Our next largest district of residence is Antioch with 16% of our students coming from there.

African American students enrolled in court school at a disproportionate rate. The student ethnicity groups comprising Mt. McKinley School included 53% percent African American, 12% percent White and 30% percent Hispanic. The overall county High School enrollment was comprised of 10% African American, 34% White, and 33% Hispanic. Most students are enrolled in grades 9 - 12, a smaller percentage in grades 7 -8. The Byron complex serves only boys, and Mt. McKinley served about 82% boys and 18% girls. English Learners comprise about 23% of the student population in Mt. McKinley. Special education services are offered to those identified and these students comprise 33% of the population. All students are considered "at risk."

According to the 2019 CALPADS report, 100% of the students in Mt. McKinley qualify in one or more of the targeted subgroups (socioeconomically disadvantaged, foster youth, or English learners). For this reason, the program offerings are school-wide, the actions and services noted in this SPSA are targeted to all students, and the data has not been disaggregated by these subgroups.

The Martinez campus is comprised of 8 classrooms on the living units with a computer lab, an Assessment Center, and a Transition Center. Due to decreased enrollment, three living units and the attached classrooms are currently closed. There are 6 FTE certificated classroom teachers, 1 FTE certificated special education teachers, and 4 FTE classified special education instructional assistants. The office staff includes 1 FTE classified Administrative Assistant, 1 FTE Transition Specialists, and a 1 FTE Student Information Specialist, and a 1 FTE psychologist. There is also 1 FTE principal and .5 Special Education Administrator that serve both locations.

The Byron campus has 2 full-time teachers, 1 FTE special education instructional aides, a .5 FTE psychologist, and a .5 FTE certificated special education teacher.

At both sites, the instructional day is 280 minutes with a minimum day every Wednesday of 180 minutes. Teachers participate in collaborative meetings monthly to review data and identify additional strategies to address behavioral needs and improve student learning. The focus of these programs is to provide curricular and academic opportunities while modifying behavior with the ultimate goal being a successful transition back to the students' home districts. Students take grade-appropriate academic courses. Those in high school work on earning high school credits.

All curricula are directly linked to achievement in the California Common Core State Standards, interpersonal, pro-social skill development, basic skill remediation, and the completion of graduation requirements. In our attempt to meet the needs of all learners, our program adopted the state-approved reading intervention program, Reading Horizons. We also use the intervention programs Freckly and Edgeunity. The school works with the County Office Curriculum and Instruction Department to pilot, adopt, and implement new materials. The Mt. McKinley school follows the state textbook adoption cycle and adopted a new math curriculum, Big Ideas, in 2015-16, adopted The Reading with Relevance ELA/ELD curriculum for the 2017-2018 school year and adopted Stemscope to support the Next Generation Science Standards during the 2019-2020 school year. Additionally, the Middlebury English Language Development Curriculum program of Edgenuity was adopted during the 2019-20 school year to support our ELD population.

Given the itinerant nature of the student enrollment and the fact that most are short-term, there are some recommended metrics that cannot be addressed, and those are noted below:

- High school graduation rate (5E)
- High school dropout rate (5D)
- Middle school dropout rate (5C)
- Graduates completing UC/CSU required courses (4C)
- Students who pass AP exams, or students who pass AP exams with 3 or higher (4F)
- Early Assessment Program (EAP) Test Results (4G)
- Chronic Absenteeism (5B)
- Attendance Rate (5A)

Other metrics that will likely be used in lieu of those that are unavailable:

Pre Post Test Learning Gains in ELA and Math  
Number of students who earn a high school diploma  
Number of students who pass one or more sections of a high school equivalency test (GED or HiSET)  
Number of students who earn a high school equivalency (GED or HiSET)  
Number of students who successfully transition to another school placement, higher education, or employment  
Annual parent/student/staff surveys

The students who attend the court schools are primarily absent due to mandatory court appearances, professional visits, or illness. Since these are all considered excused absences, it is not beneficial to measure chronic absence or truancy rates for these students.

We will accomplish our program's mission and help support our local districts by focusing on the following three goals:

Goal 1: Foster respectful and collaborative school cultures that promote students' social-emotional well-being and increased engagement

Goal 2: Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.

Goal 3: Increase parental involvement and engagement in all areas of the school

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

\*\*\*The Mt. McKinley School participated in a number of surveys in the 2018-19 school year, including a parent survey as well as a school climate survey. During the 2019-20 school year, multiple focus groups were conducted to help formulate our school goals for the Local Control Accountability Plan. Teachers, students, parents and stakeholders were surveyed. The goals that were formulated were in the area of school culture, curriculum and instruction and parent involvement. During the 18-19 school year, these goals were reviewed by the School Site Council and the LCAP Stakeholder groups. The school also had a WASC self-study in March of 2019 and the self-study has also informed the preparation of the Single Plan for Student Achievement. We received a 6 year term of accreditation.

### **Classroom Observations**

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

Certificated and classified staff are formally observed as part of their evaluation. In addition, class observations are used to support implementation of curriculum and teaching strategies. During the 19-20 school year we focused on Common Core teaching strategies and implementation of differentiated instruction and co-teaching with our Special Ed staff. We observe classrooms at least twice a month to support implementation.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

The Mt McKinley Schools participate in all mandated statewide assessments as part of the Smarter Balance Assessment Consortium (SBAC) in English, Mathematics, and Science. Due to the 2019-20 School year Spring Covid-19 closures, no statewide assessments in ELA, Mathematics, and Science were completed. Our schools will participate in any mandated statewide assessments in the Spring of 2021. Mt. McKinley School continues to use the Renaissance pre and post tests in reading and mathematics for initial placement and to measure progress in Reading and Math levels. These assessments are used to track progress of students in the school.

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

We are developing local, formative assessments in each curricular area, aligned to our Common Core State Standards as well as using the curriculum-embedded assessments to modify instruction in the classroom.

### Staffing and Professional Development

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

Our staff meet requirements as outlined in the ESSA.

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

All teachers are fully credentialed. Teachers participate in training on the adopted instructional materials as well as meet quarterly in curricular teams to review implementation and successful instructional strategies.

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

- Staff development was based upon student academic performance needs and teacher needs.
- The agency requires trainings on Blood-Borne Pathogens, Emergency Procedures, Child Abuse Prevention, and Sexual Harassment.
- Staff development in Common Core ELA, ELD and Mathematics as well as Behavior Intervention Strategies,
- Staff have received continuing training surrounding students use technology in the classroom.

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

The Principal, CCCOE Curriculum and Instruction staff, and outside contractors serve as coaches and support in curriculum implementation. In addition, new staff are either in the Teacher Induction Program or offered a mentor for support. Staff that are in new positions, but have a clear credential, receive NAMS support (New Assignment Mentor Support). They have a mentor who meets with them throughout the year to problem solve and strategize. The Curriculum and Instruction team at the Contra Costa County Office of Education provide coaching support on all subjects for the school. The school also hired an outside consultant to coach the teachers on infusing social-emotional learning lessons in the ELA and Social Science curriculum.

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

All classes consist of multiple grades and taught by a rotation of teachers each focusing on a particular curricular area. Teachers meet monthly for Common Core Training and they have two afternoons a month for collaborative planning time. The subject-level teams also have one shared planning day per quarter.

Teaching and Learning

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

- All textbooks are board approved. A new math adoption is complete and being implemented. Reading with Relevance was adopted in May 2018 as the ELA curriculum.
- Course descriptions have been reviewed for alignment and revised.
- The Course of Study is Board approved.
- Pacing Guides are current for Math and English. We are in the process of creating pacing guides for Science and Social Studies in line with the new frameworks.
- Staff development and teacher collaboration meetings assist in increasing student learning.
- Reading Horizons and Positive Action have both been implemented to address Reading and Social Development.

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

NA

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

NA

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

- Our student now have access to one-to-one computing devices and many materials are delivered electronically.
- Each student is provided grade and ability appropriate assignments based upon curricula that are CCCOE Board approved. Teachers also use various materials to supplement and individualize the program.
- All students have available a standards-based, CCCOE Board adopted textbook in Language Arts and Math. Curricula in Science and Social Studies is drawn from multiple sources to support implementation of the new frameworks. Additionally, students have access to leveled courses through Edgenuity which includes A-G approved courses.
- Teachers make use of numerous scaffolding tools to support ELD students including Reading Horizons, Accelerated Reader, Middlebury Learning, and Ren 360.

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

SBE adopted materials are used for the middle school students and high school texts are CCCOE Board approved.

## Opportunity and Equal Educational Access

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

- Differentiated instruction.
- One-to-one and flexible grouping instruction.
- Special Education staff, instructional assistants and tutors provide additional assistance to teachers and individual support to the students.
- Pullout small group or individual assistance in reading with Reading Horizons Program
- Catch Up Math, IXL and Edgenuity computerized programs are used for small group and individual Math reinforcement
- Edgenuity online Math courses are given to each student based on their Renaissance score
- The instructional level of students is assessed by the Renaissance test and transcript review

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

Small group instruction  
Student goal setting  
Modelling and scaffolded instruction  
Blended learning  
Individualized assignments  
Exposure to grade level standards for all students

## Parental Involvement

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

- WorkAbility and COE Youth Development Services provide job placement and training for students
- Juvenile Hall Auxiliary and the Library provides support and programs to students through grants.

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

All parents/guardians are invited to IEP meetings, SST and 504 meetings. In addition, quarterly report cards and semester newsletters are distributed.

Parent training in collaboration with outside agencies are offered at locations throughout the county. Parents are involved in the School Site Council.

## Funding

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

- Reading Intervention
- Tutoring
- Enhanced transition support
- Enhanced support staff

### 18. Fiscal support (EPC)

The funding for this program comes from Title 1, Part D, CSI, MTSS and Title IV.



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

Barriers to success include:

- Past limited school enrollment
- Credit deficiencies
- Large number of special needs students
- Students are adjudicated, subject to gang influences, and are often dealing with substance abuse issues.
- Histories of truancy and academic failure.
- Responsibility and demands of teenage parenting.
- Lack of parent involvement.
- Open entry/open exit
- High student mobility/transiency
- Multiple grade levels and multiple ability levels in each classroom and limited English skills for some
- Low self esteem/Inadequate socialization skills.

Goals to address the above include:

- Increasing academic skills
- Increasing life pro-social skills
- Increasing parent involvement
- Regular transcript screenings to identify students eligible for credit reductions
- Increasing academic proficiency in math and English
- Continue to support the Social and Emotional Learning infused Reading with Relevance curriculum in all classrooms
- Reading Horizons computer based program (Reading Intervention)
- After school tutoring by classroom teacher
- Connection to enrollment at Community Colleges.

**Planned Improvements in Student Performance**

**School Goal #1**

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

<b>SUBJECT: School Culture and Engagement</b>
<b>LEA GOAL:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement
<b>SCHOOL GOAL #1:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement
<b>Data Used to Form this Goal:</b>
Suspension and Behavior Referrals Data
Review of ILPs
Student School Climate Surveys
Parent and Staff Surveys
<b>Findings from the Analysis of this Data:</b>
10 students received high school diplomas from Mt. McKinley High School in 2019-2020 school year. 67 percent of students who took the High School Equivalency exam passed. In the 2019-2020, 8% of students were suspended at the Martinez Campus which was a decrease from 9% from the prior year. In 2019-20, 15% of the students at Martinez and 16% of the students at Byron received an Alternative to Suspension.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review data yearly

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide presentations by UCB Underground Scholars	Fall 2020	Robert Bowers	Presentations by UCB Underground Scholars	5800: Professional/Consulting Services And Operating Expenditures	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student engagement and increase student discussion and use of inquiry as an instructional strategy	July 2020-June 2021	Robert Bowers	Contract for Staff PD and Coaching around Cycle of Inquiry and Pedagogical Workshops with UC Berkeley History/Social Studies Project	5800: Professional/Consulting Services And Operating Expenditures	CSI	15,623
				5800: Professional/Consulting Services And Operating Expenditures	Title IV	12,748

**Planned Improvements in Student Performance**

**School Goal #2**

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

<b>SUBJECT: Academic Achievement</b>
<b>LEA GOAL:</b>
Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>SCHOOL GOAL #2:</b>
Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>Data Used to Form this Goal:</b>
ELPAC Tests and local pre and post assessments, graduation completion.
<b>Findings from the Analysis of this Data:</b>
Local testing: Learning Gains for students enrolled 90 days or longer-Math decreased from 64% to 63%; Reading increased to 64% from 68%. Local Testing for ELL: Learning Gains for students enrolled 90 days or longer-Math increased from 58% to 60%; Reading decreased from 59% to 46%. Local Testing for Special Education Students: Learning Gains for students enrolled 90 days or longer-Math increased to 71% from 76%.Reading stayed constant at 68%.  10 students earned high school diploma, and 2 students earned their High School Equivalency Certificate.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review Renaissance pre-test and post-test data of students in the program for 6 months or longer at the time of testing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional staff to provide additional educational support in the classroom and after school.	July 2020-June 2021	Robert Bowers	Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I Part D	229,133
			Benefits	3000-3999: Employee Benefits	Title I Part D	151,583

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide engaging, culturally relevant curriculum and instruction in English Language Arts	July 2020-June 2021	Robert Bowers	Contract with Moving Forward Institute	5800: Professional/Consulting Services And Operating Expenditures	CSI	1,050
Employ Student Information Specialist to collect and provide records and information about student achievement and course completion to better implement graduation plan for each student.	July 2020-June 2021	Robert Bowers	Student Information Specialist Benefits	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Part D	73,200 35,273
Provide targeted intervention in Math	July 2020-June 2021	Robert Bowers	Contract for online math intervention program	5800: Professional/Consulting Services And Operating Expenditures	Title IV	6,345
Extra hours for staff to provide afterschool support to students	July 2020-June 2021	Robert Bowers	Extra hours Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Part D	10,876 2,502

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
Increase parent involvement and engagement in all areas of the school.
<b>SCHOOL GOAL #3:</b>
Increase parent involvement and engagement in all areas of the school.
<b>Data Used to Form this Goal:</b>
Evaluations from parent training. Parent surveys.
<b>Findings from the Analysis of this Data:</b>
Satisfaction of parents and probation on the Parent training activities.
<b>How the School will Evaluate the Progress of this Goal:</b>
At the end of the trainings parent participants will be given evaluations. Parent surveys will be distributed at any meetings where parents are present. Parents will be mailed surveys annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Organize parent trainings and open house events to increase parent knowledge and participation. Inform Judges and Probation Department of upcoming trainings and events	July 2020-June 2021	Robert Bowers	Contract with COPE	5800: Professional/Consulting Services And Operating Expenditures	17,500

### Centralized Services for Planned Improvements in Student Performance

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

#### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement</b>	
<b>SCHOOL GOAL #1:</b>	
Provide district office coordination to the school sites and to the principals, in order to assist with the implementation of identified school goals and to ensure that all accountability requirements are met.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
County Office indirect support	August 2020-July 2021	Rebecca Vichiquis	Indirect Costs	7000-7439: Other Outgo	Title I Part D	50,437
				7000-7439: Other Outgo	CSI	3,428

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	CSI	34,173.00
1000-1999: Certificated Personnel Salaries	Title I Part D	10,876.00
2000-2999: Classified Personnel Salaries	Title I Part D	302,333.00
3000-3999: Employee Benefits	Title I Part D	189,358.00
5800: Professional/Consulting Services And	Title I Part D	300.00
5800: Professional/Consulting Services And	Title IV	19,093.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

Funding Source	Total Expenditures
CSI	34,173.00
Title I Part D	502,867.00
Title IV	19,093.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Bowers	X				
Enoshia Leslie			X		
Danielle David		X			
Camerina Cruz				X	
Confidential Student #1					X
Confidential Student #2					X
Cathy Botello				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

**Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

	State Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature  <hr style="border: 0; border-top: 1px solid black;"/>
X	English Learner Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Special Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Gifted and Talented Education Program Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	District/School Liaison Team for schools in Program Improvement	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Departmental Advisory Committee (secondary)	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Other committees established by the school or district (list):	<hr style="border: 0; border-top: 1px solid black;"/> 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 January 7, 2020 via email.

Attested:

<u>Robert Bowers</u> Typed Name of School Principal	 Signature of School Principal	<u>1/7/2020</u> Date
<u>Danielle David</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>1/6/2021</u> Date

