

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014



# Part II: The Single Plan for Student Achievement Template

School: George Magnet School

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675870107425

Principal: Carol Coburn

Date of this revision: **12/18/2017**

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 TBD.



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## Form A: Planned Improvements in Student Performance

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

**LEA LCAP 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. **(Pillars 1 & 2)**

**SCHOOL GOAL:** Ensure that all teaching positions are filled 100% with highly qualified teachers. Ensure that 100% of students have access to AESD board approved core curriculum for English Language Arts, Mathematics, Social Studies, Science, Health, and ELD (if applicable). Ensure that 100% of students have access to technology moving towards a 1:1 ratio in grades 2-8 and a 2:1 ratio in grades K-1. Ensure that the custodial staff works to keep classrooms, restrooms, and campus grounds clean and safe by conducting regular facilities inspections and repairs when necessary as measured by the yearly FIT report.

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?						
<ul style="list-style-type: none"> <li>2015-2016 School Accountability Report Card Published in the 2016-2017 School Year</li> <li>Technology Count at George</li> </ul>	<p>Teacher Credential Status</p> <table border="0"> <tr> <td>Fully Credentialed</td> <td>26</td> </tr> <tr> <td>Without Full Credentials</td> <td>0</td> </tr> <tr> <td>Teaching Outside Subject Area of Competence (with full credential)</td> <td>0</td> </tr> </table> <p>District-Adopted Textbooks</p> <p>Sufficient: Yes Lacking 0%</p> <p>School Facility Conditions</p> <ul style="list-style-type: none"> <li>Systems (Gas leaks, Mech/HVAC, Sewer): Good</li> <li>Interior: Good</li> <li>Cleanliness (Overall cleanliness, Pest/Vermin Infestations): Good</li> <li>Electrical: Good</li> <li>Restrooms/Fountains: Good</li> <li>Safety (Fire safety, Hazardous materials): Good</li> </ul>	Fully Credentialed	26	Without Full Credentials	0	Teaching Outside Subject Area of Competence (with full credential)	0	<ul style="list-style-type: none"> <li>Monitor Open Teacher positions- ongoing</li> <li>Check-in with Librarian to look at Destiny Systems reports for textbook sufficiency</li> <li>Monthly walk-through with custodial staff to check on conditions of the school</li> <li>Monitor technology needs of school by checking in with grade level teams</li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>In the cost and Funding Source Section</p>
Fully Credentialed	26							
Without Full Credentials	0							
Teaching Outside Subject Area of Competence (with full credential)	0							

	<ul style="list-style-type: none"> <li>• Structural (Structural damage, Roofs): Good</li> <li>• External (Grounds, Windows, Doors, Gates, Fences): Good</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Chromebook Carts: <ul style="list-style-type: none"> <li>○ 19 carts with 30 Chromebooks per cart</li> <li>○ 6 Stations with 8 Chromebooks per station</li> </ul> </li> <li>• iPad Carts: <ul style="list-style-type: none"> <li>○ 3 carts with 25 iPads on each cart</li> </ul> </li> <li>• Desktop Computers <ul style="list-style-type: none"> <li>○ Each classroom has 4-5 Desktop computers</li> </ul> </li> </ul>	
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**STRATEGY:** The school will follow the district and ADTA procedures for replacing teachers when vacancies open for teaching positions. The school will monitor textbook distribution to ensure that all students have the required textbooks and replace any when necessary. The school will provide access to technology (Chromebooks, iPad, Desktop computers) for all students and repair the technology when necessary. The principal will work with the custodial staff to ensure classrooms, restrooms, and campus grounds are kept clean and safe. Staff will report any repairs to the custodial staff who will create a work order when necessary.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Work with AESD Human Resources to fill teacher vacancies according to AESD District hiring procedures and Adelanto District Teachers Association contract. (August 2017-June 2018)</p>	<p>Administration AESD Human Resources (HR)</p>	<p>a) Hire a 5<sup>th</sup> grade teacher to replace the vacancy for the 2017-2018 school year. b) Hire a ½ RSP teacher to fill the teacher vacancy for the 2017-2018 school year.  (August 2017-June 2018)</p>	<p>a) District General Fund b) District General Fund</p>
<p>2. Ensure that all students meet the textbook sufficiency for English Language Arts, Mathematics, Social Studies, Science, Health (if applicable). (August-September 2017)</p>	<p>Administration Librarian Teachers</p>	<p>a) All students will have textbooks checked out by the librarian using the Destiny System. b) Teachers will report to the administrator if all students have textbooks and sign the yearly Textbook sufficiency report. The librarian will run a report through Destiny to identify any student missing textbooks. c) The principal will report to the AESD District office the results of the Textbook Sufficiency. (August-September 2017)</p>	<p>a) N/A b) N/A c) N/A</p>
<p>3. Ensure that the facility provides a safe and clean environment for students, staff, parents, and the community. (July 2017-July 2018)</p>	<p>Administrators Custodial staff Staff</p>	<p>a) The AESD District Office will send in a team to conduct a scheduled site inspection walk-through to ensure that all classrooms and facilities are well maintained and in “Good” repair. b) A FIT report is provided to the administrators. Work orders are put in by the custodial staff as necessary continually throughout the school year. c) School staff alerts the custodial and administration to areas needing repair as necessary. (July 2017-July 2018)</p>	<p>a) N/A b) N/A c) N/A</p>

<p>4. Ensure that every student in grades 2-8 have access to technology to enhance their learning using the core curriculum (Reading Wonders or Collections) and can utilize the supplemental reading intervention/ enrichment programs (i.e., Lexia Core 5, AR360, IXL (gr 7-8), etc.).</p> <p>(August 2017- June 2018)</p>	<p>Site administrators IT Coordinator</p>	<p>a) Lease 8 Chromebooks Carts at \$19,763.01 per year for a term of 3 years as approved at the October 18, 2016 school board meeting to get to a ratio of 1 to 1 in all classes grades 2-8. This is year 2 of the lease agreement.</p> <p>(August 2017- June 2018)</p>	<p>a) LCAP School Focus \$9,763.01 Title I Funds \$10,000.00</p>
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## Form A: Planned Improvements in Student Performance

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

**LEA LCAP 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. **(Pillars 1&4)**  
**SCHOOL GOAL:** For the 2017-2018 school year, 48% of our students will be proficient in English Language Arts and 31% of our students will be proficient in Mathematics as measured by STAR Reading and Math for grades K-2 and CAASPP English Language Arts and Mathematics for grades 3-8.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• Renaissance Learning STAR Assessments for 2017-2018</li> <li>• CAASPP Summative Tests for 2017-2018 (Grades 3-8)</li> <li>• CELDT 2016-2017 data</li> <li>• Reclassification data in 2016-2017</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p><b>Grade K STAR Early Literacy Assessment 2017</b>  <b>Fall data:</b>            43<sup>rd</sup>ile of students scored Below and            57<sup>th</sup>ile of students scored At/Above the            40<sup>th</sup>ile proficiency level</p> <p><b>Grades 1-8 STAR Reading Assessment 2017</b>  <b>Beginning of Year data:</b>            55<sup>th</sup>ile of students scored Below and            45<sup>th</sup>ile of students scored At/Above the            40<sup>th</sup>ile proficiency level</p> <p><b>Grades 1-8 STAR Math Assessment 2017</b>  <b>Beginning of Year data:</b>            39<sup>th</sup>ile of students scored Below and            61<sup>st</sup>ile of students scored At/Above the            40<sup>th</sup>ile proficiency level</p> <p><b>CAASPP Summative Tests (Grades 3-8) 2017</b>            ELA 2016-2017 43.2% Met/Exceeded            Math 2016-2017 25.8% Met/Exceeded</p> <p><b>CELDT 2016-2017</b>            5.9% Beginning, 19.7% Early Intermediate,            42.4% Intermediate, 27.1% Early Advanced            4.9% Advanced</p> <p><b># of Students RFEP in 2016-2017:</b> 53 students            out of 167 English Learners is 32%</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <ul style="list-style-type: none"> <li>• Review and analyze Renaissance Learning STAR Assessment results 4 times a year (BOY, Fall, Winter, and Spring)</li> <li>• Review and analyze grades 3-8 CAASPP ICA Formative Assessment data results 2 times a year (Benchmark 1 and 2)</li> <li>• Review and analyze grades K-2 District Benchmark Formative Assessment data results 2 times a year (Benchmark 1 and 2)</li> <li>• Review and monitor the number of English Learner reclassified this school year</li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>In the Cost and Funding Source Section</p>
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**STRATEGY: During the 2017-2018 schoolyear, the school will implement a school-wide English Language Arts multi-tiered system of support to address academic needs of all students/subgroups as measured by CELDT/ELPAC, CAASPP ICA Formative ELA and Math Benchmarks, Renaissance STAR Progress Monitoring assessments, and Lexia.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Identify the reading levels of all students using Renaissance STAR Assessments (Early Literacy, Reading, Math). Utilize this information in planning and delivering a multi-tiered system of support for all students. Progress monitor student growth for all students using the ongoing STAR assessments. August 2017-June 2018</p>	<p>Site administrators Leadership Team Grade Level Teams Teachers</p>	<p>a) Collect and analyze district and school level summative and formative data for ELA, ELD, and Math. b) Identify student strengths/needs for literacy, ELD, and Math. c) Continually review school level formative data with grade level teams and school staff during grade level planning meeting days (one for ELA and one for math), staff meetings, and teacher collaboration.  (August 2017-June 2018)</p>	<p>a) N/A b) N/A c) N/A</p>
<p>2. Create and implement a literacy plan for instruction at each grade using Reading Wonders or Collections curriculum. Additionally, we will use AESD recommended intervention materials to target the individual literacy needs of identified students/ subgroups. Grade levels will provide instruction that will include core instruction, ELD, and multi-tiered system of support (MTSS).</p>	<p>Administrators Grade Level Teams Teachers</p>	<p>a) Develop goals for core instruction, ELD, and MTSS. Establish teaching and learning expectations/outcomes based on student baseline and formative data. Provide substitutes for grade level teams to develop the literacy instructional plan (5 days X 3 substitutes at \$155 a day = \$2,325). b) Select and/or develop reading intervention materials and resources. Purchase supplemental instructional materials and supplies to support MTSS. Supplemental instructional materials may include: AR360, Lexia Core 5, Reading A-Z (K-1), Razz-kids (K-1), IXL (7-8), Rosetta Stone (for beginning level EL students) instructional technology programs. c) Purchase library books and/or classroom books to support the implementation of the Common</p>	<p>a) Title I \$2,325 b) Title I \$5,295 c) Lottery Resource 6300 \$14,032 d) N/A e) N/A f) Title I \$1,500</p>

<p>August 2017-June 2018</p>		<p>Core State Standards for ELA.</p> <p>d) Grade levels develop and provide the schedule that includes time designated to ELD, core reading instruction, and MTSS.</p> <p>e) Implement and evaluate the instructional plan and monitor student progress making adjustments as necessary throughout the school year.</p> <p>f) Purchase materials and supplies for student use during supplemental ELA instructional time (manipulatives, copy paper, etc.).</p> <p>(August 2017-June 2018)</p>	
<p>3. Hire 1 EL Coordinator to oversee the CELDT testing of English learners (EL) and the EL Redesignation at the site. (August 2017 – June 2018)</p>	<p>Principal EL Coordinator</p>	<p>a) Hire one EL Site Coordinator</p> <p>b) EL Site Coordinator will assess initial students in first 30 days of school year. Cost of substitute to assess students at \$155 per day for 7 days</p> <p>c) Ensure EL redesignation occurs in the September-June for students who meet the set criteria using the Ellevation student monitoring system.</p> <p>d) Administer the ELPAC assessment to EL students. Cost of substitute to assess students at \$155 per day for 7 days.</p> <p>(August 2017-June 2018)</p>	<p>a) District Paid</p> <p>b) Title I funding \$1,085</p> <p>c) N/A</p> <p>d) Title I funding \$1,085</p>
<p>4. Create and implement a mathematics plan for instruction at each grade level that includes core instruction and math intervention.</p> <p>August 2017-June 2018</p>	<p>Administrators Grade Level Teams Teachers</p>	<p>a) Develop goals for math core instruction and intervention. Establish teaching and learning expectations/outcomes based on student baseline and formative data. Provide substitutes for grade level teams to develop the math instructional plan (5 days X 3 substitutes at \$155 a day = \$2,325).</p> <p>b) Utilize the Go Math! core curriculum to provide core good first instruction, reteach, and intervention for students at every grade level.</p> <p>c) Implement and evaluate the instructional plan and monitor student progress making</p>	<p>a) Title I \$2,325</p> <p>b) N/A</p> <p>c) N/A</p> <p>d) Title I \$1,500</p>

		<p>adjustments as necessary throughout the school year.</p> <p>d) Purchase materials and supplies for student use during supplemental math instructional time (manipulatives, copy paper, etc.). (August 2017-June 2018)</p>	
<p>5. Build teacher capacity in literacy, mathematics, science, and social studies through attending professional development trainings to enhance learning for students. August 2017-June 2018</p>	<p>Administrators Teachers</p>	<p>a) Conduct a needs assessment with teachers to determine professional development needs and interests.</p> <p>b) Research professional development sessions offered based on needs. Send teachers to professional development trainings (substitute cost at \$155 per day, cost of PD and mileage if applicable).</p> <p>c) Pay teachers at the hourly rate to attend the professional development sessions that are outside of the work day. Teachers hourly rate is at \$55 with benefits. 20 teachers at \$55 per hour for 4 hours.</p> <p>d) Provide ELD training for lead teachers at grades 6-8 to utilize core curriculum materials and supplemental materials in English 3-D. (August 2017-June 2018)</p>	<p>a) N/A b) Title I \$7,500 c) Title I \$4,400 d) District paid</p>
<p>6. Extend student learning opportunities by providing before school tutoring for students scoring below the 10<sup>th</sup> percentile or after school enrichment classes for students including GATE identified and English learners.  January 2018 –May 2018</p>	<p>Principal Teachers</p>	<p>a) Hire teachers to provide before school tutoring and after school enrichment classes.</p> <p>b) Teachers will provide tutoring/enrichment for students at an hourly rate plus benefits estimated at \$55 per hour x 36 hours = \$1,980 per teacher. (\$1,980 x 11 teachers = \$21,780)</p> <p>c) Plan tutoring and enrichment sessions for students, and send out interest forms to students.</p> <p>d) Begin tutoring/enrichment sessions will run for 12 weeks.</p> <p>e) Provide additional paper and materials for tutoring/enrichment.</p>	<p>a) N/A b) Title I - \$21,780 c) N/A d) N/A e) Title I - \$2,000</p>

		(January-May 2018)	
7. Hold Student Success Team (SST) meetings for students working far below grade level to discuss academic concerns, plan for intervention strategies, and monitor academic progress. Purchase lap top computers to be used during the SST meetings.  September 2017-June 2018	Principal Teachers Academic Services	<ul style="list-style-type: none"> <li>a) Identify the SST coordinator teacher based on voluntary adjunct duty sign-up.</li> <li>b) Identify students working far below grade level using STAR assessment data, grade level benchmark assessments, and teacher made assessments and have the teacher complete the referral packet.</li> <li>c) Schedule the SST meeting with the team consisting of the classroom teacher, parent, SST coordinator teacher, and Assistant Administrator.</li> <li>d) Provide substitute coverage for the classroom teacher and the SST coordinator teacher to attend the SST meeting. (\$180 per day x 2 teachers each meeting day = \$360; \$360 X 18 days = \$6,480)</li> <li>e) Purchase 3 lap top computers for SST team to utilize during SST meetings to access student data and record action plan for student achievement.</li> </ul> (September 2017-June 2018)	<ul style="list-style-type: none"> <li>a) N/A</li> <li>b) N/A</li> <li>c) N/A</li> <li>d) Title I - \$6,480</li> <li>e) LCAP School Focus \$2,000</li> </ul>

## Form A: Planned Improvements in Student Performance

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

**LEA LCAP 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. **(Pillar 3)**

**SCHOOL GOAL:** For the 2017-2018 school year, by creating a learning environment that is positive, exciting, and safe, the suspension rate at George VAPA will be decreased to .5% and monthly attendance will maintain at 98% or above. Additionally, hold more than 50 parental involvement opportunities will so that parents feel more connected with the school community.  
(Goals should be prioritized, measurable, and focused on identified student learning needs.)

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?
<ul style="list-style-type: none"> <li>• 2016-2017 Suspension data for George Visual and Performing Arts Magnet and Middle School</li> <li>• 2016-2017 George Visual and Performing Arts School Monthly Attendance Summary Totals</li> <li>• List of parent events from 2016-2017 (Back to School Night, Coffee with the Principal, Volunteer Trainings, Parent events, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• 0.86% Students Suspended 2016-2017 school year</li> <li>• Average Daily Attendance Cumulative Total Months 1-11 is 97.96%</li> </ul> <p><b>The following events were held last year:</b></p> <ul style="list-style-type: none"> <li>• Back to School Night (1)</li> <li>• Coffee with the Principal (9)</li> <li>• Volunteer Trainings (12)</li> <li>• Parent Events – Superheroes Reads Night (1)</li> <li>• Fall Festival (1)</li> <li>• Family Movie Nights (6)</li> <li>• School Choice Week – Picnic with Parents (1)</li> <li>• School Choice Week – Family Game Night (1)</li> <li>• Common Core Math Night (1)</li> <li>• Site Council Meetings (6 meetings)</li> <li>• ELAC Meetings (6 meetings held)</li> <li>• Awards Assemblies (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor monthly amount of suspension</li> <li>• Monitor monthly average daily attendance rate</li> <li>• Monitor the calendar of parental involvement events</li> <li>• Monitor parent attendance at events through sign-in sheets</li> </ul> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>In the Cost and Funding Source Section</p>

	<ul style="list-style-type: none"> <li>• Music concerts (2)</li> <li>• Drama performances (2)</li> <li>• Science Fair (1)</li> <li>• Young Author’s Celebration (1)</li> <li>• Book Fairs (2)</li> </ul> <p><b>Total: 56 Parental Involvement Events</b></p>	
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**STRATEGY: All classroom teachers and students will follow Safe, On task, Always respectful, and Responsible (SOAR) expectation guidelines. In addition, teachers will give SOAR tickets to students as incentives. The Safe School Ambassador program will be used to reinforce a safe school environment while supporting school expectations and anti-bullying. George VAPA will provide parental involvement opportunities throughout the school year. George staff will assist with advertising meetings and events to promote the importance of parental involvement.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Train and utilize Safe School Ambassadors to reinforce a safe school environment which fosters increased communication student to student and student to staff. November 2017 – June 2018	Principal SSA Teachers Students	<ul style="list-style-type: none"> <li>a) Identify which teachers will be the SSA leaders</li> <li>b) Train 40 new SSA students and review the process with last years ambassadors</li> <li>c) Family group meetings will meet for breakfast bimonthly to reinforce SSA message, review SOAR expectations, and help organize peer coaching.</li> <li>d) SSA students will work with peers around campus. SSA family groups will provide mini presentations for small groups or classes as needed.</li> </ul> <p>(November 2017-June 2018)</p>	<ul style="list-style-type: none"> <li>a) N/A</li> <li>b) N/A funded by a grant</li> <li>c) N/A</li> <li>d) N/A</li> </ul>
2. Establish schoolwide PBIS expectations for all students. Hold PBIS and anti-bullying awareness assemblies for students. Purchase supplemental restorative practices resources to for administrators, teachers, students, and parents.	Principal PTSA	<ul style="list-style-type: none"> <li>a) PBIS expectations posted around the school for students to see. Provide staff with a PBIS handbook.</li> <li>b) Schedule PBIS and an anti-bullying assembly to provide students with strategies needed to understand anti-bullying and support the school expectations for SOAR. <ul style="list-style-type: none"> <li>a. PBIS Beginning of Year Assembly</li> <li>b. PBIS Mid-Year Assembly</li> <li>c. Anti-bullying Assembly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) N/A</li> <li>b) PTSA paid assembly</li> <li>c) Title I \$4,000 School Focus \$2,000</li> </ul>

August 2017-June 2018		c) Purchase restorative practices resources to use as teaching and learning tools for teachers and students. Provide students and parents with resources on social and emotional learning to character development to health and wellness. (August 2017-June 2018)	
3. Hire a contractor to provide drama, dance, plays, and other dramatic arts instruction and activities. August 2017–June 2018	Principal Teacher	a) Hire a drama/dance expert to engage all students in kinesthetic learning using dance, drama, plays, and other theater arts related activities b) Provide drama/dance classes for students (August 2017 – June 2018)	a) School Focus \$80,000 b) N/A
4. Provide materials, equipment and facilities to maintain the schools mission of a visual and performing arts school  August 2017-June 2018	Principal Arts Teachers	a) Schedule and reserve the performance theater for the spring drama presentation b) Repair musical instruments and purchase materials or supplies in addition c) Purchase art materials and supplies for student  (August 2017-June 2018)	a) School Focus \$2,000 b) Title I \$500 c) Title 1 \$750
5. Provide bussing for a perfect attendance field trip and an AR Million word reader field trip. May-June 2018	Principal Grade Level Lead Teachers Teachers	a) Make reservations for field trips and set up bus transportation (May-June 2018)	a) Site Discretionary
6. Provide an opportunity for students to participate in extra curricular sports activities (cross country, volleyball, soccer). August 2017 – June 2018	Principal Teacher Coaches	a) Hire teachers to coach cross country, soccer, and volleyball and an athletic director b) Sign up for the high desert sports league so students can participate in games with other schools c) Hold try-outs for sports teams. Practice and take students to compete against other High Desert schools. Provide transportation to away games for students. (August 2017-June 2018)	a) LCAP School Focus \$2,500 b) LCAP School Focus \$555 c) LCAP School Focus \$4,000



<p>7. Provide student organizational planners for each student in grade 6-8 to support their academic success in their learning environment. August 2017</p>	<p>Principal</p>	<p>a) Provide planners for students for writing down homework assignments and notes home to parents (August 2017)</p>	<p>a) No cost; paid by Studio 1</p>
<p>8. Assemble and utilize a Site Council to provide advisement on creating a School Plan for Student Achievement (SPSA), school compact, and parental engagement policy at the school.  September 2017–May 2018</p>	<p>Principal School Site Council officers</p>	<p>a) Send home parent interest letters for School Site Council with all students. Send out a teacher interest email for School Site council. Send out a classified staff interest email for School Site Council. Send home student interest letters for School Site Council with 8<sup>th</sup> grade students. b) Send home parent ballots to elect parent representative. Send out teacher ballots to elect teacher representatives. Send out classified staff ballots to elect a classified staff representative. Send out student ballots to elect a student representative. c) George Site Council will meet a minimum of 6 times this year to review the School Plan, parent compact, parental involvement policy and keep an open line of communication between the school and the community. (September 2017 – May 2018)</p>	<p>a) N/A b) N/A c) N/A</p>
<p>9. Assemble and utilize an English Learner Advisory Council (ELAC) to provide advisory on programs for English learners. September 2017–May 2018</p>	<p>Principal ELAC officers</p>	<p>a) Send home parent interest letters for English Learner Advisory Council (ELAC) with all English Learners. b) Send home parent ballots to elect parent representative. c) ELAC will meet a minimum of 6 times this year to provide input for the SPSA, review the school attendance policy, monitor programs for English Learners, review the redesignation (RFEP) process, and attend monthly DELAC meetings. (September 2017–May 2018)</p>	<p>a) N/A b) N/A c) N/A</p>

<p>10. Provide Music concerts, Drama performances, and an Art to showcase George's Visual and Performing Arts programs to parents and the community. December 2017 and May 2018</p>	<p>Principal Arts Teachers</p>	<p>a) The music program will have two concerts during the school year to highlight the programs for parents and community members. b) The drama program puts on two concerts during the school year to highlight the programs for parents and community members. c) The Art program puts on an art show to highlight the programs for parents and community members. d) Create flyers, invitations, and programs for the performances (December 2017 and May 2018)</p>	<p>a) N/A b) N/A c) N/A d) Title I (Parental Involvement) \$250</p>
<p>11. Recruit parent volunteers to assist with classroom projects and school events. August 2017 – June 2018</p>	<p>Principal</p>	<p>a) Utilize a monthly calendar to advertise volunteer trainings for parents/guardians b) Provide the list of approved volunteers to the PTSA to assist with school events and projects c) Provide a list of approved volunteers to teachers to assist with classroom projects, events, and accompany students on field trips. (August 2017 – June 2018)</p>	<p>a) N/A b) N/A c) N/A</p>
<p>12. Schedule, advertise, and implement school activities and events to promote parental involvement and create a sense of community within our school. August 2017–June 2018</p>	<p>Principal Teachers</p>	<p>a) Schedule events: Back to School Night, STAR WARS Reads Night, Awards Assemblies, etc. and advertise to the school community b) Schedule parent classes c) The teachers will provide parents with informational sessions. The sessions will provide resources and snacks for parents. Teachers will be paid at their hourly rate plus benefits. 5 teachers x \$55 per hour for 3 hours = \$825 each night times 3 days is \$2,475 d) Purchase, prepare, and provide informational materials to parents (August 2017 – June 2018)</p>	<p>a) N/A b) N/A c) Title I (Parental Involvement) \$2,475 d) Title I (Parental Involvement) \$450</p>

<p>13. Hold a school wide Science Fair winners will be sent to the District Science Fair and provide materials needed for students January and February 2018</p>	<p>Principal Science Fair Coordinators Teachers</p>	<p>a) Plan and hold a science fair informational night for parents and students. b) Hold a science fair in February with the winners advancing to the district science fair c) Provide students with the information and assist with materials as necessary d) Have parent volunteers and teachers assist with judging and provide snacks during the judging e) Open the science fair to the school community for viewing and awarding school ribbons and provide snacks during the fair (January and February 2018)</p>	<p>a) N/A b) N/A c) Title I - \$500 d) Title I (Parental Involvement) \$50 e) Title I (Parental Involvement) \$500</p>
<p>14. Help students participate in the AESD Young Author's Celebration by assisting them in creating original books to have published for the event. May 2018</p>	<p>Principal Young Author's Coordinators Teachers</p>	<p>a) Provide teachers, parents, and students with information about the Young Author's celebration and book writing process b) Establish timeline for book writing process c) Provide materials for teachers and students to write books d) Advertise to school community on the District Young Author's Celebration event to get parents and students to attend (May 2018)</p>	<p>a) N/A b) N/A c) Title I - \$250 d) N/A</p>
<p>15. Invite parents and the community to attend Coffee with the Principal monthly to learn more about George Visual and Performing Arts Magnet and Middle School.  Monthly : September 2017-May 2018</p>	<p>Principal</p>	<p>a) Meet a minimum of 9 times this year with parents/guardians to have an open two-way discussion forum for parents/guardians to learn about school events/happenings and voice school wide concerns and/or positives.  Monthly (September 2017-May 2018)</p>	<p>a) Title I (Parental Involvement) \$75</p>

<p>16. Provide all parents a monthly parent George Calendar of Events. August 2017-June 2018</p>	<p>Principal Secretary</p>	<p>a) Copy and distribute each month to school community (August 2017-June 2018)</p>	<p>a) Title I (Parental Involvement) \$225</p>
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## Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #: 1 & 2

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Continue with District Coordinators of Curriculum	July 2017- June 2018	50% of salary for each of 3 Coordinators	25% of salary- \$90,000  25% of salary- \$90,000	Title I  Title II
Continue with or add an Assistant Administrator of Instructional Improvement and Academic Coaching (AIIAC) to 13 of the school sites	July 2017- June 2018	70% of salary for each of the 13 AIIACs	\$900,000	Title I
Continue with Site ELD Coordinators	Aug 2017- June 2018	Stipend for Teachers chosen for the position	\$52,000	Title III
Supplemental ELD instructional materials	Aug 2017- June 2018	Buy State-approved ELD materials	\$160,000	Title III
Professional Development for ELD	Jan 2017- June 2018	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
Attendance at local CABE Conference	May 2018	Sub cost for Teacher/Instructional Aides  Registration for Parents and Staff	\$800  \$5,000	Title III  Title III

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

Continue with Induction Program Reflective Coaches for new Teachers	Sep 2017- June 2018	Stipend for Induction Program Reflective Coaches	\$58,000	Title II
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School Goal #: 3

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Continue Fingerprinting of District Parent Volunteers	Aug 2017- June 2018	Cost of Fingerprinting through the Department of Justice	\$32.75 per volunteer	Title I
Parent Center/Academies/Trainings	Sep 2017- June 2018	Open a Parent Engagement Center	\$5,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$50,000	Title I
		Childcare	\$5,000	Title I
		Translation	\$5,000	Title I

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

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

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<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas		\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> 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"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs		\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety		\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students		\$	<input type="checkbox"/>
X	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.) *School Focus LCAP funds		\$101,698	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school			\$101,698	
<b>Federal Programs</b>			<b>Allocation</b>	<b>Consolidated in the SWP</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$77,649	<input type="checkbox"/>
X	<b>Title I, Part A: Parental Involvement</b> (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).	\$4,659		<input type="checkbox"/>



<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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 <sup>5</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$82,308	
Total amount of state and federal categorical funds allocated to this school		\$82,308	

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

<sup>5</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>6</sup> 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
Rosa Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ana Pereda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Noemi Guijarro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Tina Caldwell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Dynasty Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Gena Leming	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephen Tapia	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ellen Koehler	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amparo Chi	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Carol Coburn	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	4	1

<sup>6</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 18, 2017.

Attested:

Carol Coburn  
Typed name of School Principal

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

Rosa Hernandez  
Typed name of SSC Vice Chairperson

\_\_\_\_\_  
Signature of SSC Vice Chairperson      Date

