

School Plan for Student Achievement

Part II: The School Plan for Student Achievement Template



A Resource for the School Site Council
Prepared by: California Department of Education, February 2014

Part II: The School Plan for Student Achievement Template

School: George Visual and Performing Arts Magnet and Middle School

District: Adelanto School District

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

Principal: Carol Coburn

Effective date of this revision: October 31, 2018

A School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educator's Code of Ethics* 507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Carol Coburn

Position: Principal

Telephone Number: 760-246-8231

Address: 10650 Bartlett Avenue

Email Address: carol_coburn@aesd.net

The Governing Board approved this revision of the SPSA on TBD.



Contents	
ate for the School Plan for Student Achievement	
A: Planned Improvements in Student Performance	
B: Centralized Services for Planned Improvements in Student Performance	
C: Programs Included in This Plan	
D: School Site Council Membership	
E: Recommendations and Assurances	

Planned Improvements in Student Performance

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

Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers and students 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.

GOAL #1:

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 all 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 keeps classrooms, restrooms, and campus grounds clean and safe by conducting regular facilities inspections and repairs which are as measured by the yearly FIT report.

What did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Annual Accountability Report Card Technology Count at George</p>	<ul style="list-style-type: none"> ● Teacher Credential Status ● Fully Credentialed 31.5 ● Without Full Credentials 0 ● Teaching Outside Subject 0 ● Area of Competence (with full credential) 0 <p>District-Adopted Textbooks</p> <ul style="list-style-type: none"> ● Sufficient: Yes ● Lacking 0% <p>School Facility Conditions</p> <ul style="list-style-type: none"> ● Systems (Gas leaks, Mech/HVAC, Sewer): Good ● Interior: Good 	<ul style="list-style-type: none"> ● Monitor Teacher vacant positions and ongoing fill when needed ● Check-in with Librarian to look at Destiny Systems reports for textbook sufficiency ● Monthly walk-through with custodial staff to check on conditions of the school ● Monitor technology needs of school by checking in with grade level teams and in classrooms; work with IT to ensure technology is working

	<ul style="list-style-type: none"> ● Cleanliness (Overall cleanliness, Pest/Vermin Infestations): Good ● Electrical: Good ● Restrooms/Fountains: Good ● Safety (Fire safety, Hazardous materials): Good ● Structural (Structural damage, Roofs): Good ● External (Grounds, Windows, Doors, Gates, Fences): Good <p>Technology</p> <ul style="list-style-type: none"> ● Chromebook Carts 19 Carts with 30 Chromebooks ● Desktop Computers - 2-4 desktop computers per classroom ● Computer Lab - 30 desktop computers ● Promethean Boards in every general education classroom 	<p>Where can a budget plan of the proposed expenditures for this go be found?</p> <p>In the cost and Funding Source Sec</p>
--	---	--

GY: The school will follow the district and ADTA procedures for replacing teachers when vacancies open for teaching positions. I 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 refer issues to the custodial staff who will create a work order when necessary.

Person	Person(s) Responsible	Task	Cost and Funding Source
with AESD Human Resources to fill teacher vacancies relating to AESD recruitment hiring procedures and	Administration AESD Human Resources (HR)	a) Hire replacement teachers to replace any teacher vacancy that arises during the 2018-2019 school year.	a) District General Fu

<p>into District ers Association A) contract. 018-June 2019)</p>			
<p>te e that all students he textbook y for English age Arts, matics, Social s, Science, a (if applicable). 018-June 2019)</p>	<p>Person(s) Responsible Administration Teachers Librarian</p>	<p>Task a) All students will have textbooks checked out by the librarian using the Destiny System. (August 2018 and upon entry at George) b) Teachers will report to the administrator if all students have textbooks and sign the yearly Textbook sufficiency report. c) The librarian will run a report through Destiny to identify any student missing textbooks. (August 2018-June 2019) d) The principal will report to the AESD District office the results of the Textbook Sufficiency. (August 2018)</p>	<p>Cost and Funding Sour a) N/A b) N/A c) N/A d) N/A</p>
<p>e that the facility des a safe and environment for ts, staff, parents, e community. 3-June 2019)</p>	<p>Administration Custodial staff Maintenance and Operations</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. (July 2018-August 2018) 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. (August 2018-June 2019) c) School staff alerts the custodial and administration to areas needing repair as necessary. (July 2018-June 2019)</p>	<p>a) N/A b) N/A c) N/A</p>

<p>that every nt in grades K-8 ccess to ology to enhance earning using the urriculum ng Wonders, tions, Go Math!) n utilize the emental reading ention/ enrichment ms. Ensure that rs in kindergarten ccess to lap tops er to assess ts in the ESGI m. (2018-June 2019)</p>	<p>Administration IT Coordinator Teachers</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 3-8. This is year 3 of the lease agreement. b) Setup a computer lab for the CTE course and for students in grades K-2 to utilize for class supplemental instructional software and assessments. c) Purchase headphones for students in grade K-8 to use for assessments and supplemental instructional programs. d) Purchase lap tops computers for kindergarten teachers to be used for assessment. e) Upgrade technology for outdated Chromebooks. Purchase replacement Chromebooks for 194 outdated Chromebooks.</p> <p>(August 2018- June 2019)</p>	<p>a) Title I Funds \$9,763.01 & LC School Focus \$10,000.00 b) Discretionary \$7 c) Title I Funds \$80 d) Title I Funds \$1,4 e) Title I Funds \$38</p>
--	---	---	--

Planned Improvements in Student Performance

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

GOAL #2:
In the 2018-2019 school year, 57% of our students will be proficient in English Language Arts and 37% of our students will be proficient in Mathematics on the CAASPP English Language Arts and Mathematics Assessment for grades 3-8.

What data did you use to form this goal?
 CAASPP Summative Test 2018 for English Language Arts and Math (Grades 3-8) data
 Renaissance Learning STAR Assessments 2018-2019
 English Learner (EL) data for 2017-2018

What were the findings from the analysis of this data?

CAASPP Summative Data

- Growth from CA Dashboard from orange to green in ELA
- Growth on the CA Dashboard from orange to orange growth of 14.3

	ELA	Math
2016-2017	orange	orange
2017-2018	green	yellow
2016-2017	-17.2	-55.6
2017-2018	-.09	-41.3

CAASPP by Grade Level

	<u>ELA</u>	<u>Math</u>
Grade 3	53.34	48.00
Grade 4	40.45	25.85
Grade 5	32.59	17.24
Grade 6	56.18	30.25
Grade 7	76.74	31.39
Grade 8	54.24	43.33
School Avg	51.95	31.69

Subgroup Data CA Dashboard

African American Subgroup

- ELA growth from orange to yellow
- Math growth from orange to yellow

	ELA	Math
2016-2017	orange	orange
2017-2018	yellow	yellow

How will the school evaluate the progress of this goal?

- Review and analyze Renaissance Learning STAR Assessment results 4 times a year (Beginning of Year, quarter 2, quarter 3, and End of Year)
- Review and analyze grades K-2 District Benchmark Formative Assessment data results
- Review and monitor the number of English Learner reclassified this school year

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

In the Cost and Funding Source Section

2016-2017	-24.2	-79.1
2017-2018	-13.3	-64.8
	ELA	Math

Hispanic Subgroup

- ELA growth from orange to green
- Math growth from orange to yellow

	ELA	Math
2016-2017	orange	orange
2017-2018	green	yellow
2016-2017	-19.4	-56.1
2017-2018	-.3	-39.4

English Learners

- Growth in ELA from orange to yellow
- Growth in Math from orange to yellow

	ELA	Math
2016-2017	orange	orange
2017-2018	yellow	yellow
2016-2017	-32.8	-70.7
2017-2018	-15.2	-50.7

Socio-Economically Disadvantaged

- Growth in ELA from orange to yellow
- Growth in Math from orange to yellow

	ELA	Math
2016-2017	orange	orange
2017-2018	yellow	yellow
2016-2017	-25.6	-62.3
2017-2018	-5.4	-45.9

Special Education

- Growth in ELA from red to orange

	ELA	Math
2016-2017	red	red
2017-2018	orange	red
2016-2017	-104.8	-123.5
2017-2018	-86.1	-127

Current CAASPP Subgroup Scores

	<u>ELA</u>	<u>Math</u>
Hispanic	52.11	33.01
African American	43.9	25
White	58.33	20.83
English Learners	9.41	3.53
Redesignated Fluent English Proficient (RFEP)	70.42	44.97
Student with		

Disabilities	9.09	6.82
Economically Disadvantaged	50.26	30.08
<u>Progress Monitoring -Beginning of Year STAR Data 2018-2019</u>		
STAR Early Literacy (Kindergarten- 1 st Grade)		
• Early Emergent Reader	37.5	
• Late Emergent Reader	38.6	
• Transitional Reader	18.2	
• Probable Reader	5.7	
STAR Reading (1 st -8 th) 44% above the fortieth percentile		
STAR Math (1 st -8 th) 63% above the fortieth percentile		
Reclassified Fluent English Proficient (RFEP)		
# of Students RFEP in 2017-2018 = 42 students		

During the 2018-2019 school year, the school will implement a school-wide English Language Arts multi-tiered system of supports (MTSS) to address academic needs of all students and subgroups as measured by Renaissance STAR Progress Monitoring, Common Formative Assessments (CFA) ELA and Math Benchmarks, and Lexia. Teachers will utilize the following instructional strategies to promote student growth: Expository Reading and Writing Course (ERWC), ACE Critical Thinking and Writing strategy, Accelerated math course, Career and Technical Education (CTE) course, College and Career readiness. Teachers will utilize the Common Core State Standards for English Language Arts and Math, NGSS standards, History standards, and state standards to guide instruction for students.

Objective	Person(s) Responsible	Task	Cost and Funding Source
<p>Identify current levels of performance using student data to conduct grade level data chats to analyze student data and formulate goals and plans for student learning.</p>	<p>Administration Leadership Team Grade Level Teams Teachers</p>	<p>a) Administer the Renaissance Learning STAR Assessments (Early Literacy, Reading, Math) to all students to identify current levels of performance for each student a minimum of three times a school year. b) Meet with grade level teams at data chat meetings to analyze student data (current levels of performance) and formulate goals and Multi-tiered Systems of</p>	<p>a) N/A b) Title II \$6,120</p>

<p>018-June 2019)</p>		<p>Support MTSS) plans to increase student achievement. Grade level teams will monitor goals and adjust plans during grade level collaboration meetings and staff meetings. Data chat meetings with the administration will occur 3 times a year, Data Chat meetings : 3 substitute teachers @ \$170 each = \$510 \$510 x 4 days = \$2,040 \$2,040 x 3 times a year = \$6,120 (August 2018-June 2019)</p>	
<p>ment MTSS for all t three levels on, on level, and at). 018-June 2019)</p>	<p>Administrator Teachers</p>	<p>a) Formulate MTSS grouping based on current levels of performance student data into three groupings (intervention, on level, and enrichment). b) From the main MTSS plan and grade level goal, each teacher will develop lesson plans for their assigned student grouping and then deliver the instruction to students at that level using the AESD recommended intervention materials and on-level and enrichment project based learning practices. c) Teachers will meet at least every eight weeks to collaborate and regroup students for MTSS. d) Purchase instructional materials needed for MTSS (paper, manipulatives, etc.) (August 2018-June 2019)</p>	<p>a) N/A b) N/A c) N/A d) Title I \$1,500</p>
<p>that English progress toward y. 018)</p>	<p>Principal EL Coordinator</p>	<p>a) Fly the open extra duty position of English Learner Coordinator at the school site and hire one of the candidates to oversee the ELPAC and Redesignation of the EL students at the school site. b) The EL Coordinator will assess incoming kindergarten students who are identified as potential English Learners in the first 30 days of the school year using the ELPAC. Cost of a substitute to assess students at \$155 per day for 7 days. c) Coordinate and calendar the ELPAC assessment to EL students. Cost of substitute at each grade level to</p>	<p>a) District Paid Ti b) Title I Funds \$1 c) Title I Funds \$1</p>

		have the ELD teacher administer the ELPAC. (9 grade levels X 1 days substitute) 9 X \$155 = \$1,395	
When good first by Implementing a school wide of critical thinking using the Cite Evidence - on (ACE) in 8. er 2018-June		<ul style="list-style-type: none"> a) Have a teacher leader introduce the ACE strategy to teachers during a professional development session. b) Revisit ACE strategy during staff meeting days and present the why behind the strategy. c) Work with and coach teachers in using this strategy in the classroom. d) Conduct walk-throughs in classrooms to monitor implementation. 	<ul style="list-style-type: none"> a) N/A b) N/A c) N/A d) N/A
Use student ement in ng. (2018- June 2019)	Administrators Teachers Librarian	<ul style="list-style-type: none"> a) Administer the STAR Reading assessment to students in grades 1-8 to obtain a current Zone of Proximal Development (ZPD) level for students. b) Teachers utilize Accelerated Reader (AR) to set goals for students according to their instructional reading level. c) Students select books to read at their ZPD level from the school and classroom library to read and take an AR test when finished read the book. d) Teachers monitor AR tests taken by students to see students are reaching 80% or higher on tests. e) Teachers meet with students to discuss AR progress and reset goals at least quarterly. Students meeting levels will receive grade level recognition and incentive rewards. f) Renew supplemental reading instructional software licenses for students in grades K-2 to use to read 	<ul style="list-style-type: none"> a) N/A b) N/A c) N/A d) N/A e) N/A f) Lottery \$750

		books at their instructional reading level and assist teachers in progress monitoring of students.	
<p>se student ement in mathematics. (2018- June 2019)</p>	<p>Administrators Teachers</p>	<p>a) Administer the STAR Math assessment to students in grades 1-8 to obtain a current student data on mathematics skills. b) Teachers will provide math intervention to students who are struggling with math instruction at each grade level. Students will take the initial assessment and be placed into instructional level for math. Teachers will meet with small groups of students to provide targeted math instruction based on skill need using AESD recommended practices and products. c) Teachers will use the core curriculum component of Go Math! Personal trainer to supplement practice for students on grade level standards of current math instruction being taught in the classroom. d) Purchase math instructional materials for student learning. e) Provide continued professional development on mathematical practices for teachers to enhance good first instruction for students.</p>	<p>a) N/A b) Lottery \$4,744 c) N/A d) Title I \$1,000 e) N/A</p>
<p>teacher capacity in y, mathematics, e, and social s through ing professional pment trainings to ce learning for ts.</p>	<p>Administrators Teachers</p>	<p>a) Offer professional development workshops for teachers on topics decided by the staff. These would be after school workshops in which teachers are paid their hourly rate of \$55 per teacher per hour.</p>	<p>a) Title II \$1,000</p>

<p>018-June 2019)</p>			
<p>and student learning opportunities by tutoring before/after school for students scoring below 25th percentile on the Reading in grades 3-5. Students in kindergarten identified as having a need of urgent attention on teacher recommendations. (2019-March 2019)</p>	<p>Administrators Teachers</p>	<p>a) Fly the extra duty for tutoring to teachers. Hire a teacher at each grade level to provide before or after school tutoring. (\$50 per hour X 12 hours = \$600 per teachers x 9 teachers = \$5,400.) b) Extend opportunities for grade level students with the greatest need (including subgroups) to receive additional tutoring. Allocate \$3,700 towards teachers working with students with the greatest need. c) Teachers will select struggling students and send out tutoring invitations to families, and plan tutoring sessions for students. Students who miss 2 tutoring sessions will be replaced with another struggling student to join the tutoring session. d) Purchase copy paper and manipulatives for teachers to use during tutoring.</p>	<p>a) Title IV \$5,400 b) Title IV \$3,700 c) N/A d) Title I \$100</p>
<p>Student Success (SST) meetings for students working far below grade level to discuss academic concerns, plan for intervention strategies, and monitor academic progress.</p>	<p>Administrators SST Coordinators Teachers Parents</p>	<p>a) Identify the SST coordinator teacher based on voluntary adjunct duty sign-up. b) Identify students working far below grade level using STAR Assessment data, grade level benchmark assessments, and teacher made tests. Teachers complete an SST referral packet. c) Schedule the SST meeting with the team consisting of the classroom teacher, parent, SST coordinator, and an Administrator. d) Provide substitute coverage for the SST coordinator and classroom teacher to attend the SST meeting</p>	<p>a) N/A b) N/A c) N/A d) Title I \$2,400</p>

		(\$150 per day x 2 teacher each meeting day = \$300, \$300 x 8 days = \$2,400). (August 2018-June 2019)	
--	--	---	--

Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between school, encourages parent and community involvement, and focuses on improving the school climate for all students.

GOAL #3: For the 2018-2019 school year, by creating a learning environment that is positive, exciting, and safe, the suspension rate for VAPA will be decreased by 5% and monthly attendance will maintain at 98% or above. Additionally, the school will hold 50 opportunities for parental involvement so the parents/guardians will feel more connected with the school community.

<p>What did you use to form this goal? Suspension Data - CA Dashboard Chronic Absenteeism Data - CA Dashboard List of parental involvement events from 2017-2018</p>	<p>What were the findings from the analysis of this data? <u>Suspensions</u> All Students - CA Dashboard 2016-2017 Green 1.6% 2017-2018 Green 0.8% Decrease in Overall Suspensions by 0.8%</p> <p>Subgroups - CA Dashboard African American <ul style="list-style-type: none"> ● 2016-2017 green 1.3% ● 2017-2018 yellow 1.5% Hispanic <ul style="list-style-type: none"> ● 2016-2017 green 1.7% ● 2017-2018 green 0.9% White <ul style="list-style-type: none"> ● 2016-2017 green 2.1% ● 2017-2018 blue 0% English Learners <ul style="list-style-type: none"> ● 2016-2017 green 0.9% </p>	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ● Monitor monthly the amount of suspensions ● Monitor monthly average daily attendance rate ● Monitor the calendar of parental involvement events & attendance at the event <p>Where can a budget plan of the proposed expenditures for this goal be found? In the Cost and Funding Source Section</p>
--	--	--

- 2017-2018 green 1%

Socio-Economically Disadvantaged

- 2016-2017 green 1.9%
- 2017-2018 blue 0.8%

Special Education

- 2016-2017 yellow 4.6%
- 2017-2018 green 2.9%

Decrease in subgroups for Hispanic (.06%), White (2.1%), Socio-economically Disadvantaged (0.8%), and Special Education (1.7%)

Chronic Absenteeism

All Students - CA Dashboard

2017-2018 Green 1.9%

Subgroups - CA Dashboard

African American orange 6.1%

Hispanic green 1.2%

White green 2.1%

English Learners green 1.2%

Socio-Economically Disadvantaged green 2.0%

Special Education orange 10.3%

Parental Involvement

The following events were held last school year for parental involvement:

- Back to School Night (1)
- Coffee with the Principal (9)
- Volunteer Trainings (12)
- Parent Event - STAR WARS reads night (1)
- Spring Festival (1)
- Family Movie Nights (4)
- Site Council Meetings (8)
- ELAC Parent meetings (8)

	<ul style="list-style-type: none"> ● Parent/Teacher Conferences (2) ● Painting Night (1) ● Music concerts (2) ● Drama performances (2) ● Art Showcase (1) ● Science Fair (1) ● Young Author's Celebration (1) ● Book Fairs (2) 	
--	--	--

GOAL: All classroom teachers and students will follow the Safe, On task, Always respectful, and Responsible (SOAR) expectations. In addition, teachers will give SOAR tickets to students as incentives. Each classroom will choose SOAR ticket winners who will receive school-wide recognition and two winners monthly for ice cream with the principal. Principals have attended professional development sessions on equity training and are working with staff to implement strategies to promote equity in all classrooms. Students will attend a Box-Out Bullying assembly and teachers are following up with classroom instruction on anti-bullying with students. Teachers have been provided professional development on Trauma Informed training to focus on building relationships with students. George will provide parental involvement opportunities throughout the school year. Principals have been provided with professional development on Alternate Dispute Resolution and Manifestation Determination training to utilize strategies to improve relationships with families. George staff will assist in advertising meetings and events to promote the importance of parental involvement.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
Establish schoolwide expectations for all students. At George, these are called SOAR expectations. Hold monthly and anti-bullying awareness assemblies for students. Purchase additional restorative practices resources for	Administrators Teachers	a) PBIS expectations will be posted around the school by location for all students to see. Provide the staff with a PBIS handbook. Review the handbook with staff at the beginning of the school year and revisit throughout the year. b) Schedule PBIS and an anti-bullying assembly to provide students with strategies needed to understand behavior expectations and anti-bullying. <ol style="list-style-type: none"> a. PBIS beginning of year assembly b. PBIS mid-year assembly c. Anti-bullying assembly 	a) N/A b) Title IV \$1,100 c) 6300 Lottery \$1,950 d) Title IV \$1,500

<p>Administrators, teachers, students, and parents. (August 2018-June 2019)</p>		<p>c) Renew instructional software licenses for restorative practices materials to use as teaching and learning tools for students. Provide teachers, students and parents with resources on social and emotional learning to character development to health and wellness.</p> <p>d) The PBIS teacher team will meet to develop support materials for staff and students. We will allocate \$1,500 toward providing substitutes so that the PBIS teacher team can meet to collaborate and create support materials.</p> <p>e) (August 2018-June 2019)</p>	
<p>Encourage students to increase attendance rates through use of incentives. (August 2018-June 2019)</p>	<p>Administrators Teachers</p>	<p>a) Plan and organize a perfect and good attendance field trip for students. Students with zero days absent, left early, or tardy will be invited to attend as well as students who have met the good attendance criteria as set forth by the leadership team.</p> <p>b) Select monthly perfect attendance winners to receive recognition. Students will receive a certificate.</p> <p>c) Recognize students with perfect attendance and good attendance at awards assemblies. Provide students with a certificate.</p>	<p>a) PTSA sponsored event b) N/A c) N/A</p>
<p>Support the mission and vision of the visual and performing arts program for students. (August 2018-June 2019)</p>	<p>Administrators ARTS Teachers</p>	<p>a) Hire a drama teacher expert to engage all students in kinesthetic learning using drama, plays, dance, and other theater arts related activities.</p> <p>b) Provide resources, materials, computer equipment to support the drama class.</p> <p>c) Provide resources, materials, instrument repairs, and instrument purchases to support the music class.</p> <p>d) Provide resources and materials to support the art class.</p> <p>e) Provide elective courses for students in grades 5-8 in a selected Arts class (music, art/digital photography,</p>	<p>a) District fund \$84,000 b) School focus \$10,000 c) School focus \$10,000 d) School focus \$10,000 e) N/A f) N/A g) School Focus \$10,000</p>

		<p>drama/dance/production). For students in grades K-4, provide an exploratory of each Arts class.</p> <p>f) Hold events for Music concerts, Drama performances, and an Art Showcase for parents and the community to showcase our programs.</p> <p>g) Create programs, tickets, flyers, and invitations to the performances and showcase to send out to the school community.</p>	
<p>te staff on relevant to create a ve change in the ng environment, school connection, uild a stronger community. st 2018-June</p>	<p>Administrators Teachers Parents</p>	<p>a) Provide trauma informed training to all staff members. This will provide data, knowledge, and strategies for working with our students.</p> <p>b) Provide equity training for all administrators. This training will provide knowledge and strategies for administrators to work with staff members on creating equity in classrooms.</p> <p>c) Purchase <u>The Growth Mindset Coach</u> book for teaching staff to use as a teaching resource.</p> <p>d) Review monthly with teachers a chapter out the of the book.</p> <p>e) Teachers use the lessons and strategies to teach the Growth Mindset to students.</p> <p>f) Introduce the Growth Mindset to parents at Coffee with the Principal, ELAC, and School Site Council meetings. Send home information flyers to parents on the Growth Mindset to bring about awareness.</p> <p>g) Create a visual learning environment throughout the school of the Growth Mindset strategies and sayings.</p> <p>h) Provide Alternate Dispute Resolution training to special education administrators to better equip them with strategies on working with families to create positive meeting outcomes and home to school connection.</p>	<p>a) District paid Ti b) District paid Ti c) 6300 Lottery \$8 d) N/A e) N/A f) N/A g) Title I \$100 h) District paid Ti</p>

<p>ote career and e readiness to e school students h offering s. st 2018-June</p>	<p>Administrator Art Teacher 8th Grade Math Teacher</p>	<p>a) Plan and organize a CTE course on digital photography for students in middle school. b) Purchase instructional supplies and materials (i.e., cameras, teacher lap top, instructional software. Etc.) for course. c) Reestablish a computer lab for the course. Update desktop computers in the computer lab. d) Offer an accelerated math course to students in 8th grade who meet acceptance criteria. This course will cover all of 8th grade math and half of 9th grade math. This course will lead to students being able to take higher level math courses in high school and beyond. e) Students will attend the Pathway to Success event in the High Desert for the exposure to CTE careers. Provide a bus for students to attend. Cost of bus \$500.</p>	<p>a) N/A b) CTE fund \$2,63 \$1,000 LCAP School Focus c) CTE fund \$800 d) N/A e)</p>
<p>tunity for students participate in extra ular sport activity (r). y 2019-June</p>	<p>Administrator Soccer Coach</p>	<p>a) Fly an extra duty assignment to find coaches for a girls and boys soccer teams. Hire soccer coaches at \$600 per team. b) Sign up for the High Desert Sports League (HDL) so students can participate in games with other schools. c) Hold try-outs for sports teams. Practice and take students to compete against other HDL schools. Provide transportation to away games for students. d) Pay for referees for home games. (January 2019-June 2019)</p>	<p>a) School focus \$1 b) Discretionary \$ c) Discretionary \$4,000 d) Discretionary \$</p>
<p>able and utilize a l Site Council to provide ment on creating hool Plan for nt Achievement (A), school</p>	<p>Administrator SSC officers</p>	<p>a) At Back to School Night, discuss with parents/guardians information about the School Site Council to initiate interest. Have interest forms available for parents at Back to School Night. b) Hold an information night at a School Site Council meeting for parents who completed an interest letter.</p>	<p>a) N/A b) N/A c) N/A d) N/A e) District paid Ti f) Title 1 Parental Involvement \$4</p>

<p>ect, and parental ement policy. st 2018-June</p>		<p>c) Send out parent ballots to elect parents for the School Site Council. Report and post the results of the election.</p> <p>d) George School Site Council will meet a minimum of six times this school year to review the SPSA, parent compact, parental involvement policy, and keep and open line of communication between the school and the community.</p> <p>e) Provide SSC parent training on responsibilities and categorical programs.</p> <p>f) Provide snacks and coffee for parents at the SSC meetings.</p> <p>(August 2018-June 2019)</p>	
<p>able and utilize an h Learner ory Council C)to provide ment on programs glish Learners and ocess for gnation. st 2018-June</p>	<p>Administrator ELAC officers</p>	<p>a) At Back to School Night, discuss with parents/guardians information about the ELAC to initiate interest. Have interest forms available for parents at Back to School Night.</p> <p>b) Hold an information ELAC meeting for parents who completed an interest letter.</p> <p>c) Send out parent ballots to elect parents for the ELAC. Report and post the results of the election.</p> <p>d) George ELAC will meet a minimum of six times this school year to provide input for the SPSA, to discuss the importance of attendance policy, learn about the redesignation criteria, and monitor progress of English Learners.</p> <p>e) Provide snacks and coffee for parents at the ELAC meetings.</p> <p>(August 2018-June 2019)</p>	<p>a) N/A b) N/A c) N/A d) N/A e) Title 1 Parental Involvement \$4</p>
<p>t parent eers to assist in ooms and with vents.</p>	<p>Administrators Parents</p>	<p>a) Utilize a monthly calendar to advertise volunteer orientations for parents/guardians.</p> <p>b) Parents/guardians complete the volunteer application and process to become school board approved volunteers.</p>	<p>a) N/A b) N/A c) N/A d) N/A</p>

<p>st 2018-May</p>		<p>c) Provide a list of approved volunteers to the PTSA to assist with school events and projects. d) Provide a list of approved volunteers to teachers to assist with classroom projects, events, and accompany students on field trips.</p>	
<p>ule, advertise, and ment school ies and events to te parental ement and create a of community our school. st 2018-June</p>	<p>Administrator</p>	<p>a) Schedule events (i.e., science fair, young author’s celebration, awards events, reading night ,etc.) for the school year for parental involvement. Send home a monthly event calendar to families. b) Purchase copy paper for monthly calendar and event flyers. c) Communicate information to families by sending out all calls to remind parents of upcoming events and parent meetings in English and Spanish, updating information on the school website for parents, and via social media. d) Purchase materials and supplies for the student and parent events.</p>	<p>a) N/A b) Title I parental involvement \$ c) N/A d) Title I parental involvement \$</p>
<p>monthly Coffee ne Principal parent ement meetings to se engagement the school unity. st 2018-June</p>	<p>Administrator</p>	<p>a) Have Coffee with the Principal a minimum of nine times this school year with parents/guardians to have an open two-way discussion forum. Topics of discussion may include learning about upcoming school events, education of current topics, parenting and to hear concerns and/or positives about the school.</p>	<p>a) Discretionary \$75</p>
<p>fterschool m is provided h Creative Brain a grant funded m.</p>	<p>Administrator</p>	<p>a) District provides a grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. b) Students are invited to submit applications in late spring and currently the program is almost at full capacity at George.</p>	<p>a) N/A b) N/A c) N/A d) N/A</p>

st 2018-June		<ul style="list-style-type: none">c) George is awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment.d) Creative Brain staff, site administrator and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. 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.	
--------------	--	--	--

Centralized Services for Planned Improvements in Student Performance

ing actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total categorical program in Form B must be aligned with the Consolidated Application.

al #: 1 & 2

to be Taken to Reach This Goal ¹ Consider all appropriate actions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
with District Coordinators of Curriculum	July 2018- June 2019	50% of salary for each of 3 Coordinators	25% of salary - 106570.93 106570.93	Title I Title II
with or add an Assistant Coordinator of Instructional Development and Academic (AAIAC) to 13 of the sites.	July 2018- June 2019	70% of salary for each of the 13 AAIACs	1,476,604.04	Title I
with Site ELD Coordinators	August 2018- June 2019	Stipend for Teachers chosen for the position	\$60,000	Title III
Annual ELD instructional	August 2018- June 2019	Annual purchase of Ellevation	\$32,800	Title III
Annual Development for	August 2018- June 2019	Sub cost for Teachers and/or additional hours for beyond contract time	\$35,000	Title III
at local CAFE sites	May 2019	Sub cost for Teacher/Instructional Aides Registration for Parents and Staff	\$800 \$22,000	Title III Title III

Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting

indicate an action will be taken, or will begin, and the date it will be completed.

with Induction Program Coaches for new	Sept 2018- June 2019	Stipend for Induction Program Reflective Coaches	\$124,616.43	Title II
---	-------------------------	---	--------------	----------

al #: 4

to be Taken to Reach This Goal ³ Consider all appropriate actions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for e source)
Fingerprinting of Parent Volunteers	Aug 2018- June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Academies/Trainings	Sept 2018- June 2019	Cost of contracts/hourly pay for trainers & presenters Childcare Translation Liaison	\$17,000 \$5,000 \$8,000 \$60,000	Title I Title I Title I Title I

Specialized 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 A
 Instructional Coaches
 After-School and Summer School programs funded by categorical programs
 Data analysis services, software, and training for assessment of student progress

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 t
 and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide p

Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supp

Indicate an action will be taken, or will begin, and the date it will be completed.

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 information on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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

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

The school operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

The school operates a SWP but does not consolidate its funds as part of operating a SWP.

The school operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

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

Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$ 0	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0	<input type="checkbox"/>
Teacher Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$ 0	<input type="checkbox"/>
Revised September 2015		

Professional Development Block Grant (Carryover only) Purpose: Recruit, select, hire, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0	<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	\$ 0	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$ 0	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$ 0	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ 0	<input type="checkbox"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	\$3,500	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		
Programs	Allocation	Consolidated in the SWP
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$58,302	<input checked="" type="checkbox"/>

<p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of Elementary and Secondary Education Act)</p> <p>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more actively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$5,348.50		<input checked="" type="checkbox"/>
<p>Program Improvement Schools only: Title I, Part A Program Improvement Professional Development (10 percent maximum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)</p>	\$ 0		<input type="checkbox"/>
<p>Title II, Part A: Improving Teacher Quality</p> <p>Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$ 7,137		<input type="checkbox"/>
<p>Title III, Part A: Language Instruction for Limited-English-Sufficient (LEP) Students</p> <p>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	\$		Title III funds may not be consolidated as part of a SWP ⁵

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. Do not delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the benefit of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Team at 916-319-0845.

Part VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible schools	\$ 0	<input type="checkbox"/>
School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
Other federal funds (list and describe) Title IV student support and academic achievement	\$ 1,100	<input type="checkbox"/>
Other federal funds (list and describe) Supplemental Concentration	\$ 20,000	<input type="checkbox"/>
Other federal funds (list and describe) Lottery - Instructional materials	\$ 13,894	<input type="checkbox"/>
Amount of state and federal categorical funds allocated to this school	\$114,608	

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

School Site Council Membership

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal; one or more teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents or guardians of the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁶ The current membership is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
------------------	-----------	-------------------	--------------------	---------------------	-------------------

				Member	
Carol Coburn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephen Tapia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gena Leming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ellen Koehler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amparo Chi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Pereda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rosa Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demetrius Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gwenda Gray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Javier Ortega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stacy Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	6	0

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes to the school plan.

The SSC reviewed the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee	Signature
Gifted and Talented Education Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list)	Signature

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan that addresses identified school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: December 10, 2018.

_____	_____	_____
Principal	Printed Name	Date

_____	_____	_____
SSC Vice Chairman	Printed Name	Date