

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: Morgan Kincaid

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675876120604

Principal: Kristen Cooper

Date of this revision: **1/30/2017**

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:

Contact Person: Kristen Cooper
Position: Principal
Telephone Number: 760-956-9006
Address: 13257 Mesa Linda Ave.
E-mail Address: kristen_cooper@aesd.net



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

Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance

Form B: Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

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:

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

SCHOOL GOAL: For the 2017-2018 school year teachers/students will have continued access to standards aligned materials in all content areas leading to High School Readiness by grade 8 and promoting college readiness through the implementation of AVID. The number of teachers receiving training from AVID will increase from 40% trained to over 55% trained, and 100% of teachers will receive site level professional development in AVID. By the end of the 2017-2018 school year 80% of classrooms will have 1 to 1 chromebooks. Facilities will remain in good repair.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
AVID Certification Data Technology Inventory FIT Report Curriculum Inventory	At the end of the 2016-2017 school year 40% of teachers had attended AVID Path training or a Summer Institute. At the end of the 2016-2017 school year 65% of classrooms had 1 to 1 chromebooks. All students had access to curriculum/textbooks.	Annual review of conference and training attendance and annual review of technology inventory. Review FIT report Where can a budget plan of the proposed expenditures for this goal be found?

STRATEGY: During 2017-2018, the school will offer opportunities for teachers to attend AVID Path training, Summer Institute or AVID booster trainings. During the 2017-2018 school year the school will complete technology inventories and purchase additional chromebooks, hardware, and software as needed to increase the usage of technology at the school site.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Aug. 2017 – May 2018 Upgrade hardware and software, i.e.: computers, monitors, projectors, printers etc. as needed to support ELA curriculum and Needs determined by IT Department recommendation based upon inventory and the District’s Technology Plan.	Administration	Quarterly: Oct. 2017 Conduct an inventory of existing technology and a survey of needed and desired technology	None
	Administration	Increase additional instructional technology hardware/software as needed. Aug 2017 – June 2018 District Tech monitors, supports, fixes any specific teacher/classroom needs	\$47,548 Title 1 \$5,117 Focus None
	Action/Date	Person(s) Responsible	Task/Date

<p>2. Aug. 2017 – June 2018</p> <p>Implement AVID Elementary program to prepare students to be college and career ready</p>	<p>AVID team Administration</p>	<p>Monthly: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes Provide professional development for WICOR strategies</p> <p>Send teachers to Summer Institute</p> <p>Purchase organizational tools and other AVID materials</p> <p>Attend additional AVID trainings including, but not limited to K-12 conference and Elementary showcase</p>	<p>None</p> <p>\$5000 Focus \$5,000 Focus \$750 sub costs Focus</p>
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>3. Aug. 2017 – Jun. 2018</p> <p>Continued implementation of AVID strategies to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments</p>	<p>Principal, Assistant Administrator</p>	<p>August 2017 - February 2018 Teachers receive training for AVID</p> <p>August 2017 – June 2018 Monitor fidelity of AVID implementation with classroom walk-throughs, teacher observations and teacher lesson plans.</p>	<p>None</p> <p>None</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-------------	-----------------------	-----------	---------------------------------------------------

<p>4. Aug. 2017 – Jun. 2018 Continue school site teacher collaboration and grade level meetings which include documentation</p>	<p>Principal, grade level teams and Leadership Team</p>	<p>Aug. 2017 – June 2018 Collaboration time during staff meetings</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>5. Aug. 2017 – Jun. 2018 Continue implementation of the new District Adopted and State Board of Education standards-aligned ELA and Math materials to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments</p>	<p>Principal, Assistant Principal</p>	<p>September 30, 2017 Ensure that all teachers have the curricular materials appropriate for their grade level Aug. 2017 – June 2018 Train teachers on the core components and effective use of the core curriculum. Aug. 2017 – June 2018 Conduct regular classroom walkthroughs and provide instructional support</p>	<p>None Cost of training support and/or district level training and support through staff development or district level trainings.</p>

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

SCHOOL GOAL: For the 2017-2018 school year the percentage of students meeting or exceeding grade level standards on the CAASPP in ELA and math will improve by 5% school wide and 5% for English learners.

<p>What data did you use to form this goal?</p> <p>CAASPP STAR MATH ICA CELDT Results Re-designation rates</p>	<p>What were the findings from the analysis of this data?</p> <p>At the end of the 2017-2018 school year 17% of students demonstrated proficiency in grades 3rd-5th on the CAASPP and 40% of 2nd grade students and 68% of first grade students demonstrated proficiency in STAR math. English learner subgroup has remained consistently low in math reasoning for beginning, early intermediate and intermediate levels based on the CELDT, CAASPP, and STAR Math.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation-see action item #3 Below</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY: During 2017-2018, the school will implement a school-wide ELA and mathematics intervention program including MTSS rotations and small group interventions utilizing research based intervention materials to address the needs of students struggling in ELA and/or math and English learners as measured by district benchmark assessments (monthly, quarterly, annually)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. by Sept., 2017</p> <p>Identify struggling readers and continue use of research-based reading intervention program that targets the individual literacy needs of</p>	<p>School Site Literacy Specialist, Principal, AAIAC</p> <p>Lexia team and AAIAC</p>	<p>Collect and analyze district and school level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.</p>	<p>\$3500 for school site literacy specialist stipend Title 1</p> <p>None</p>

<p>struggling students and English learners and includes ongoing assessments of student growth.</p>	<p>Leadership team and administration</p>	<p>Attend trainings, provide professional development and monitor implementation of Lexia program to ensure growth of all subgroups.</p> <p>Develop a master schedule that reflects allocated time for reading interventions including English learner supports.</p>	<p>None</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>2. Aug. 2017 – Jun. 2018</p> <p>Use of a systematic approach for targeting students' instruction/interventions in ELA by using Lexia and STAR Reading</p> <p>Plan implementation and evaluation of the (within the day) reading intervention programs</p>	<p>School Site Literacy Specialist, Principal, AAIAC</p> <p>Principal and AAIAC</p> <p>Principal and AAIAC Grade level data teams</p>	<p>Daily/Weekly: Continue use of, and purchase materials as needed for, intervention programs including, but not limited to, Rewards, Phonics for Reading and Signs for Sounds</p> <p>Monthly: Schedule and provide initial training for instructional staff and schedule follow up professional development activities.</p> <p>Quarterly and Annually: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p>	<p>None Provided by district</p> <p>None</p> <p>\$4,050 for substitutes Title 1</p>
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

<p>3. Sept. 2017– May 2018</p> <p>After school reading and math intervention programs</p>	<p>Reading Intervention Teacher</p> <p>School Site Literacy Specialist, Principal, AAIAC</p> <p>School Site Council</p>	<p>Bi-weekly: Provide additional after school reading intervention for students not meeting grade level expectations in ELA</p> <p>Monthly: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes</p> <p>Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	<p>\$8,900 for afterschool intervention teacher Title 1</p> <p>None</p> <p>None</p>
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4. by Sept., 2017</p> <p>Identify students struggling in math and continue use of research-based mathematical intervention program that targets the individual math needs of struggling students and English learners and includes ongoing assessments of student growth.</p>	<p>Principal, AAIAC, grade level leads</p> <p>Leadership team and administration</p>	<p>Collect and analyze district and school level summative and formative Math and English learner data; identify students from each grade level for math interventions and their specific mathematical needs.</p> <p>Attend trainings, provide professional development and monitor implementation of Go Math intervention programs to ensure growth of all subgroups.</p> <p>Develop a master schedule that reflects allocated time for math interventions including English learner supports.</p>	<p>None</p> <p>None</p> <p>None</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-------------	-----------------------	-----------	---------------------------------------------------

5. Aug. 2017 – Jun. 2018 Plan and implement uniform strategies and interventions for targeted students identified at strategic and intensive levels in Math	Principal, AAIAC	Daily/Weekly: Continue use of, and purchase materials as needed for, intervention programs including, but not limited to, Math Facts in a Flash, and Go Math tier 2 and 3 interventions	None Provided by district
	Principal and AAIAC	Monthly: Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	None
	Principal and AAIAC Grade level data teams	Quarterly and Annually: Monitor program implementation and analyze student data, student growth, and create action plans based on performance outcomes	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6. Aug. 2017 – Jun. 2018 Continue implementation of the new District Adopted and State Board of Education standards-aligned ELA and Math materials to fill instructional gaps for EL, SWD, and all significant subgroups. Compliance will be determined by principal classroom walk-throughs, teacher lesson plans, and increased student achievement as determined by district or publisher assessments	Principal, Assistant Principal	September 30, 2017 Ensure that all teachers have the curricular materials appropriate for their grade level Aug. 2017 – June 2018 Train teachers on the core components and effective use of the core curriculum. Aug. 2017 – June 2018 Conduct regular classroom walkthroughs and provide instructional support	None Cost of training support and/or district level training and support through staff development or district level trainings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-------------	-----------------------	-----------	---------------------------------------------------

7. Aug. 2017 – Jun. 2018 Continue school site teacher collaboration and grade level meetings which include documentation	Principal, AAIAC, grade level and Leadership Team	Aug. 2017 – June 2018 Collaboration time during staff meetings	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8. Aug. 2017 – June 2018 Mainstream SWDs to provide support and access to core Mathematics intervention instruction in the regular classroom. Measure the effectiveness of mainstreaming through student IEPs	Principal, RSP/SAI Teachers	August 2017 – June 2018 Daily – SWDs mainstreamed as stated in IEP.	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
9. Aug. 2017 – June 2018 Implement STAR Math and Math Facts in a Flash	Teachers	August 2017 First administration of STAR testing begins in August. October 2017 Test again March Test Again June Final Testing	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

10. Aug. 2017 –June 2018 Provide GATE enrichment lessons, resources and materials to GATE students.	Principal, GATE Coordinator, Teachers	August 2017 Identify GATE students August 2017 – June 2018 Weekly – GATE students attend within the day enrichment class including STEM and art activities.	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
11. Aug. 2017 – Jun. 2018 EL Coordinator	Principal	Sept. 2017 Post and hire an EL Coordinator to monitor redesignations, CELDT administration Sept. 2017 – June 2018 Release time for EL coordinator to conduct cum reviews and monitor progress of EL students	\$3500 Title 1 \$500 Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
12. Aug. 2017 – Jun. 2018 Continue using systematic approach of targeting EL students for instruction/interventions using EADMS. Outcomes include schedules for ELD, differentiated lesson plans, lesson plans for tier II and tier III interventions, meeting notes and sign-in sheets, notes for planning and data analysis sessions.	Principal, EL Coordinator, Grade Level Leads	August 2017 Identify EL, SWDs and significant subgroup students in all classrooms. September 2017 Grade levels coordinate 30 minutes of ELD instruction school wide. Sept. 2017- June 2018 Teacher lesson plans monitored by Principal and walkthroughs conducted to ensure ELD instruction is occurring. Weekly Teacher lesson plans monitored by Principal and reviewed in weekly grade level PLCs/Collaboration	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
13. Aug. 2017 – Jun. 2018 Implementation of Wonders ELD curriculum with supplemental materials as needed. Staff Development on programs.	Principal, AAllAC Leadership Team, EL Coordinator	September 2017 – June 2018 Training and implementation of Wonders ELD program	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
14. Aug. 2017 – Jun. 2018 Library Enhancement	Principal Librarian	Sept. 2017-June 2018 Purchase library books and ebook license	\$16,405 Lottery

Goal 3: Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

SCHOOL GOAL: In the 2016-17 school year there were 56 suspensions. In the 2017/2018 school year the suspension rate will decrease by 10%.

What data did you use to form this goal? PBIS Assessment Reports	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Input from SSC and PBIS teams Aeries Discipline Data Aeries Attendance Data	PBIS was reported to be in place 72% school-wide, tier one at 83%, tier two at 62%, tier three at 56% in the 2016/17 school year. Less than 3% of students were suspended in the 2015-2016 school year.	PBIS Surveys <ul style="list-style-type: none"> ● Self-Assessment Survey ● Team Implementation Checklist Aeries Discipline Data Parent Surveys

STRATEGY: During 2017-2018, the school will implement a school-wide system Positive Behavior Intervention and Supports System to provide access to Tier One, Tier Two, and Tier Three supports appropriate to their needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1 Aug. 2017 – June 2018 Implement the PBIS program	Principal, Assistant Principal, PBIS Team, Teachers	Aug. 2017 Update the Model Gryphon Handbook Aug. 2017 – Sept. 2017 Teach expectations through behavior lessons Aug. 2017, Oct. 2017, Jan 2018, Apr. 2018 Behavior tours and assemblies Sept. 2017 – June 2018 Implement CICO/order CICO forms Oct. 2017 – June 2018 Social skills groups through SAP Aug. 2017 – June 2018 Supplies and materials including but not limited to referral forms, playground citations, and student action plans	None None \$250 Title 1 \$250 Title 1

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2 Aug. 2017 –June 2018 PBIS booster training.	Principal, AAllAC, PBIS Team	Jan. 2017-Apr. 2018 Grade level PBIS training	None Staff meeting time
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3 Aug. 2017 –June 2018 Tier II training	Principal, AAllAC	Oct. 2017-May 2018 Training fees including but not limited to PBIS, PTR, CPI, SWIS, ISIS Substitute teachers for staff to attend training	\$1000 Title 1 \$450 sub cost Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4 Aug. 2017 –June 2018 Attendance/Behavior incentives	Principal, AAllAC, PBIS Team	Aug. 2017 – June 2018 Include but not limited to Positive Postcards and Phone Calls Soaring Gryphons, Model Gryphons, and Gryphon Feathers Monthly attendance rewards	\$500 Title 1

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5. Aug. 2017 –June 2018 Anti-bullying assemblies	Administration	Sept 2017 – May 2018 Schedule and arrange for anti-bullying assemblies	\$2800 Discretionary
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6. Restorative Justice/ Circles Training	Administration, teachers	August 2017 - May 2018 Teachers and Administration to attend training offered by district on restorative justice and restorative circles	None
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
7. Aug. 2017 –June 2018 Hold regular progress monitoring meetings for behavior	Administration, SST lead teachers, teachers	Sept. 2017 – June 2018 Release time/substitute teachers needed for teachers to schedule and hold all day progress monitoring meetings and to provide follow up.	\$900 sub cost Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
8 Aug. 2017 –June 2018 Before/after school supervision of students	Administration, teachers	Aug. 2017 – June 2018 Increased supervision to monitor student behavior before and/or after school in order to increase student safety.	\$11,831 School Focus

LEA GOAL #4: Increase the support Students are given by increasing parent involvement and engagement by 10% as measured by Board approved volunteers, sign-in sheets, and surveys.

SCHOOL GOAL: Parent and community involvement opportunities will be increased by 10% by the end of the 2017-2018 school year.

<p>What data did you use to form this goal?</p> <p>Calendared parent/community involvement opportunities for the 2016/2017 and 2017/2018 school year.</p> <p>School Site Council priorities identified in two public meetings from both the 2016/2017 and 2017/2018 school year.</p>	<p>What were the findings from the analysis of this data?</p> <p>Increase opportunities for parent involvement through scheduled activities, meetings and parent workshops on campus including but not limited to family nights, Coffee with the Principal, volunteer training, Career Day, after school library hours, multicultural assemblies, awards, music concerts, art displays, student performances, festivals, AVID night and parent classes in CCSS.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Parent surveys Flyers Agendas Minutes</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Form f, goal 3 SPSA pages 11-12</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRATEGY: Continue existing parent involvement opportunities and provide families new opportunities to participate in Parent/Community Involvement Events for the 2016/20 school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Aug. 2017 –June 2018 Increase informational and parenting classes including but not limited to Multi-cultural events, Volunteer Trainings, Curriculum Adoption and Common Core Parent Workshops.</p>	<p>Administration, Teachers</p>	<p>Aug. 2017 – June 2018 Calendar, revise all informational and parenting classes Oct. 2017 – June 2018 Principal and coordinators facilitate workshops and family nights. Oct. 2017 – June 2018 Materials for Family Literacy Night, Science Night, and Career Day</p>	<p>None</p> <p>None</p> <p>\$907 Title 1</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2. Aug. 2017–June 2018 Increase Parent participation in ELAC, SSC, PTSA and school volunteers through newsletters, all calls, AESD app, and/or website.	Principal, Assistant Principal	Aug. 2017 – June 2018 All calls will be made and fliers will be sent home to remind parents of upcoming events. Volunteer training will be held at least once a month.	\$500 Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3. Aug. 2017 –June 2018 EL parents attend one day CAFE Conference during the 2017/2018 school year.	Principal, Assistant Principal, EL Coordinator	Oct. 2017 – Nov. 2018 During Fall ELAC meeting identify parents that are interested in attending a one day CAFE conference. Complete registration and arrange transportation. May 2018 EL parents attend one day CAFE conference in Riverside.	None None provided by district
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4. Aug. 2017 –June 2018 After School Library hours	Administration, Librarian	Nov. 2017 – May 2018 Librarian will open library for one additional hour after school to provide parents the opportunity to access the library with their students	\$1080 Title 1

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5. Aug. 2017 –June 2018 Progress monitoring meetings	Administration, SST team	Sept. 2017 – May 2018 Schedule and hold progress monitoring meetings with parents	\$1800 cost for substitute teachers Title 1
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6. Aug. 2017 –June 2018 Translation services for parents whose English is a second language	Administration, translator	Aug. 2017 – June 2018 Translation services available for parents whose second language is English in order to increase their involvement and understanding of their student's educational plan.	\$200 Title 1

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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² 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 2018-June 2018	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III

¹ 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.

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

Attendance at local CABA Conference	May 2018	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$5,000	Title III
Continue with Induction Program Reflective Coaches for new Teachers	Sep 2017-June 2018	Stipend for Induction Program Reflective Coaches	\$58,000	Title II

School Goal #: 4

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ 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	\$13,100 (\$32.75 per person)	Title I
Parent Center/Academies/Trainings	Sep 2017-June 2018	Continue with Parent Engagement Center	\$20,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$20,000	Title I
		Childcare	\$8,000	Title I
		Translation	\$8,000	Title I

Note: Centralized services may include the following direct services:

³ 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.

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

- 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.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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

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

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

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

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
--------------------------	---------------------------------------------------------------------------------------------------------------	----	--------------------------

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) *School Focus LCAP funds	\$45,332	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$45,332

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$57,712.50	<input checked="" type="checkbox"/>

<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$6,412.50		<input checked="" type="checkbox"/>
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP ⁵
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>

⁵ 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.

For School Improvement Schools only: School Improvement Grant (SIG)

- | | | | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------|----|--|
| <input type="checkbox"/> | Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | |

Total amount of federal categorical funds allocated to this school \$64,125

Total amount of state and federal categorical funds allocated to this school \$109,457

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

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.⁶ 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
Tawni Micetich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Veronica Prieto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Rose Szilagyi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Jennie Morris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Jonathan Wilson	<input type="checkbox"/>	<input type="checkbox"/>	x		<input type="checkbox"/>
Ruben Franco	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Ashley	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jill Kelsey	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Cooper	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"/>
	<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	<input type="checkbox"/>

⁶ 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):**

<input type="checkbox"/> State Compensatory Education Advisory Committee	Signature
<input type="checkbox"/> English Learner Advisory Committee	Signature
<input type="checkbox"/> Special Education Advisory Committee	Signature
<input type="checkbox"/> Gifted and Talented Education Advisory Committee	Signature
<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement	Signature
<input type="checkbox"/> Compensatory Education Advisory Committee	Signature
<input type="checkbox"/> Departmental Advisory Committee (secondary)	Signature
<input type="checkbox"/> 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:

Attested:

 Kristen Cooper

 Signature of School Principal

 Date

 Brian Hahn

 Signature of SSC Chairperson

 Date