

# 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: Westside Park Elementary School

District: Adelanto School District

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

Principal: Sherelle Crawford

Date of this revision: January 26, 2018

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:

**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 #1:** During the 2017-2018 school year, 25% or more of our students, including the subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged students, will be proficient in English Language Arts as measured by STAR Reading or STAR Early Literacy for Grades TK-5<sup>th</sup>; SBAC ICA ELA Benchmarks and CAASPP ELA for 3<sup>rd</sup>-5<sup>th</sup> grade students.

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?
<p>Our site Administration, certificated staff; classified staff; ELAC, and SSC will use the following data on an on-going basis to monitor progress towards our student achievement goals:</p> <p>District ELA Benchmarks            STAR/Renaissance data            CELDT results            Reading Wonders data            Universal Screening            CAASPP/SBAC results            Teacher Observations</p>	<p>Data results from STAR Reading and STAR Early Literacy indicate 3.6 percent of students in Kindergarten through Fifth Grades are in the 75<sup>th</sup> &amp; Above percentile; 12.1 percent are in the 50<sup>th</sup> to 74<sup>th</sup> percentile. Data results from the CAASPP ICA ELA benchmark indicate 12 percent of students in Third Grade, 5 percent of students in Fourth Grade and 25 percent of Fifth Grade students are at the Met/Exceeded Proficiency level. 28 percent of third grade students; 17 percent of fourth grade students and 26 percent of 5<sup>th</sup> grade students scored at the Nearly Met proficiency level.</p>	<p>Monthly, quarterly, by semester and annual program monitoring and evaluation.</p> <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>

**STRATEGY: School Wide AVID Elementary**

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
1. By August 9 <sup>th</sup> , begin implementation of the AVID Elementary program by targeted grade levels	Administrators, classroom teachers, District AE Coach	<ul style="list-style-type: none"> <li>• Attend AVID Summer Institute</li> <li>• Write AVID Site Team Plan</li> <li>• Hold monthly AVID Site Team Meetings</li> <li>• Provide professional development for teachers on AVID instructional strategies and the four AVID AE Essentials through AVID Conferences and workshops</li> <li>• Conduct daily classroom walk-throughs</li> <li>• Provide feedback and support on AVID principles</li> <li>• Create a grade level progression chart for AVID core principles</li> <li>• Attend coordinator workshops, Administrator Breakfasts and AVID Showcases</li> <li>• Participate in AVID Center Walk-throughs</li> <li>• Develop budget for AVID focus</li> <li>• Implement college and career readiness activities and field trips</li> <li>• Parent and family support provided through family nights and workshops</li> <li>• Purchase organizational tools</li> <li>• Create a schedule for teachers to observe and collaborate.</li> <li>• Incorporate critical thinking and reading strategies in daily lessons</li> <li>• Critical thinking and reading skills will be developed through the use of AVID Weekly.</li> <li>• Use Essential Questions to frame lessons</li> <li>• Fluency and reading goals will be established and monitored for students.</li> <li>• Focus on the process of writing, teaching the process and using rubrics to guide and evaluate the final draft.</li> <li>• Teach note taking strategies and use notes to develop student mastery of content</li> </ul>	Title I- \$20,000 FOCUS-LCAP - \$5,000 <ul style="list-style-type: none"> <li>• College Field Trips</li> <li>• AVID Staff Training</li> <li>• Resources, Materials, Copy equipment (Duplo and supplies)</li> <li>• Staff Training</li> <li>• Subs for Teacher Collaboration</li> <li>• Copy equipment (Duplo and supplies)</li> </ul>

**STRATEGY: Targeted Reading Intervention**

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
1. By September 12, 2017, we will identify any readers who are below grade level as evidenced by the STAR Reading assessment.	Administrators and Classroom Teachers	Give the STAR Reading Assessment Analyze the results Place students in appropriate MTSS grouping	None

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
2. By September 12, 2017 a research based intervention program will be implemented that targets the individual literacy needs all students, including students in significant subgroups.	Administrators, classroom teachers.	<ul style="list-style-type: none"> <li>• Students will use Renaissance STAR, Lexia Core 5 and Accelerated Reader Programs</li> <li>• Conduct training on intervention programs</li> <li>• Provide collaboration opportunities for review of usage and achievement data and program implementation</li> <li>• offer before and after school intervention for targeted students</li> </ul>	Title I - \$10,000  Substitutes, Materials, Technology, Accelerated Reader Books for the Library

**STRATEGY: During 2017-2018, the school will implement a school-wide English-Language Arts Multi-Tiered System of Support to address the academic needs of all students/subgroups as measured by Common Formative Assessments, District ELA Benchmarks, STAR Renaissance Progress Monitoring Tools, and CAASPP data.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>1. August 2017-June 2018</p> <p>Identify the reading levels of all students on STAR Reading, STAR Early Literacy and teacher observations and utilize this information in planning and delivering a multi-tiered system of support for all students using the Reading Wonders curriculum and AESD recommended intervention materials to target the individual literacy needs of all students/subgroups including ongoing assessment of student growth.</p>	<p>Site Administration and Classroom Teachers</p>	<p>Collect and analyze district and school-level summative and formative ELA and English Learner Data; identify all students for reading instruction, MTSS, intervention, or enrichment and their specific literacy needs</p> <p>Develop specific criteria for identifying, selecting, implementing, delivering, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English Learners, measure growth, and accelerate literacy skills.</p>	<p>Substitutes to cover classrooms during Principal-Teacher Meetings (PTM) (Title I-\$5,000.00; FOCUS-LCAP-\$2,000.00)</p> <p>Substitutes to cover classrooms during PTM (Title I-\$5,000.00-referenced above in this section ; FOCUS-LCAP-\$2,000.00 as referenced above in this section)</p>
<p>2. August 2017-June 2018</p> <p>Plan implementation and evaluation of the English-Language Arts multi-tiered system of support. (MTSS)</p>	<p>Site Administration and Classroom Teachers</p>	<p>Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials, benchmark assessments and technology</p> <p>Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; select district approved reading intervention programs and analyze benchmark assessment results</p> <p>Develop a master schedule that reflects allocated time for reading interventions, including English learner support.</p>	<p>Instructional Materials, Title I-\$2,000.00) Technology (Title I-\$4,000.00 (FOCUS-LCAP-\$2,000.00)</p> <p>None</p> <p>None</p> <p>Professional Development Costs to Include Training, Training Materials and Substitute Costs (Title I-\$1,000.00</p>
	<p>Site Administration and Classroom Teachers.</p>	<p>Schedule and provide initial training for instructional staff and schedule follow up professional development activities</p>	<p>Professional Development Costs to Include Training, Training Materials and Substitute Costs (Title I-\$1,000.00</p>

<p>3. August 2017-June 2018</p> <p>Implement the English-Language Arts multi-tiered system of support program and conduct ongoing evaluations, including teacher observations to determine student and program outcomes to inform ongoing program needs.</p>	<p>Classroom Teachers, and Classified Staff</p>	<p><b>Daily:</b> Provide additional reading intervention for urgent intervention and intervention students</p>	<p>Classified Staff Support (Title I - \$500.00)</p>
	<p>Site Administration, and Classroom Teachers</p>	<p><b>Bi-Weekly:</b> Grade-level teams will conduct bi-weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p>	<p>None</p>
	<p>Site Administration, Classroom Teachers, and Classified Staff</p>	<p><b>Quarterly:</b> Monitor program implementation and analyze student data at the end of each grade marking period.</p>	<p>None</p>
	<p>School Site Council members and Chairperson</p>	<p><b>Quarterly and Annually:</b> Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.</p>	<p>None</p>
<p>4. August 2017-June 2018</p> <p>Align Instruction With Common Core Content Standards</p>	<p>Site Administration, and Classroom Teachers</p>	<p>Continue using appropriate supplemental (SBE) State Board of Education standards-aligned ELA 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>None</p>



<p>5. August 2017-June 2018</p> <p>Improve Instructional Strategies and Materials</p>	<p>Site Administration, Classroom Teachers, and Classified Staff</p>	<p>Plan MTSS that implements uniform strategies and enrichments/interventions for targeted students in ELA. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments and classroom visits.</p> <p>Use of a systematic approach for targeting students' instruction/interventions in ELA by using EADMS and Renaissance STAR data.</p> <p>Use of a systematic approach for targeting students' instruction/interventions in ELA by using EADMS and Renaissance STAR data.</p> <p>Upgrade hardware and software, i.e.: computers, monitors, projectors, printers, copiers, etc. as needed. Needs determined by the school site, IT Department recommendation based upon inventory and the District's Technology Plan.</p> <p>Mainstream SWDs to provide support and access to core ELA intervention instruction in the regular classroom. Measure the effectiveness of mainstreaming through the students' IEPs.</p> <p>Continue to support and expand the transition between preschool and elementary through supporting achievement in ELA as measured by parent meeting notes and sign-in sheets, outreach programs, and special preparation programs.</p> <p>Continue using a systematic approach of targeting ELs, SWDs and significant subgroup 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.</p>	<p>None</p> <p>None</p> <p>None</p> <p>Technology to support instruction (Title I - \$3971.00)</p> <p>None</p> <p>Preschool In a Bag Program Certificated Teacher Costs, Instructional Materials (Title I-\$2,000.00)</p> <p>None</p>
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<p>6. August 2017-June 2018</p> <p>Monitor Progress, Implementation, and Results</p>	<p>Site Administration, Classroom Teachers and Classified Staff</p>	<p>Continue using District intervention blocks to deliver instruction for all significant subgroups. Continue monitoring this program for effectiveness through the following: common assessments, standardized tests, district benchmarks, STAR Renaissance data, and administrator walk-throughs.</p> <p>Continue to administer and monitor district wide benchmark assessments in the area of ELA. Evidence based upon data in EADMS and sign-in sheets and notes from planning sessions.</p> <p>Ensure that site administrators are receiving/reviewing collaboration agendas, minutes and/or notes on a regular basis to support achievement in ELA as evidenced by agendas, minutes, notes and administrator summaries of the aforementioned documents.</p> <p>Conduct regular walk-throughs by a combination of district/county school officials, principals, teachers and content experts to monitor implementation of district-adopted SBE materials and instructional minutes.</p> <p>Continue monthly district and school site teacher collaboration and grade level meetings which include documentation.</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>7. August 2017-June 2018</p> <p>Extend Learning Times</p>	<p>Site Administration, Classified Staff and Classroom Teachers</p>	<p>Implement before and after school tutoring intervention programs as evidenced by attendance and expenditure reports.</p>	<p>Before and After School Intervention/Certificated Extra Duty Hourly Costs/Classified (Title I-\$2,000.00 ; FOCUS-LCAP-\$2,185.00)</p>

8. August 2017-June 2018 Provide Auxiliary Services for Students	Site Administration, Classroom Teachers and Classified Staff	Support activities such as student award assemblies, performances, Back-To-School Night, Science Fair, Latino Family Literacy Program, PBIS, field trips, services to support positive student behavior and festivals to promote student/parent engagement. Services determined by flyers, agendas, etc	Title I-\$14,000.00; FOCUS LCAP-\$2,000.00
9. August 2017-June 2018 Provide GATE program for students	Site Administration, Classroom Teachers and Classified Staff	Before or After School Classes; field trips	Title I - \$3,500.00

### Form A: Planned Improvements in Student Performance

<p><b>Goal 2: Pupil Outcomes:</b> Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.</p> <p><b>SCHOOL GOAL #2:</b> During the 2017-18 school year, 20% or more of our 1<sup>st</sup> -5<sup>th</sup> grade students will be proficient in Math including the subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged students, as measured by STAR Math assessments. Kinder students will increase in proficiency level by 10% as measured by District benchmarks.</p>		
<p><b>What data did you use to form this goal?</b></p> <p>District Benchmarks/SBAC ICA Math Benchmarks STAR Renaissance –Math Progress Monitoring CAASPP Teacher Observations</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Data results from STAR Math indicate 12.9 percent of 1<sup>st</sup> through 5<sup>th</sup> grade students are at the 75<sup>th</sup> &amp; Above Percentile; 18.8 percent are at the 50<sup>th</sup> to 74<sup>th</sup> percentile. Data results from the CAASPP Math ICA Benchmark indicate 12 percent of third graders; 5 percent of fourth grade students and 25 percent of fifth graders are at the Met/Exceeded level. Fourteen percent of</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Monthly, quarterly, by semester and annual program monitoring and evaluation</p> <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>

	third graders;16 percent of fourth graders and 15 percent of fifth grade students are at the Nearly Met level.	
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**STRATEGY: During 2017-2018, the school will implement a school-wide Mathematics Multi-Tiered System of Support (MTSS) to address the academic needs of all students/subgroups as measured by Common Formative Assessments, District Math Benchmarks, and STAR Renaissance Progress Monitoring Tools.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1. August 2017-June 2018  Identify the math levels of all students on STAR Math and teacher input and utilize this information in planning and delivering a multi-tiered system of support for all students using the Go Math curriculum, Compass Learning and AESD recommended intervention materials to target the individual mathematical needs of all students/subgroups, including ongoing assessments of student growth.	Site Administration, and Classroom Teachers	Collect and analyze district and school-level summative and formative math data; identify all students for instruction, Compass Learning, intervention, or enrichment and their specific mathematical needs.  Develop specific criteria for identifying; selecting; implementing, monitoring and evaluating research-based math intervention programs that are designed to meet individual mathematical needs of all students, measure growth, and accelerate numeracy skills.	None  None
2. August 2017- June 2018  Plan implementation and evaluation of the multi-tiered system of support for all students using the Go Math curriculum, Compass Learning and AESD recommended intervention materials.	Site Administration, and Classroom Teachers	Select and/or develop math intervention materials and resources; purchase supplementary instructional materials and technology; benchmark assessments.	Instructional Materials (Title I- \$2,000.00
	Site Administration, and Classroom Teachers	Develop math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved math intervention programs and benchmark assessments.	None

	Site Administration, and Classroom Teachers	Develop a master schedule that reflects allocated time for math interventions.	None
	Site Administration and Classroom Teachers	Schedule and provide initial training for instructional staff and follow up professional development activities	Professional Development to include training and substitute costs (Title I – \$2,000.00)
3. August 2017-June 2018  Implement multi-tiered system of support for all students using the Go Math curriculum, Compass Learning and AESD recommended intervention materials and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Site Administration, and Classroom Teachers	<b>Daily:</b> Provide additional math intervention for urgent intervention and intervention students	None
		<b>Bi-Weekly:</b> Grade-level teams will conduct bi-weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.	None
		<b>Monthly:</b> Monitor program implementation and analyze student data at the end of each grade marking period.	None
	School Site Council members and Chairperson	<b>Quarterly and Annually:</b> Monitor and evaluate math intervention program goals and objectives; determine if goals and objectives are being met.	None
4. August 2017-June 2018  Align Instruction With Content Standards	Site Administration, and Classroom Teachers	Continue using appropriate supplemental (SBE) State Board of Education standards-aligned mathematics 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.	None
5. August 2017-June 2018	Site Administration, and Classroom Teachers	Plan and implement uniform strategies and interventions for targeted students identified at the urgent intervention, intervention, and on-watch levels in mathematics. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments, and coaching logs.	None

<p>Improve Instructional Strategies and Materials</p>		<p>Use of a systematic approach for targeting students' instruction/interventions in mathematics by using EADMS data.</p> <p>Upgrade hardware and software, i.e.: computers, monitors, star boards, projectors, printers, copiers etc. as needed. Needs determined by the site or the IT Department recommendation based upon inventory and the District's Technology Plan.</p> <p>Mainstream SWDs to provide support and access to core intervention mathematics instruction in the regular classroom. Measure the effectiveness of mainstreaming through student IEPs.</p> <p>Continue to support and expand the transition outreach between preschool and elementary school to support achievement in mathematics as measured by parent meeting notes and sign-in sheets, outreach programs, and special preparation programs.</p> <p>Continue using systematic approach of targeting ELs, SWDs and significant subgroup students for instruction/interventions using EADMS. Outcomes include differentiated lesson plans, lesson plans for tier II and tier III interventions, meeting notes, sign-in sheets and notes for planning and data analysis sessions.</p>	<p>None</p> <p>Certificated teacher costs, Technology, supplies (Title I-\$3,000.00; FOCUS-LCAP-\$3,000.00)</p> <p>None</p> <p>Preschool In a Bag Program Certificated Teacher Costs, Instructional Materials (Title I - \$3,000.00)- Referenced Above in Goal #1</p> <p>None</p>
<p>6. August 2017-June 2018</p> <p>Extend Learning Times</p>	<p>Site Administration, Classroom Teachers, and Classified staff</p>	<p>Support before and after school tutoring/intervention programs as evidenced by attendance and expenditure reports.</p>	<p>Before and After School Tutoring/Certificated Extra Duty Hourly Costs/Classified (Title I - \$2,000.00; FOCUS-LCAP-\$3,000.00)</p>

7. August 2017-June 2018 Provide GATE program for students	Classroom Teachers, Classified Staff	Before and after school GATE classes; field trips	Title I - \$3,000.00

<p><b>Goal 3: Engagement:</b> 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.</p> <p><b>SCHOOL GOAL #3:</b> All students will have access to Tier 1, Tier 2, and Tier 3 positive behavior interventions and supports appropriate to their needs. Continue implementation of the Safe School Ambassador Program. Decrease the number of suspensions by 10%.</p>		
<p><b>What data did you use to form this goal?</b></p> <p>Suspension Rates Office Referral Rates Desert Mountain Children’s Center Referral Rates Documentation of SST Meetings Check In/Check Out Logs PBIS SWIS Data Reports Safe School Ambassador program</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The number of suspensions increased by from the 2014-2015 to the 2015-16 school years from 53 to 113. We will continue incorporating the Positive Behavior Intervention System and Safe School Ambassador programs to decrease the suspension rate.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Monthly, quarterly, by semester and annual program monitoring and evaluation</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> In the Cost and Funding Source Section</p>
<p><b>STRATEGY:</b> During 2017-2018, the school will have a school-wide system Positive Behavior Intervention and Supports System to provide students access to Tier One, Tier Two, and Tier Three supports appropriate to their needs.</p>		

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
<p>1. August 2017- June 2018</p> <p>PBIS team will act as committee to support the PBIS initiative on campus, including PBIS team meetings</p>	<p>Site Administration and PBIS Team</p>	<p>Collect and analyze school-level PBIS data to identify all students that need support.</p> <p>Receive PBIS training and train other staff as needed.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.</p>	<p>None</p> <p>Training and substitute costs from Title I – 2,000.00</p> <p>None.</p>
<p>2. August 2017-June 2018</p> <p>All students will be taught and offered reinforcement in PBIS Tier One Classroom Instruction. Students will be offered Tiers Two and Three as needed after Tier One Instruction has occurred.</p>	<p>Site Administration, PBIS Team, and Classroom Teachers</p>	<p>Create School-wide Calendar for Tier One Instruction</p> <p>All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed.</p> <p>All classrooms will show evidence of PBIS in classroom environments.</p> <p>Students in need of PBIS Tier Two and Tier Three support will be referred to Check In/Check Out (Tier Two), Considered for referral to counseling or a SST intervention</p> <p>Referrals will be made to outside resources as needed with the support of parents.</p>	<p>None</p>



<p>3. August 2017-June 2018 Safe School Ambassadors will serve as Tier One, Tier Two, and Tier Three preventative measure to improve the school culture.</p>	<p>Site Administration, Certificated Staff, Classified Staff, Safe School Ambassador Team</p>	<p>Safe School Ambassadors will meet formally in Safe School Ambassador family groups monthly to improve the culture on campus and to receive instruction. Safe School Ambassadors will meet informally as needed to improve the culture on campus. Field trips will be used to support positive culture and collaboration.</p>	<p>Training, Substitutes and Supplies (Title I - \$3,000.00)</p>
<p>4. August 2017 – June 2018 Basketball Program to provide activities to promote positive behavior and build sportsmanship thereby establishing a positive school culture</p>	<p>Site Administration, Certificated Staff, Classified Staff</p>	<p>Provide instruction in character building and community engagement for students through the classes within the basketball program. Provide supplies and transportation to events</p>	<p>None</p>

**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 #4:** Parent involvement will increase by 10% through volunteering, attendance at conferences and school activities as evidenced with sign-in sheets and surveys

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>➤ Parent Conference Participation Rates</li> <li>➤ Back to School Night Participation Rates</li> <li>➤ English Learner Advisory Council Participation Rates</li> <li>➤ School Site Council Participation Rates</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p>We need to increase the number of parents engaging in activities on our campus to support their students.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Weekly, monthly, quarterly, and annual program monitoring and evaluation</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> In the Cost and Funding Source Section</p>
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➤ Volunteer Participation Rates		
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**STRATEGY: During 2017-2018, the school will increase parent/community involvement by increasing the number of academically focused family and community engagement opportunities.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. August 2017- June 2018  All parents will be offered multiple opportunities to engage on campus	Site Administration and PBIS	Back to School Night will be held at the beginning of the year so parents and the community can interact with the classroom teachers and school site staff.	None
		Parent-Teacher Conferences will be held for all students in November 2017 and March 2018.	None
	Site Administration, and Classroom Teachers	Student Study Team Meetings will be held with parents, classroom teachers, and administration as an engagement opportunity to ensure students are receiving additional support in regards to behavioral needs, academic needs, and attendance needs.	Substitute Costs (FOCUS-LCAP-\$1,000.00)
		School Site Council, English Learner Advisory Council, and Volunteer Training will be established by the end of September 2017. Ongoing opportunities to engage with these groups will be offered throughout the year.	Babysitting, translating, and refreshments (Title One - \$600.00)
	Site Administration	Coffee with the Administrators will be held bi-monthly.	Refreshments and supplies (Title I-\$200.00)
	Site Administration, and Classroom Teachers	Parent workshops	Certificated teachers, classified staff, babysitting, refreshments and supplies (Title I – \$500.00)

2. Provide Auxiliary Services for Students and Parents	Site Administration and Classroom Teachers	<p>Family Literacy Project Classes will be offered to support parents in developing their child's literacy skills.</p> <p>Support activities such as student award assemblies, performances, Back-to-School Night, PBIS and festivals to promote student/parent engagement. Services determined by flyers, agendas, and sign-in sheets, etc.</p>	<p>Title I - \$2,000.00</p> <p>Certificated teachers, babysitting and supplies (Title I- \$500.00; FOCUS-LCAP-\$1,000.00)</p>
3. Communication between home and school	Site Administration, and Classroom Teachers	Use technology, In Touch auto calling system and copy equipment (Duplo machine and copy supplies) to communicate with parents	<p>Title I – \$200.00</p> <p>FOCUS-LCAP- \$3,000.00</p>
4. August 2017- June 2018  Provide Auxiliary Services for Students and Parents	Site Administration and Classroom Teachers	Support activities such as student award assemblies, performances, Back-To-School Night, Science Fair, Latino Family Literacy Program, PBIS, field trips, services to support positive student behavior and festivals to promote student/parent engagement. Services determined by flyers, agendas, etc.	Title I-\$322.00
5. August 2017- June 2018  Involve Staff, Parents, and Community	Site Administration, Classified Staff and Classroom Teachers	Support specific programs in ELA that include staff, parents, and community to include but not limited to multi-cultural Family Literacy Night. Evidence to include parent notices and agendas.	Classified staff for Babysitting (Title I- \$600.00)
6. August 2017- June 2018  Involve Staff, Parents, and Community	Site Administration, Classified Staff and Classroom Teachers	Support specific programs in mathematics that include staff, parents, and community to include but not limited to Family Math Night and other math centered events. Evidence to include parent notices and agendas.	Title I – \$600.00

**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 CABC Conference	May 2018	Sub cost for Teacher/Instructional Aides	\$800	Title III
		Registration for Parents and Staff	\$5,000	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 be planned, 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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**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 #: 4**

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	\$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:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

<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.

- 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

**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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Revised September 2015

<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"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</b> *School Focus FOCUS-LCAP funds	\$24,185	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school \$24,185

<b>Federal Programs</b>	<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$90,493.00	<input checked="" type="checkbox"/>



<input checked="" type="checkbox"/> <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).	\$5,522.00		<input checked="" 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"/>

<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.

**For 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      \$      ▢
- Other federal funds** (list and describe)      \$      ▢
- Other federal funds** (list and describe)      \$      ▢
- Other federal funds** (list and describe)      \$      ▢

Total amount of federal categorical funds allocated to this school      \$53,485

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Total amount of state and federal categorical funds allocated to this school      \$78,351

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.<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
Sherelle Crawford	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brandon Rogers	<input type="checkbox"/>		X	<input type="checkbox"/>	<input type="checkbox"/>
Yolanda Garcia	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anne Marie Thorup	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecelia Vagnozzi	<input type="checkbox"/>	X		<input type="checkbox"/>	<input type="checkbox"/>
Bianca Chadwick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mikal Jefferson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carolina Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Breanna Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Erlinda Solis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	5	<input type="checkbox"/>

## Form E: Recommendations and Assurances

<sup>6</sup> EC Section 52852

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:1/11/2018.

Attested:

\_\_\_\_\_  
Sherelle Crawford Principal  
Westside Park Elementary  
Principal

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

\_\_\_\_\_  
Erlinda Solis, SSC Chair

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