

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Gus Franklin Jr. STEM Academy

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675870125898

Principal: Mina Blazy

Date of this revision: 10/05/2016

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 _____.



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Form A: Planned Improvements in Student Performance

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

LEA 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: Teachers will use first best instructional practices with 21st Century Learning Strategies by implementing the 4C's (super skills) communication, collaboration, critical thinking and creativity, thematic units, life and career skills along with information, Media and technology skills. All teachers will use the Standards for Mathematical Practices (SMPs) to allow children to access their critical thinking skills. Teachers will use the anchor standards for reading, writing, listening and speaking to prepare students for college and career.

What data did you use to form this goal? LCAP Expectations	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>1. 100% of teachers are appropriately assigned and credentialed <i>State Metric: Rate of teacher miss-assignments and Williams Report</i></p> <p>2. 100% of students have access to standards aligned curriculum including English Language Development standards <i>State Metric: Williams Report</i> <i>Local Metric: Walk through observations</i></p> <p>3. 100% of schools will have increasing access to instructional technology via infrastructure and hardware <i>Local Metric: Tech Department inventory</i></p> <p>4. 100% of schools will have good rating with minimal deficiencies <i>State Metric: Williams Report</i> Local Metric: Facilities Inspection Tool (FIT) report</p>	<p>According to the LCAP the AESD is using the Core standards in ELA and Mathematics with the Reading Wonders Curriculum and Go Math. All Students have access to the Lexia Learning ELA intervention, Khan Academy online mathematics intervention along with STAR Reading and STAR Math. All curriculum has an online platform.</p> <p>This school site also uses the Project Lead the Way STEM intervention curriculum that is aligned to the NGSS.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 1 of the SPSA Budget Tool. (Form F)</p>

STRATEGY: Pillar 1: T1 (Equitable Access to rigorous, effective instruction) Teachers focus all students on higher-level assignments, critical thinking, and peer examination of products. **Pillar 4:T8 (Data-Driven Continuous Improvement)** Teachers meet weekly to review common

formative assessments and student work samples in order to tailor instructional adjustments to address areas of concern and/or accelerate learning growth initiatives. T2: Teachers engage every student with rigorous lessons aligned to state standards and the district-adopted curriculum., Pillar 3 **T6: (Safe Climate and Strong Relationships with Families and Community)** Teachers communicate student expectations for academic and behavioral standards to parents and seek their involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
ELL will be monitored throughout the school year to improve ELA. August 2017-2018	EL teachers, Coordinator and Admin	<ul style="list-style-type: none"> Students will be monitored using Ellevation. This program looks at student individual progress, growth and reclassification. Teachers can create specific goals to improve student English language development. 	District provided

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will work in teams and use district aligned pacing guide keeping depth of knowledge in mind. August 2017-June 2018	Teachers, paraprofessionals, admin	Reading Wonders – ELA curriculum aligned to the Core standards Go Math – mathematics curriculum aligned to the core standards	District provided

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Teachers will have access to 21 st century research based strategies to improve Tier I, II and III interventions and support	Teachers and admin	The school site will work through the site vision to discuss what is new and what has changed. The book, "Finding your Why" will guide us in understanding our vision as a school site.	\$500.00 Title I
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Standards based and research based Professional development for teachers	Admin and teachers	Teachers will complete the book study Visible learning for Teachers, mathematics and Literacy by Hatte	\$1,000 title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Standards based and research based Professional development for teacher. October 2017 – June 2018	Admin and teachers	Teachers will complete the book study Visible learning for Teachers, mathematics and Literacy by Hatte	\$1,000 title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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21 st Century Learning strategies – research based August 2017 – June 2018	Admin, staff and teachers	http://www.p21.org/our-work/p21-framework The framework is from the P21 partnership for 21 st Century learning – supplies and intervention/Professional Development	\$200.00 title One
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Benchmark assessments will be administrated throughout the school year in order to track student success and revisit cause and effect of student mastery. August 12, 2017– June 02, 2018 ongoing Kindergarten testing and assessments	Benchmark assessments will be administrated throughout the school year in order to track student success and revisit cause and effect of student mastery.	<ul style="list-style-type: none"> • STAR Early Literacy Kindergarten and First Grade • STAR Reading and STAR Mathematics Second – fifth Grade • Lexia Learning – Core5 Sept 2017 – June 2018 • 	District provided

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Computer supplies and upgrades – students will have access to technology to enhance their 21 st century learning skills August 2017 – June 2018	Administrator and staff	Batteries, keyboards for computers – intervention and updates Chromebook intervention Chromebook Cart – two	\$1500.00 Title I \$5,000 LCFF – budget correction needed \$17,000 /title I

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth

targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL #2: 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: #2 Mathematics During the 2017-2018 school year the proficiency level in standard nearly met, met or exceeded will increase by a minimum of 23 students in grades 3-5 for the CAASPP (SBAC) mathematics; this is cumulative of standard nearly met, met, and exceeded.

English Language Arts: During the 2017-2018 school year the proficiency level in standard nearly met, met, or exceeded will increase by a minimum of 18 students in grades 3 – 5 for the CAASPP (SBAC) ELA; this is cumulative of standard nearly met, met and exceeded. Students will have access to thematic phenomena that will allow them to access the NGSS and social science standards that are interconnected across disciplinary content.

<p>What data did you use to form this goal? This was the first year the Mathematics CAASPP was given to third through eighth grade and eleventh grade. The CDE reports that students need to meet or exceed all four claims in ELA as listed on the website. The STAR Math report from Renaissance Learning uses the Normal Curve Equivalent (NCE) on a scale of 1-99 in order to assess student achievement. Students in grades K-5 were assessed in August/September 2015 in as an initial baseline score for the start of the year.</p> <p>According to the U. S. Department of Education the increase in STEM careers will look like the following; 16% in mathematics, 22% in Computer Systems analysis, 32% Systems Software Developers, 36% in Medical Science and 62% in Biomedical Engineering compared all other careers at 14%. Additionally on 16% of American high school seniors are proficient in mathematics and interested in STEM Careers.</p> <p>LCAP Expectations Increased number of students meeting or</p>	<p>What were the findings from the analysis of this data? Based on the 2017-2018 school year CAASPP data for third through fifth grade.</p> <ul style="list-style-type: none"> • Total Students Met or Exceeded -125 • Total students Nearly met –59 • Total students not met - 62 • Total Students tested – 258 <p>This means that a quarter of the students are not ready for the next grade and will not be college and career ready by the time the graduate high school (based on third through fifth grade We will need to move at least 18 (based on 3rd – 5th grade only) students from the Standard Not Met Category into at least the Nearly Met Category to show improvement as a school site. Based on the initial STAR Reading test for second through 5th grade on a scale of 1-99.</p> <ul style="list-style-type: none"> • Total students at/Above 50 – 151 • Total students below 50 - 257 <p>Based on this data we will need to move at least 25% of the students from the below 50 on a scale of 1-99; This means that we will need to move 65 students to above 50 by May 2016.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>We will revisit our progress of this goal, weekly, monthly and annually through program monitoring and evaluations. Teachers will use the online assessment through CAASPP for 3rd – 5th grade Interim benchmarks in October 2017 and February 2018 and K- 2nd grade will use the curriculum benchmarks.</p> <p>Teachers will meet in data teams to discuss student data and to focus on each student’s learning. Additionally, we will use the CCSS Eight Mathematical practices as action responses to the low academic achievement in mathematics. Teachers will self-evaluate and discuss at professional development meetings in order to increase mathematical concept awareness.</p> <p>Teachers will have professional development in CCSS for ELA. In ELA students in grades K-5 will be assessed four times during the school year. The initial test will be Aug/Sept 2017, Fall Oct/Nov, Winter February and end of year in May/June 2018.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 1 (pg __) of the SPSA Budget Tool. (Form F)</p>
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<p>exceeding grade level standards with at least 50% of students entering Kindergarten in 2014 meeting or exceeding standards in all subjects by the end of Grade 2 and at least 50% of all students will meet or exceed standards in all subjects by the end of Grade 8. <i>State Metric: CAASPP assessments</i> <i>Local Metric: STAR Renaissance Early Literacy, Reading, and Math;</i> <i>District Benchmarks</i></p> <p>2. Decreased number of students performing at the lowest band by at least 25% <i>State Metric: CAASPP assessments</i> <i>Local Metric: STAR Renaissance Reading and Math, Progress</i> <i>Monitoring assessments</i></p> <p>3. 100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3-5 years <i>State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on CELDT</i></p> <p>4. 100% Foster Youth and families will be given additional support <i>Local Metric: Documentation of actions/services</i></p>	<p>Mathematics: Based on the 2016-2017 school year CAASPP data for third through fifth grade.</p> <ul style="list-style-type: none"> • Total Students Met or Exceeded -78 • Total students nearly met – 90 • Total students not met - 203 • Total Students tested – 257 <p>This means that half of the students are not ready for the next grade and will not be college and career ready by the time the graduate high school (based on third through fifth grade We will need to move at least 23 (based on 3rd – 5th grade only) students from the Standard Not Met Category into at least the Nearly Met Category to show improvement as a school site.</p> <p>Based on the initial STAR Math test for second through seventh grade on a scale of 1-99.</p> <ul style="list-style-type: none"> • Total students at/Above 50 – 198 • Total students below 50 - 185 <p>Based on this data we will need to move at least 25% of the students from the below 50 on a scale of 1-99; This means that we will need to move 47 students to above 50 by May 2017.</p>	
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STRATEGY: STRATEGY: Pillar 1: T1 (Equitable Access to rigorous, effective instruction) Teachers focus all students on higher-level assignments, critical thinking, and peer examination of products. Pillar 4:T8 (**Data-Driven Continuous Improvement**) Teachers meet weekly to review common formative assessments and student work samples in order to tailor instructional adjustments to address areas of concern and/or accelerate learning growth initiatives. T2: Teachers engage every student with rigorous lessons aligned to state standards and the district-adopted curriculum., Pillar 3 **T6: (Safe Climate and Strong Relationships with Families and Community)** Teachers communicate student expectations for academic and behavioral standards to parents and seek their involvement.

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Exposure students to more complex informational text with a large focus in Common Core Standards in ELA (see Key Features of the Standards – CCSs) and the Next Generation Science Standards (NGSS) September 30, 2017 – June 2018	Educators and administration	<ul style="list-style-type: none"> Scholastic TrueFlix and ScienceFlix online interactive informational text 2nd – 7th grade articles April 2017 – June 2018 – will continue to the next year World Book Online – online encyclopedia April 2017- June 2018 – will continue next year Available for all grades 	\$799.99 Title One \$725.00 title

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Based on ELA CAASPP scores students will have a minimum of 30 minutes English Language intervention which will include English Language Learners. September 2017-June 2018	Educators and administration	All general education teachers will employ Lexia Learning as the ELA intervention during 30 minutes of specific intervention that meets the needs of students at their level. Students will be assessed with an initial test and build their academics in ELA using the online system. Lexia is accessible at home and at school. MTSS – students in the lowest band (25%) will have access to other intervention (phonics for reading) Each year Lexia will be reset	District provided

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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ELL will be monitored throughout the school year to improve ELA. August 2017-2018	EL teachers, Coordinator and Admin	<ul style="list-style-type: none"> Students will be monitored using Ellevation. This program looks at student individual progress, growth and reclassification. Teachers can create specific goals to improve student English language development. 	District provided
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention from November 2017 through Mid April 2018 in order to accelerate students in specific areas of need in ELA	General Education	<ul style="list-style-type: none"> Intervention or acceleration for students in order to work on specific areas of learning in a heterogeneous environment This will start after the first benchmark 	Title one –teachers \$20,500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All Teachers will use the English Language Arts (ELA) Common Core State Standards in order to drive instruction along with the district adopted ELA curriculum. This Curriculum encompasses Intervention and Differentiation (MTSS) Strategies in order to focus on acceleration students from their current Zone of Proximal Development. August 2017 – June 2018	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> Teachers will use Reading Wonders and the online Connect Ed platform to drive instruction alongside the CCSS. Reading Wonders Curriculum (online – Connect Ed) Data Talks will be implemented during the school day by grade level teams in order to analyze student data and discover the cause and effect of student achievement 	District provided curriculum

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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All teachers will incorporate using reading, writing and speaking strategies across the curriculum On-going during the August 2017- June 2018	Teachers and administration	<ul style="list-style-type: none"> • All Teachers will require students to read, write and discuss real world problems on a regular basis. Tier II/III intervention • Teachers will implement the Common Core state standards by using the adopted district curriculum, Reading Wonders • The focus will be on the Anchor standards, in reading, writing, speaking and listening • Information text and Literary text (supplies)	District support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will work collaborative to discuss best practices, first best instruction and research based strategies with their professional learning community. August 2017 – June 2018	Teachers and administration	<ul style="list-style-type: none"> • Each week teachers will discuss best practices, first best instruction and research based strategies with their professional learning community • Teachers will bring student work samples and discuss proficiency levels and how they can change their teaching and learning strategies in order to guide students toward academic mastery. (Data teams)	\$5000.00 title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will have opportunities, if requested, to observe other educators in order to view best practices and share ways to help serve all students and their ELA Academic needs. August 2017 – June 2018	Teachers and administration	<ul style="list-style-type: none"> • During recess time or teacher pull out time teachers will have the opportunity to focus on viewing other teacher's learning and teacher strategies - optional • While observing specific students teachers will focus on the engagement of the student to determine the level of learning for that specific child. 	\$0.00 (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implement the use of technology to increase reading and writing in a format that colleges and careers will expect students to be proficient. August 2017 – June 2018	Teachers and administration	<ul style="list-style-type: none"> • Students will have access to College and Career initiatives inside and outside of the classroom throughout the school year. • Increase technology proficiency for teachers by attending the Computer Using Educators (CUE) Conference in February 2018 – one teacher 	\$1500.00 Title I \$1000.00 Title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>Implementation of STEM Curriculum in order to enhance student's ability to read, write, speak and think about Science, Technology, Engineering and Mathematics concepts. The STEM curriculum encompasses the Next Generation Science Standards; Mainstream Students with Disabilities (SWD) to provide support and access to core ELD intervention instruction in the regular classroom. Measure the effectiveness of mainstreaming through student IEPs. August 2017 – June 2018</p>	<p>General education with mainstreaming for Special Education where appropriate</p>	<ul style="list-style-type: none"> • Students and teachers will use the Project Lead the Way curriculum in K-6 grades in order to learn about STEM 21st Century careers. • The Learning Management System (LMS) will be used as the online forum in order to allow students to answer Higher Order Thinking (HOT) questions provided in the lessons. • STEM conferences and Professional Development 	<p>\$8272.80 LCFF \$750.00 LCFF \$1500 Title I</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>All Teachers will provide enrichment opportunities for GATE students. August 2017 – June 2018</p>	<p>All General Education teachers</p>	<ul style="list-style-type: none"> • Teachers will have access to the icons of Depth and Complexity and accelerated curriculum. 	<p>\$0.00</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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All teachers will integrate CCSS/NGSS into all content area using Problem/Project Based Learning. August 2017 – June 2018	All Educators including Special Education	Teachers will integrate hands-on project based learning that will relate to real world application in both ELA/mathematics. Teachers may need consumables or items in order to either bring real world application to the site or be able to go to outdoor educational opportunities.	Accounted for in the above information
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teacher supplies that supplement student academic achievement in the classroom August 2017 – June 2018		<ul style="list-style-type: none"> Teachers will purchase intervention supplies that are above and beyond the regular daily supplies – such as white boards \$500.00 per teacher 	\$10,500.00 Title I (waiting for budget correction)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Interactive Flipped Classroom online information August 2017 – June 2018	Teachers and classroom support	BrainPop Jr. K-3 Brainpop 4-5 TBD Mystery Science TK-5 April 2017 – April 2019 – paid in 2017	\$1,450.00 LCFF \$ paid for in 2016-2017

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to use the Common Core Mathematics Standards with a focus on the eight mathematical practices by using the district adopted curriculum. August 2017 – June 2018	Administration Teachers	Teachers will use the Go Math curriculum with the interactive mathematics manipulatives and the Think Central online access of the curriculum. Use MTSS in order to accelerate or intervene for student achievement. August 2016-June 2017	District supplied

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Benchmark assessments will be administrated throughout the school year August 2017 – June 2018	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> The benchmark data will be viewed immediately after assessed in order to track student success and revisit cause and effect of student mastery. Teachers will then revisit the standard in order to pursue student mastery K-2 district benchmarks 3-5 CAASPP interim assessments August 2016-June 2017	\$0.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
It is recommended that teachers use an intervention program in mathematics that is both remediation and acceleration; August 2017 – June 2018	General Education, RSP and SDC Special Education Teachers	Khan academy – interactive online intervention for students <ul style="list-style-type: none"> All general education will use Khan Academy in order to access specific learning goals in areas of strength/weakness for all students. 	\$00.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Teachers will review data in order to discuss the cause of student learning and determine the effect. August 2017 – June 2018</p>	<p>All educators</p>	<ul style="list-style-type: none"> • All general education teachers will use Renaissance Learning for formative and summative assessments. • All General education teachers will use Renaissance Learning in order to calculate each students mathematics scores in order to determine math goals for each student • Data Talks during the school day throughout the school year (2x) • Teachers will work collaboratively to discuss best practices, first best instruction and research based strategies with their professional learning community. <p>August 2016-June 2017</p>	<p>District provided RenLearn</p> <p>\$5,000.00 title I</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Intervention in order to accelerate students in specific areas of need in mathematics August 2017 – June 2018</p>	<p>General Education</p>	<ul style="list-style-type: none"> • Intervention or acceleration for students in order to work on specific areas of learning in a heterogeneous environment – Tier Two • 	<p>Title I –teachers ~\$6500.00</p>

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

All Special Education teachers will incorporate STEM Education into the classroom using an appropriate curriculum that meets the needs of the students with supplemental MTSS. August 2017 – June 2018	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> The Special Education teachers will review STEM Curriculum and manipulates in order to support students with special needs in the classroom. Special Education students will use either PLTW STEM curriculum or classroom appropriate STEM curriculum. August 2016-2017 Consumables	LCFF \$500.00
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continued Professional Development for teachers at least once a month in order to revisit CCSS, STEM curriculum, Data talks, and the district approved curriculum. August 2017 – June 2018	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> Data Talks during Professional learning communities on Tuesday early release days. 	\$5,000 title I

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers and parents will work together in order to bring real world objectives within the school site and off campus. Students will have access to topics outside of school in order to enhance reading, writing and speaking STEM initiatives about global topics that encourage students to find work towards a specific career	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> Teachers and students will visit colleges and community companies that increase student interest in careers in STEM education and more. STEM informational text with PBL learning activities (Picture Perfect) <ul style="list-style-type: none"> Teacher training – one per grade level K-5 will engage in off campus STEM activities; such as the California Science Museum. August 2017-2018	\$500.00 LCFF \$6000.00 Title I

or attend college. (PBL) August 2017 – June 2018			
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All Teachers will provide enrichment opportunities for GATE students. August 2017 – June 2018	All General Education Teachers	<ul style="list-style-type: none"> Teachers will have access to the icons of Depth and Complexity and accelerated curriculum. Teachers collaborate with their PLC to discuss GATE strategies and to give students access to higher thinking strategies. During intervention time in the morning August 2017-2018	\$0

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Present student data during the School Site Council meeting. August 2017 – June 2018		<ul style="list-style-type: none"> November 2017– CAASPP Data presentation Present current data to the community at SSC meetings using state testing data. Dashboard presentation – December 2017 Bagels With Blazy	\$0

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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All students will have the opportunity to attend a college/career activity at a university or company in order to have access to STEM college academics or STEM careers. August 2017 – June 2018	Teachers and Administration	<ul style="list-style-type: none"> Teachers and students will visit colleges and community companies that increase student interest in careers in STEM education and more. VVC, UC-Riverside, CSUSB college tours 	Buses – \$2,000 title I
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All teachers will integrate CCSS/NGSS into all content area using Problem/Project Based Learning.	All Educators including Special Education	Teachers will integrate hands-on project based learning that will relate to real world application in both ELA/mathematics. Teachers may need consumables or items in order to either bring real world application to the site or be able to go to outdoor educational opportunities.	Title I – see line item budget in ELA (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All Special Education teachers will incorporate STEM Education into the classroom using an appropriate curriculum that meets the needs of the students with supplemental MTSS. August 2015- June 2016	General Education, RSP and SDC Special Education Teachers	<ul style="list-style-type: none"> The Special Education teachers will review STEM Curriculum and manipulates in order to support students with special needs in the classroom. Special Education students will use either PLTW STEM curriculum or classroom appropriate STEM curriculum. Payment for the LMS is Goal 2 	\$750.00 yearly fee LCFF \$8,500 program supplies LCFF

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Students will have the opportunity to have STEM activities at the school site during school, after school or at a community STEM initiative. September 2015- June 2016	Teachers, community members and administration	<ul style="list-style-type: none"> Students will use the PLTW curriculum in order to enhance their knowledge of STEM activities. Teachers will have the option of adding Module 3 and 4 to their lessons. Students in grades TK-3 will attend either a college or STEM company/museum/college outside of the community to view what STEM looks like in other experiences. 	
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Transportation for students to local colleges and or companies.		<ul style="list-style-type: none"> Teachers and students will visit colleges and community companies that increase student interest in careers in STEM education and more. VVC, UC-Riverside, Cal Poly, CSUSB college tours Sixth grade students will be encourage to participate in the Mathematics, Engineering, Science Achievement Club through UC-Riverside to compete in STEM competition at the school site and UC – Robotics Competition 	See Goal 1 Title I and LCFF

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Next Generation Science Standards State Rollout Phase 3	General education Teacher and AAllAC	The state is rolling out the Next Generation Science Standards in its third phase. As a STEM school we are moving toward an integrated curriculum	\$0.00

Form A: Planned Improvements in Student Performance

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

LEA GOAL #3: 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: Teachers, families and administration will work together to revisit the school community vision. As a professional learning community we will discuss the school mission and vision that was created in 2014-2015. We will plan and create an updated vision statement that encourages communication, whole school engagement, STEM education, respectfulness and embrace cultural diversity, and provide a safe school environment for all.

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>The school site used the Aeries.net system in order to view student attendance and behaviors. Use of Parent and student surveys. Data collected from Aeries and EADMS from the district level. Beginning of the year observations and teacher strategy observations <i>Ehtical Visions of Education – David T. Hansen</i></p> <p>1. District will strive to reach 96% student attendance rate. <i>State Metric: Attendance Rate</i> <i>Local Metric: P2 Report</i></p> <p>2. Increase the total number of parents who indicate that they believe the school is a safe place by 10% <i>State Metric: Efforts to seek parent input</i> <i>Local Metric: Title I Parent Survey</i></p> <p>3. Reduce the number of suspensions from a rate of 13.5% to 10%. <i>State Metric: Suspension rate</i> <i>Local Metric: Aeries report</i></p> <p>4. Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers by 10%</p>	<p>In 2017-2018 we had a total of 40 students suspended at the school site. Our goal is to decrease this rate by at least 50%. The data was collected by using the district Aeries data base.</p> <p>Surveys for family and school input for engagement activities including parent/guardian activities, whole school events and volunteer opportunities.</p> <p>Each family is given access to Class Dojo. This is a safe online system that provides families access to their teacher and administration. Parents are also given surveys through this free platform.</p>	<p>At each semester students, teachers and families will be given a survey on school PBIS and safety initiatives. (qualitative and quantitative)</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>In the right columns below.</p>

<p>State Metric: Promotion of parental participation Local Metric: Board agenda, sign-in sheets, and surveys</p>		
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STRATEGY: Pillar #3: T5. Teachers adopt a positive, forward-thinking attitude and formulate agreements with each other about how they will hold themselves and each other accountable to it. **T6.** Teachers communicate student expectations for academic and behavioral standards to parents and seek their involvement. **O5:** Administration and leadership team provides opportunities for all students to be responsible and productive citizens of a global society. **STRATEGY: O6:** School office staff are responsive to the needs of families and community members, greet all visitors warmly and treat them with respect.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Develop PBIS team and dates in order to start the training for Positive Behavior Intervention and Support August 2017 – June 2018	PBIS Team	The PBIS team will attend training at Desert Mountain Children’s Center in Apple Valley five times during the school year. The PBIS administrator and coach will attend separate trainings at Desert Mountain Children’s Center two times during the school year to focus on team building. October, December (2016) January 2017 and February 2017. Meetings at DMCC – Also meetings one time a month	\$1,500.00 title I substitutes

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Students will attend PBIS and anti-bullying assemblies throughout the school year. August 2017 – June 2018	Teachers and administrator and AAIAC	Students will attend an introductory assembly TK – 5 th grade August 2017, January 2018, March 2018 Each grade will get a revisit based on need. PBIS assemblies – S.O.A.R Tier II rollout in 2017-2018	\$00.00 (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Each area of the school will have posted items that will help students remember what is expected on campus. August 2017 – June 2018	Staff, teachers, and administration.	PBIS Team, teachers and staff will create positive outcomes that will be listed with icons for students as reminders throughout the school day.	(Note: Refer to Form F, Budget Planning Tool) Excel spreadsheet

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PBIS adjustments based on PBIS team and training. August 2017 – June 2018	Administration and AAIAC	<ul style="list-style-type: none"> • Create a responsive Classroom approach that will promote a climate of greater productivity, safety and learning. August 2017 – June 2018 • Focus on Defining bullying and meeting with all grade levels in an assembly format. Students and teachers will have strategies that promote safety by using words like; Stop it, Cut it out-Students then leave the situation and get help. • Pullout time for teachers and Admin will take entire grade levels January 2018 • Discuss the difference between retaliation and defense. August 2017, January 2018 	(Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Student intervention and support – Intervention for students who are Tier II or Tier III both academically or behaviorally	Administration General Education Teacher	<ul style="list-style-type: none"> The student interventions meet at least once a month after General Education Teachers give feedback for students who are struggling academically or behaviorally. September 2017- May 2018	Title I - \$1,500 - substitutes (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Safe School Ambassadors Program will be implemented with the student school site ambassadors to promote positive awareness of how to seek help and not be a bystander. August 2017 – June 2018		<ul style="list-style-type: none"> Safe School Ambassadors training will occur in September 2017 - May 2018 (SUB) Students will be leaders in the school community Teachers and ambassadors will meet three times a year to reconvene on school site positive behaviors and revisit their Safe School Vision. Grant and district funded January 2018 – June 2018	\$250.00 Title I \$250.00LCFF (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Safe School Ambassadors August 2017 – June 2018	General Teacher SSA - liaison	Safe School Ambassadors fourth grade students will learn how to be safe school ambassadors. Students will collaborate monthly and present at assemblies	Title I – substitutes \$500.00 (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Multi-Tiered Systems of Support August 2017 – June 2018	General Ed teachers and PBIS team	MTSS discussion November 8 at school site teacher meeting. Data Intervention team meetings – Guest Teachers Intervention reading books – Find Your Why; book review to help organize our vision statement.	0.00 Title I \$10,000.00 Title I \$400.00 (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Multi-Tiered Systems of Support	General Ed teachers and PBIS team	Use Tier one and two interventions during 30 minute Falcon time at the beginning of the day. This includes intervention and acceleration. Lexia Learning Khan Academy – Free online intervention (mathematics October 2017 – June 2018)	District funded (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Back to school night in September – meet and greet with teachers	All teachers and administration	As a staff we have decided that some teachers will have an open house atmosphere in the classroom and a few teachers will have a rotation. This will allow parents with multiple children to meet with all teachers at the site	(Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Support specific programs in mathematics that include staff, parents, and community that will occur at the end of the school year. January 2016 August 2016- June 2017	Administration General Education, RSP and SDC Special Education Teachers Parents Community members (PTO)	<ul style="list-style-type: none"> Family STEM Night that includes all stakeholders in order to engage in STEM activities with teachers. January 2017 The community with teachers will help students with mathematics during volunteer time and pull out sessions for small group. (volunteer approved) 	LCFF \$500.00 (Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Volunteer training August 2015– June 2016	Office staff and administration	During August and September administration will hold a volunteer training for community members. October 2016-June 2017 volunteer training will be available once a month. Optional personal appointments available.	(Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The Parent Teacher Organization will have access to a room in order to be available to parents and students throughout the school year.	Parents Teachers, students and administration	PTO will work with teachers and staff to raise funds for the school site. PTO will have two festivals during the school year – October 2016 and March 2017 PTO will purchase a Disney movie license in order to show movies 4 times a year in the MPR.	(Note: Refer to Form F, Budget Planning Tool)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Soccer and basketball sports for 5 th a 6 th grade	Coach	Stipend for practice and game times.	LCFF \$1000.00 (Note: Refer to Form F, Budget Planning Tool)
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Awards and incentives	Administration and teachers	Awards for academics, attendance, positive behaviors	Title I –\$1000.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Parent classes and conferences August 2017 – June 2018	Family members Teacher Community Liason	TBD – The Dream Act and A-G requirements Microsoft office training and supplies STEM art classes for parents Teacher stipend to teach course;	Title I –\$500.00 Title I – \$800.00 Title I - \$500.00 - stipend

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
English Language Advisory Committee (ELAC) September 2016 – June 2017	ELAC Coordinator, parent committee and board	Parents will have access to the school to meet as a board and as a committee. Discussion of how to improve communication and bring relationships between school and the community of our English Language Learners and all parents and teachers - supplies	\$500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Conference in order to work with our English Language Learner parents. May 2017	Teacher, two ELAC parents and administrator	CABE (California Association for Bilingual Education) May 2017	District Title I \$1500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Family engagement at the school site	Administration, Teacher AAILAC	Purchase books for interactive classes for parents CCSS – mathematics Print – NGSS paperwork	District Title I \$500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Volunteer appreciation Day	Administration, Teacher AAILAC	Awards and snacks at the end of the School year for family member volunteers May 12, 2017	District Title I \$500.00

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Parent/Guardian Library	Administration and Library Support	Library will be open and available for parents to check out student books and parent/guardian books; before and after school 2-4 times a month February 2017 – May 2017	District Title I \$500.00

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 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 2016- June 2017	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 2016- June 2017	70% of salary for each of the 13 AIIACs	\$900,000	Title I
Continue with Site ELD Coordinators	Aug 2016- June 2017	Stipend for Teachers chosen for the position	\$52,000	Title III
Supplemental ELD instructional materials	Aug 2016- June 2017	Buy State-approved ELD materials	\$160,000	Title III
Professional Development for ELD	Jan 2017- June 2017	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title III
Attendance at local CABE Conference	May 2017	Sub cost for Teacher/Instructional Aides Registration for Parents and Staff	\$800 \$5,000	Title III 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.

Continue with Induction Program Reflective Coaches for new Teachers	Sep 2016- June 2017	Stipend for Induction Program Reflective Coaches	\$58,000	Title II
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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 2016- June 2017	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Parent Center/Academies/Trainings	Sep 2016- June 2017	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
- 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.

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.

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	\$32,685	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$32,685	
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)	\$35,995.50	<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).	\$3,999.50	<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"/>
<input type="checkbox"/>	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	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$39,995	
Total amount of state and federal categorical funds allocated to this school		\$72,680	

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

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.

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
Mariana Guerrero (Chair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hazel Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jessica Alcantar (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tim Guerrero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Davila (Vice Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Talmadge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valerie Moreno (Secretary)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deana Grimm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mina J. Blazy	<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"/>	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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**):
 - 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 (PTO) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 3, 2015.

Attested:

Mina J. Blazy
Typed name of School Principal

Signature of School Principal

12/07/2017
Date

Mariana Guerrero
Typed name of SSC Chairperson

Signature of SSC Chairperson

12/07/2017
Date

Form F: Budget Planning Tool –Version 2.2 (revised)

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

System Requirements:

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

Instructions for Use

Opening the Budget Planning Workbook for the First Time

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.
2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select 'Enable Macros' and then save the document.
3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

Setting-up School Information

To set the school information in the tool, follow these steps:

1. Select the 'SPSABudget' sheet tab at the bottom of the workbook.
2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.

4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking if you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.
5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by selecting 'Add School Information' button. Each time the 'Add School Information' button is selected, the date of revision will reset to '1/1/2000', therefore you will need to update the date of revision each time changes are made to the school information.

For Schools Consolidating Funds as Part of a SWP

If the school is operating a SWP and is choosing to consolidate funds a funding source titled 'Consolidated SWP Funds' will appear on the 'SPSABudget' sheet. Any funding sources that are consolidated as part of the SWP will be added into the 'Consolidated SWP Funds' funding source. In addition, a new sheet named 'Consolidated SWP Funds' will appear in the workbook. By going to the 'Consolidated SWP Funds' sheet you will be able to see a list of all the funding sources that have been consolidated in the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

Adding a New Funding Source

By default, the first funding source listed in the 'Funding Sources' column is 'Title I'. It has a default allocation of '\$0.00'. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Funding Source' button.
2. Enter the name of the funding source and the amount of the fiscal year allocation.
3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

For Schools Consolidating Funds as Part of a SWP

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the 'SPSABudget' sheet. The fiscal year allocation will be added to the 'Consolidated SWP Funds' fiscal year allocation and the funding source will be added to the list previously referred to on the 'Consolidated SWP Funds' sheet.

Editing or Deleting a Funding Source

To edit an existing funding source on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Funding Source' button.
2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.
3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.
4. To delete the funding source select the 'Delete' button. You will be asked if you want to delete the selected funding source. Select 'Yes' to delete the funding source or 'No' to cancel.

Note: Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

For Schools Consolidating Funds as Part of a SWP

To edit the 'Consolidated SWP Funds' funding source go to the 'Consolidated SWP Funds' sheet, Select the 'Edit a Consolidated SWP Funding Source' button, and follow instructions 2–4 (above). To delete the 'Consolidated SWP Funds' funding source, select the 'Add School Information' button and uncheck the box labeled 'This site consolidates funding sources as part of operating its schoolwide program'.

Adding a Budget/Resource Code

By default, the first budget code listed in the 'Budget/Resource Code Descriptions' column is 'Unrestricted'. It has a default code of '0000'. To edit either the name of the

budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Budget Code' button.
2. Enter the name and/or description of the budget/resource code and the code number.
3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

Editing or Deleting a Budget/Resource Code

To edit an existing budget or resource code on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Budget Code ' button.
2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.
3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.
4. To delete the budget/resource code, select the 'Delete' button. You will be asked if you want to delete the selected budget/resource code. Select 'Yes' to delete the budget/resource code or 'No' to cancel.

Note: Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

Using 'Goal' Worksheets

To use the 'Goal' worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, 'Goal 1', at the bottom of the workbook.

2. Double-select next to 'Goal' (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.
3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.
4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.
5. Enter the funding source for the proposed expenditure. In the 'Funding Source' row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the 'Remaining Fiscal Year Allocation' row immediately below the funding source.
6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Adding and Deleting Rows and Columns on 'Goal' Worksheets

To add or delete rows or columns on 'Goal' worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled 'Descriptions of Expenditures for Implementing this Goal' have been used.
2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!
3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled 'Funding Source' have been used.

4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

Adding or Deleting a Goal

To add or delete a goal, follow these steps:

1. To add a goal, select the 'Add a Goal' button on the 'SPSABudget' page. The next goal in numerical order (up to number 10) will be added to the workbook.
2. To delete a goal, select the 'Delete this Goal' button found on all 'Goal' pages except 'Goal 1'. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

Additional Information

Each 'Goal' worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and
2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The 'SPSABudget' worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;
2. The remaining balance for each funding source; and
3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the 'SPSABudget' sheet.

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other_____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications:_____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?