

2017-2018 Single Plan for Student Achievement



A Resource for the School Site Council

Prepared by: Cassandra Coleman, Principal Meadowlark School, October 2017

Part II: The Single Plan for Student

School: Meadowlark School

District: Acton-Agua Dulce Unified School District

County-District School (CDS) Code: 19 75309 6115679

Principal: Cassandra Coleman

Date of this revision: October 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Larry King

Position: Superintendent

Telephone Number: 661-269-0750

Address: 32248 Crown Valley Road, Acton, California 93510

E-mail Address: lkingaadusd.k12.ca.us

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: Maintain or increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at the "standard met" or "standard exceeded" level based on CAASPP Smarter Balance ELA, Math, state assessments.

Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

SCHOOL GOAL 1: By June 30, 2018 increase each grade level proficiency in English Language Arts by 2% for all students as measured by the CAASPP Assessment in 3rd-5th grades and increase the percentage of English Learners who are reclassified fluent English proficient by 2% as compared to 2016-2017 school year.

- Indicate baseline data for % of students reading at grade level by June 30, 2018 to be increased each school year moving forward.
- Reduce the number of students scoring the equivalent of Standard Not Met on state ELA assessments by 2% on the 2017-2018 Assessment as compared to prior year data

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>CAASPP ELA data from 2016-2017</p> <ul style="list-style-type: none"> • 3rd: 39% exceeded or met • 4th: 54% exceeded or met • 5th: 43% exceeded or met <p>Cohort data for students Sub group data for students CELDT results (subgroup specific) Re-designation rates</p>	<p>Overall Data</p> <ul style="list-style-type: none"> - 3rd grade saw a 3% increase in ELA - 4th grade had the same result at 54% - 5th grade saw a 6% decrease in ELA <p>Cohort Data</p> <ul style="list-style-type: none"> - 4th grade had 18% growth with student cohort - 5th grade had 11% decline with student cohort <p>EL Subgroup</p> <ul style="list-style-type: none"> - 3rd grade 24% exceeded or met, 17 students - 4th grade 21% exceeded or met, 14 students - 5th grade 0% exceeded or met, 14 students - RFEP rate- 4 student qualified for RFEP 	<p>Goal achievement will be determined by measuring student performance on state exams as well as growth between formative and summative assessments. The effectiveness of various programs will be evaluated through examining the growth between formative and summative assessments.</p>

STRATEGY: During 2017–18, the school will continue to implement a school-wide reading leveled instruction program to address the reading gaps and needs of struggling readers by STAR Reading levels, fluency, CAASPP scores, Benchmark Advance assessments and phonics assessments (weekly, monthly, quarterly, annually)

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Maintain Teacher on Special Assignment	Principal/District	Maintain leveled instruction TOSA to assist in implementing differentiation program, ongoing all year	District Cost
Create schedule	Principal	Maintain a schedule for grades 1 st -5 th grade with a 50 minute block of ELA instruction for leveled groups, summer 2017	N/A
Continue enrichment blocks for teacher release	Principal	Obtain contract, create schedule, and put into place 3 enrichment teachers to release teachers for collaboration time on Fridays for 50 minutes, summer 2017	District Cost
Grade level team meetings	Teachers	Grade levels meet with TOSA to collaborate on Fridays about resources, student needs, instruction and strategies. Ongoing all school year	Cost from above for release time
Data collection and form groups	TOSA and grade level teachers	Teachers collect grade level data to turn into TOSA who organizes groups based on ability levels and collaborates with grade levels on creating leveled groups. Ongoing all school year	N/A
Leveled Instruction	TOSA and grade level teachers	Implementation of leveled instruction at each group's specific level based on needs, focus on closing the reading gaps. Ongoing all school year	N/A
Purchase and Implementation of Benchmark Advance Reading program	District Office/ Curriculum Director	Purchase state adopted materials for use in Language Arts by the Benchmark Advance to be used by K-5 th grade, July 2017	District Cost

Monitoring of student learning	TOSA and grade level teachers	Grade levels and TOSA are constantly monitoring student learning through assessments in order to determine student learning, ongoing all year	N/A
Staff Development on materials	Principal/Teachers	Teachers participate in an all-day training to learn how to utilize the Benchmark Advance program, learning how to use the teacher edition, student editions as well as online components for testing, etc., August 2017, Ongoing training will also be provided with release days for additional training and to collaborate as a team.	District Cost
Trimester staff collaboration	Principal/Teachers	At a staff meeting/professional development day each trimester dedicated time to review materials, collaborate with grade level peers and revisit the initial training, ongoing all year	N/A
Assessments to track progress	Teachers	Purchase of assessment materials to help monitor student learning, ongoing all year	Benchmark Advance – district Illuminate – district Renaissance Learning- \$7,000 ESGI Kinder- \$1000 Reading A to Z- \$3000 Spelling City - \$700 Typing Agent - \$2300
Fluency in all grade levels	Principal/Teachers/ Leadership Team	Continuing uniform fluency to track student progress at each grade level with same expected outcomes, use of Reading A to Z. Ongoing all year	Cost indicated above
Additional supplemental ELA resources	TOSA and grade level teachers	Purchase of materials to instruct with rigor and supplement as needed Benchmark curriculum, Ongoing all year	\$6,000 - materials \$4,000 -subscriptions \$7,000 -textbooks

Walkthroughs	Principal	Constant monitoring of the program through targeted classroom walk-thru, observing students, rigor of curriculum and strategies used by teachers. Ensuring that study skills are being used and that student needs are being met. Ongoing all year	N/A
Intervention Materials	Principal/TOSA	Purchase materials specific to the leveled instruction program. Materials that are specific to filling gaps for students, phonics, and fluency. Ongoing all year.	Fast Forward - \$2800 Misc. Materials - \$8000
Technology to support ELA Instruction	Principal/Tech team	Purchase of material technology materials to enhance teaching with English Language Arts. Repairs that need to be done, additional materials and devices. Ongoing all year.	Misc. tech purchases - \$5000
Materials and Supplies for Students and Classrooms	Principal and grade level teachers	Purchase of materials to instruct students such as copy paper, construction paper, pens, pencils, crayons, folders, office supplies, library, enrichment, technology and misc. supplies	\$55,000

LEA GOAL: Maintain or increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards. Core content areas refer to courses in ELA, Math, History and Science. A student is proficient when they perform at the “standard met” or “standard exceeded” level based on CAASPP Smarter Balance ELA, Math, state assessments.

SCHOOL GOAL 2: By June 30, 2018 increase each grade level proficiency in Mathematics by 2% for all students as measured by the CAASPP Assessment in 3rd-5th grades.

- Reduce the number of students scoring the equivalent of Standard Not Met on state Mathematics assessments by 2% on the 2017-2018 assessment as compared to prior year data

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>CAASPP Math data from 2016-2017</p> <ul style="list-style-type: none"> • 3rd: 36% exceeded or met • 4th: 35% exceeded or met • 5th: 35% exceeded or met <p>Cohort data for students Sub group data for students</p>	<p><u>Overall Data</u></p> <ul style="list-style-type: none"> - 3rd grade saw a 0% change in Math - 4th grade saw a 15% decrease in Math - 5th grade saw a 6% increase in Math <p><u>Cohort Data</u></p> <ul style="list-style-type: none"> - 4th grade had 1% decline with student cohort - 5th grade had 16% decline with student cohort <p><u>EL Subgroup</u></p> <ul style="list-style-type: none"> - 3rd grade 28% exceeded or met, 18 students - 4th grade 6% exceeded or met, 16 students - 5th grade 7% exceeded or met, 14 students 	<p>Goal achievement will be determined by measuring student performance on state exams as well as growth between formative and summative assessments. The effectiveness of various programs will be evaluated through examining the growth between formative and summative assessments.</p>

STRATEGY: During 2017–18, the school will utilize the adopted Math Curriculum, McGraw Hill My Math to instruct math in their classrooms, use of assessments (weekly, monthly, quarterly, annually) will drive instruction to ensure all students are learning.

Action/Data	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Use of materials with fidelity	Principal/Teachers	Principal walking through classrooms during math to ensure fidelity in the program, use of materials and assessments and focused learning, ongoing all year	N/A
Identify struggling students	Principal/Teachers	Identify struggling students from CAASPP scores and from chapter tests and formative assessments, to focus on reteaching in the classroom, ongoing all year	N/A
Dreambox	Teachers	Use of Dreambox Learning, an online math program, to help fill in learning gaps of students through practice at school and at home, ongoing all year	\$9000
Assessment Tracking	Principal/Teachers	Use of McGraw Hill and Illuminate Data System to collect student data and monitor student learning, collection of student data to monitor progress, ongoing all year	District Cost

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: ELA and EL Goal

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	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
<ul style="list-style-type: none">Teacher on Special AssignmentEnrichment opportunity for staff collaboration timeState Adopted ELA CurriculumStaff Development Days	Aug-June	TOSA position for ELA instruction	\$80,000	District
	Sept-May	Cultivating Creative Minds Enrichment Opportunities	\$25,000	District
	Aug-June	Purchase of Benchmark Advance	\$132,440	District
	Aug-June	Non Student days for staff development	\$20,000	District

School Goal #2: Mathematics

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	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
<ul style="list-style-type: none">State Adopted Math curriculumData System	Aug-June	Purchase of McGraw Hill My Math curriculum	\$62,000	District
	Oct-June	Illuminate data system	\$7,735	District

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.

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.

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.

Please duplicate this form as necessary.

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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$84,802	<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	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>

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<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<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	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$0	

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)	\$26,000	<input type="checkbox"/>
<input 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).	\$	<input 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)	\$0		<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	\$0		<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	\$0		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	\$0		<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	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$26,000		
Total amount of state and federal categorical funds allocated to this school	\$110,802		

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
Cassandra Farley	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Fernandez	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Chun	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jean Trevillyan	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaby Scheidig	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hillary Mulligan	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Brianna Bajo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sheena Roque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Merridith Fallgatter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lizbeth Nunez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Travis Petet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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	2	<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 (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Cassandra Farley
Typed name of School Principal


Signature of School Principal

11-14-17
Date

Michelle Fernandez
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/14/17
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 the 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?

Single Plan for Student Achievement High Desert School



2017/2018

Part II: The Single Plan for Student Achievement Template

School: **High Desert School**

District: **Acton Agua Dulce Unified School District**

County-District School (CDS) Code: **19 75309 6107494**

Principal: **Lynn David**

Date of this revision: **October 16, 2017**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: **Mr. Lawrence King**

Position: **Superintendent**

Telephone Number: **661-269-0750**

Address: **32248 Crown Valley Rd., Acton, CA 93510**

E-mail Address: **lking@aadusd.k12.ca.us**

The District Governing Board approved this revision of the SPSA on January 25, 2018.



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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 (LCAP Goals 1, 7): Maintain or increase grade level proficiency by 2% annually in math for all students by accessing and mastering grade level Common Core State Standards (1), and maintain or increase access to standards-aligned materials (7).

SCHOOL GOAL - Math: By June 30, 2018 increase grade level proficiency by 2% in math for all students and all subgroups (1), and maintain or increase access to standards-aligned math materials (7).

What data did you use to form this goal? <ul style="list-style-type: none">• CAASPP Scores• STAR Math scores• ALEKS standard mastery reports• High School graduation rates• Textbook sufficiency reports• Purchase Orders for CCSS-aligned core and supplemental materials	What were the findings from the analysis of this data? <ul style="list-style-type: none">• Although there is continued improvement in the "over time" results for the percentage of students who score at the "Standard Met/Standard Exceeded" levels in Math, school and district scores continue to fall below LA County and State percentages.• STAR Math results demonstrate that 20.6% of students' Grade Equivalent (GE) is 2 or more years below their current grade level (i.e. – October 6th grade = 6.2).• All students have access to the CCSS-aligned math textbooks that were purchased in 2016/17.• Ongoing professional development and collaboration opportunities are needed to increase student achievement; especially for SpEd, low income, and EL students.	How will the school evaluate the progress of this goal? <ul style="list-style-type: none">• CAASPP results• STAR Math reports – Growth and Summary• ALEKS diagnostic reports• Textbook sufficiency reports – maintenance of sufficiency• Purchase Orders for CCSS-aligned core and supplemental materials• Informal reports from teachers of additional materials needed
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STRATEGY: Math course placement criteria has been established for "Accelerated" and "Lab" classes, data-driven monitoring and instructional planning, increased efficiency in assignment of support staff, during and after school intervention, purchase of core and supplemental CCSS-aligned materials.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
M1 – Ensure all students have access to CCSS-aligned math textbooks purchased in 2016/17	Principal, DO Staff, Library Assistant	M1 – Distribute textbooks to students. (By 8/28/17 and as new students enroll)	\$0 (Centralized Services - LCFF - See Form B)
M2 - Professional Development – Articulation and collaborative planning (8/22/17, various PD Wednesdays)	Principal, DO staff, teachers	M2.1 - All math teachers will participate in 1 days of PD at the beginning of the year followed by ongoing opportunities for department collaboration on PD Wednesdays throughout the year. M2.2 – All math teachers will participate in 1 day of PD for technology integration support math at the beginning of the year followed by ongoing training on PD Wednesdays throughout the year.	\$3,300 (Centralized Services - LCFF - See Form B) \$3,300 (Centralized Services - LCFF - See Form B)
M3 – Identify students 2 or more years below grade level in math, and implement an after school intervention program (Three 6-week sessions beginning in January)	Principal, Leadership Team, Teachers	M3 – Implement an after school intervention program to target math skills <ul style="list-style-type: none"> Identify students performing at the Standards Not Met level on CAASPP and/or 2 or more years below grade level on STAR Math, complete SST process, as needed, including intervention program referral Send parent permission slips for intervention program Provide an after school intervention program using adopted and supplemental research-based math materials (Three sessions – 6 weeks X 2 days/week) Monitor individual and group growth using STAR Math and other identified assessments 	\$2,765 (30100.0 – Title I)
M4 – Supplemental supplies to support math instruction	Principal	M4 – Purchase supplemental supplies to improve and enhance math instruction,	\$14,227 (00000.0 – LCFF, 30100.0 – Title I, 11000 – Lottery, 63000.0 – Inst. Materials)

LEA GOAL (LCAP Goals 1, 2, 7): Maintain or increase grade level proficiency by 2% annually in English language arts for all students by accessing and mastering grade level Common Core State Standards (1) increasing the percentage of English learners who reclassify to Fully English Proficient (2), and maintaining or increasing access to standards-aligned materials (7).

SCHOOL GOAL - English Language Arts: By June 30, 2018 increase grade level proficiency by 2% in English language arts for all students and all subgroups (1), including a 2% increase in the percentage of English learners who reclassify to Fully English Proficient (2), and maintaining or increasing access to standards-aligned materials (7).

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CAASPP Scores • STAR Reading scores • AR book test passage rate • Reclassification (RFEP) rates • Textbook sufficiency reports • Purchase Orders for CCSS-aligned core and supplemental materials 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Although there is improvement at all grade levels in the “over time” results for the percentage of students who score at the “Standard Met/Standard Exceeded” levels in ELA, school and district scores continue to fall below LA County and State percentages. • Only 2 of 35 EL students were reclassified in 2016/17 because no ELs met both the CELDT English proficiency and the CAASPP ELA Standard Met criteria • STAR Reading results demonstrate that 21.9% of students’ Grade Equivalent (GE) is 2 or more years below their current grade of enrollment (i.e. -- October 6th grade = 6.2). • CCSS-aligned textbooks for ELA have been purchased and distributed to all. • New CCSS-aligned ELA textbooks include integrated ELD materials. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • CAASPP results • Reclassification rate • STAR Reading reports – Growth and Summary (4 times) • AR book test passage rate (monthly monitoring) • Textbook sufficiency reports – maintenance of sufficiency • Purchase Orders for CCSS-aligned core and supplemental materials • Informal reports from teachers of additional materials needed
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STRATEGY: English course placement criteria has been established for “Accelerated” and “Lab” classes, data-driven monitoring and instructional planning, daily schoolwide reading time, Library Aide to assist students in choosing appropriate books and maintain Library, increased efficiency in assignment of support staff, during and after school intervention, purchase of core and supplemental CCSS-aligned materials, rewards for achievement of Accelerated Reader goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
ELA 1 – Purchase and distribute new CCSS-aligned ELA textbooks (By 8/28/17)	Principal, DO staff, Library Aide	ELA 1 – Purchase sufficient ELA textbooks and distribute to students. (By 8/28/17)	\$32,500 (Centralized Services - LCFF - See Form B)
ELA2 - Professional Development for new ELA textbook adoption and technology (8/22/17, December 2017, Spring 2018, PD Wednesdays)	Principal, DO Staff, Leadership Team, teachers	ELA2.1 - All English teachers will participate in 3 days of PD by Houghton Mifflin trainers followed by ongoing opportunities for department collaboration on PD Wednesdays throughout the year. ELA2.2 – All ELA teachers will participate in 1 day of PD for technology integration at the beginning of the year followed by ongoing training on PD Wednesdays throughout the year.	\$5,700 (Centralized Services - LCFF - See Form B) \$3,300 (Centralized Services - LCFF - See Form B)
ELA3 – Identify students 2 or more years below grade level in math, and implement an after school intervention program (Three 8-week sessions beginning mid-November)	Principal, Leadership Team, Teachers	ELA3 – Implement an after school intervention program to target English Language Arts skills <ul style="list-style-type: none"> Identify students performing at the Standards Not Met level on CAASPP and/or 2 or more years below grade level on STAR Reading Send parent permission slips for intervention Provide an after school intervention program using adopted and supplemental research-based ELA materials (Three sessions – 6 weeks X 2 days/week) Monitor individual and group growth using STAR Reading and other identified assessments 	\$0 – Salaries Included in Math Goal (30100.0 – Title I) \$0 – Supplies (00000.0 – LCFF, 30100.0 – Title I)
ELA4 – Supplemental supplies to support ELA instruction	Principal	ELA4 – Purchase supplemental supplies to improve and enhance ELA instruction.	\$14,100 (00000.0 - LCFF, 30100.0 – Title I, 63000.0 – Inst. Mat.)
ELA5 - Professional Development and implementation of ELD	Principal, DO Staff, Teachers	ELA5 – All teachers will participate in 1 day of PD by WestEd trainers followed by ongoing opportunities for department collaboration on PD Wednesdays throughout the year.	\$6,150 (Centralized Services - LCFF - See Form B)

LEA GOAL (LCAP Goals 3, 4, 7): Ensure that parents, students and staff feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" survey responses 2% annually (4, 7), and by decreasing chronic absenteeism and truancy by 2% annually, and by reducing suspension rates 0.5% annually and maintaining expulsion rates at 0% (3).

SCHOOL GOAL – Safety and Engagement: By June 30, 2018 increase by 2% the percentage of parents, students and staff that "strongly agree/agree" on a survey that our school is providing a safe positive environment for students (4, 7), and by decreasing chronic absenteeism and truancy by 2% (3).

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • LCAP Survey • Discipline records • Attendance records • Input from SSC, ELAC, Booster Club, ASB members, and staff 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Students, parents and staff generally feel that the school is safe and positive, and the majority of people providing input "agree/strongly agree" the school is safe and positive. • Input from students and parents indicated a desire to continue offering the options for Science, Technology, Engineering, Arts and Math (STEAM) classes added during 2016/17. • Discipline records and counseling referrals show there is a continued need to provide counseling in the areas of social skills, goal setting, study skills and stress management • The percentage of students identified as Truant, Habitually Truant, or as Chronic Absentees declined during 2016/17 compared to prior year, but there is still a significant need to decrease absenteeism. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Annual LCAP Survey results • Student course enrollments • Discipline records • Reduction in the percentage of students identified as Truant, Habitually Truant, and Chronic Absentees • Input from SSC, ELAC, Booster Club, ASB members, and staff
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STRATEGY: Counselor hours were increased to full time to provide additional time for socio-emotional support and college/career counseling through schoolwide presentations, and small group and individual sessions. Staffing allows for a wider variety of elective and exploratory classes. All certificated staff have been trained in the MOH Core Values as the basis of the school's citizenship program. There are three Instructional Assistants for supervision. Staff supervise drop off/pick up times, and a new traffic pattern was implemented for safety. Improved procedures for monitoring and addressing problem attendance are being implemented. The staffing levels allow for increased staff/student interactions to support school connectedness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SE1 - Medal of Honor (MOH) Professional Development and Trainer salary	Principal, Trainer teachers	SE1 – Staff members have access to the trainer throughout the year to support monthly implementation of MOH programs schoolwide. Staff can attend summer MOH training paid for by the MOH Foundation.	\$0 (Centralized Services - LCFF - See Form B)
SE2 – Continue Counselor hours at 1.0 FTE	Principal, DO Staff	SE2 –Counselor will provide college/career and socio-emotional support to students to increase academic achievement, attendance rates, and school connectedness, and decrease problem attendance, behavior issues, and peer conflicts.	\$73,000 (Centralized Services – LCFF – See Form B)
SE3 – Maintain prior year student/teacher ratio in all classes and continue STEAM-based classes	Principal, DO Staff, Teachers	SE3 – Teacher salaries for core classes and STEAM electives (4 teachers added in 2016/17 for 28:1 goal)	\$240,000 (Centralized Services – LCFF – See Form B)
SE4 – Maintain 3 Instructional Assistants for supervision (9/6/16)	Principal, DO Staff DO Staff, IT staff	SE4 – IA will provide supervision at Break, Lunch and during PE to decrease the adult to adult ratio	\$21,000 (Centralized Services – LCFF – See Form B)
SE5 – Drop off/Pick up traffic supervision	Principal, DO Staff, Site Staff	SE5 – Classified staff will supervise drop off/pick up of students (car, bus, walkers)	\$9,000 Centralized Services – LCFF – See Form B)
SE6 – Dancing Feet Program	Principal, DF Teachers	SE6 – Teachers attend annual training, and implement the Dancing Feet program as designed by providing instruction to all 6 th grade students and to the competition team after school.	\$5,651 (00000.0 – LCFF, 40350 – Professional Development)
SE7 – Supplemental materials, training, and instruction to support STEAM instruction, decrease problem attendance and enhance school connectedness	Principal, teachers, classified staff	SE7 – Purchase supplemental supplies, engage in professional development, monitor attendance, provide incentives for improved attendance and academic performance	\$34,951 (00000.0 – LCFF, 30100.0 – Title I, 40350.0 – Professional Development, 63000.0 – Lottery)

SE8 – Leadership Team, and Schools To Watch Recertification process	Principal, Teachers, DO Staff	SE8 – Work collaboratively on various school leadership tasks including analysis of the school's strengths and growth areas, completion of STW recertification process and application, and attending the STW conference, if recertified.	\$13,265 (\$6,265 – LCFF, \$7,000 - 40350.0 – Title I PD)
SE9 – Field Trips	Principal, Teachers	SE9 – Identify and participate in field trips that support STEAM and content area learning. Expenditures cover transportation and student entry fees. i.e – Museum of Tolerance, California Science Center, Aquarium, Natural History Museum, and/or Reagan Library)	\$10,024 (00000.0 – LCFF, Booster Club Donation)

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 - Math

Actions 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)
M1 – Math textbook distribution	By 8/28/17	Distribute Math textbook 6 th – 8 th	\$0	LCFF
M2 – Professional Development (McGraw-Hill, Clever)	By 10/30/17	3 days of PD/teacher	\$6,600	LCFF

School Goal - English Language Arts

Actions 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)
ELA1 – Purchase ELA Textbooks	By 8/1/17	Purchase ELA textbooks (to be paid 17/18 and 18/19)	\$32,000	LCFF
ELA2 – Professional Development (ELA and Clever)	8/22/17 - 12/15/17 ongoing	PD for ELA staff	\$0	LCFF

School Goal - Safety and Engagement

Actions to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
SE1 – Medal of Honor (MOH) professional development and Trainer salary	8/22/17 – 6/21/18	Teacher salaries (Sub costs for PD day and Trainer salary at 0.17 FTE)	\$14,700	MOH

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.

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.

⁵ 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.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

SE2 – Maintain Counselor hours	8/22/17 ongoing	Counselor salary 1.0 FTE	\$73,000	LCFF
SE3 – Maintain student/teacher ratio in all classes and provide new STEAM-based classes	8/22/17 ongoing	Teacher salaries (3.0 FTE increased in 16/17)	\$240,000	LCFF
SE4 and SE5 – Instructional Assistants for supervision	8/22/17 ongoing	IA salaries before school, break, lunch, and after school	\$30,000	LCFF

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
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.