Single Plan for Student Achievement

Scandia Elementary School

Scandia Elementary School Site Council
Scandia Elementary School
100 Broadway Street
Travis AFB, CA 94535
December 15, 2017

Part II: The Single Plan for Student Achievement Template

School: Scandia Elementary School

District: Travis Unified School District

County-District School (CDS) Code: 48-70565-6068290

Principal: Mark Pennington

Date of this revision: December 15, 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:

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The District Governing Board approved this revision of the SPSA on January 9, 2018.

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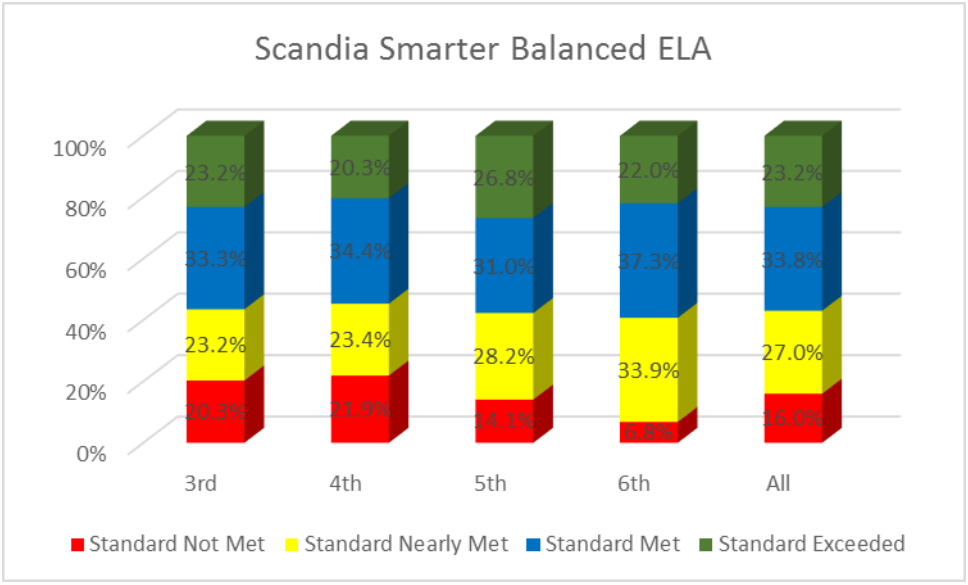
Scandia Smarter Balanced ELA
100%
80%
60%
40%
20%
0%
23.2%
33.3%
23.2%
20.3%
20.3%
34.4%
23.4%
21.9%
26.8%
31.0%
28.2%
14.1%
22.0%
37.3%
33.9%
6.8%
23.2%
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All
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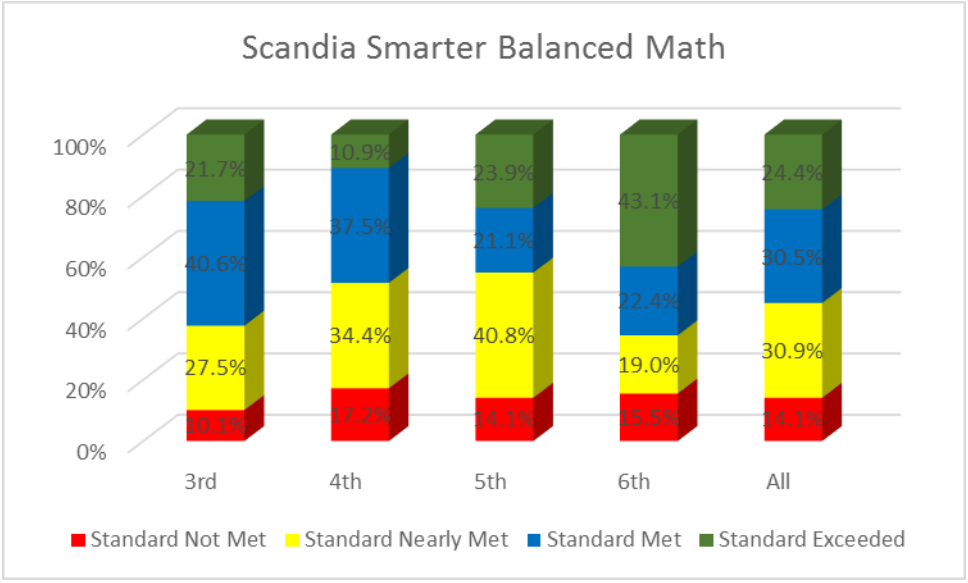
Standard Nearly Met
Standard Met
Standard Exceeded


Scandia Smarter Balanced Math
100%
80%
60%
40%
20%
0%
21.7%
40.6%
27.5%
10.1%
10.9%
37.5%
34.4%
17.2%
23.9%
21.1%
40.8%
14.1%
43.1%
22.4%
19.0%
15.5%
24.4%
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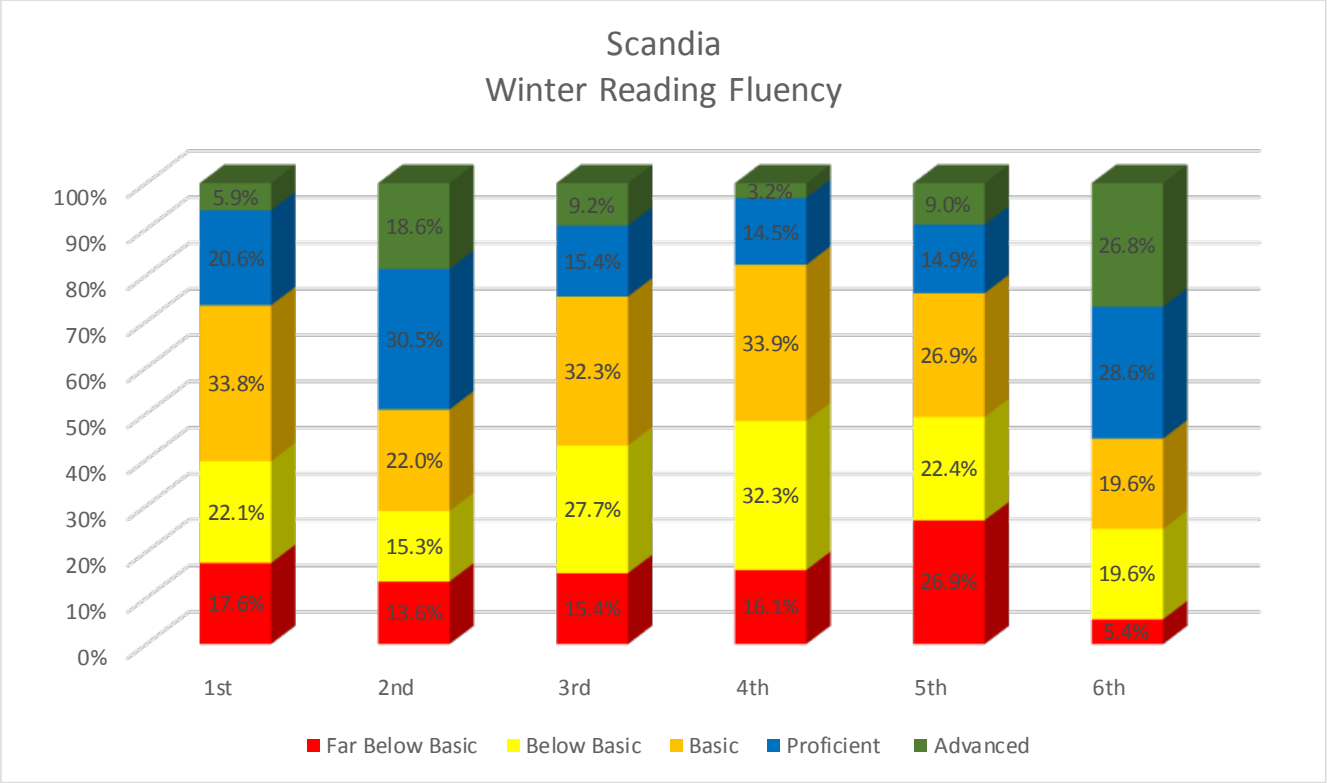
14.1%
3rd
4th
5th
6th
All
Standard Not Met
Standard Nearly Met
Standard Met
Standard Exceeded


Scandia
Winter Reading Fluency
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5.9%
20.6%
33.8%
22.1%
17.6%
18.6%
30.5%
22.0%
15.3%
13.6%
9.2%
15.4%
32.3%
27.7%
15.4%
3.2%
14.5%
33.9%
32.3%
16.1%
9.0%
14.9%
26.9%
22.4%
26.9%
26.8%
28.6%
19.6%
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2nd
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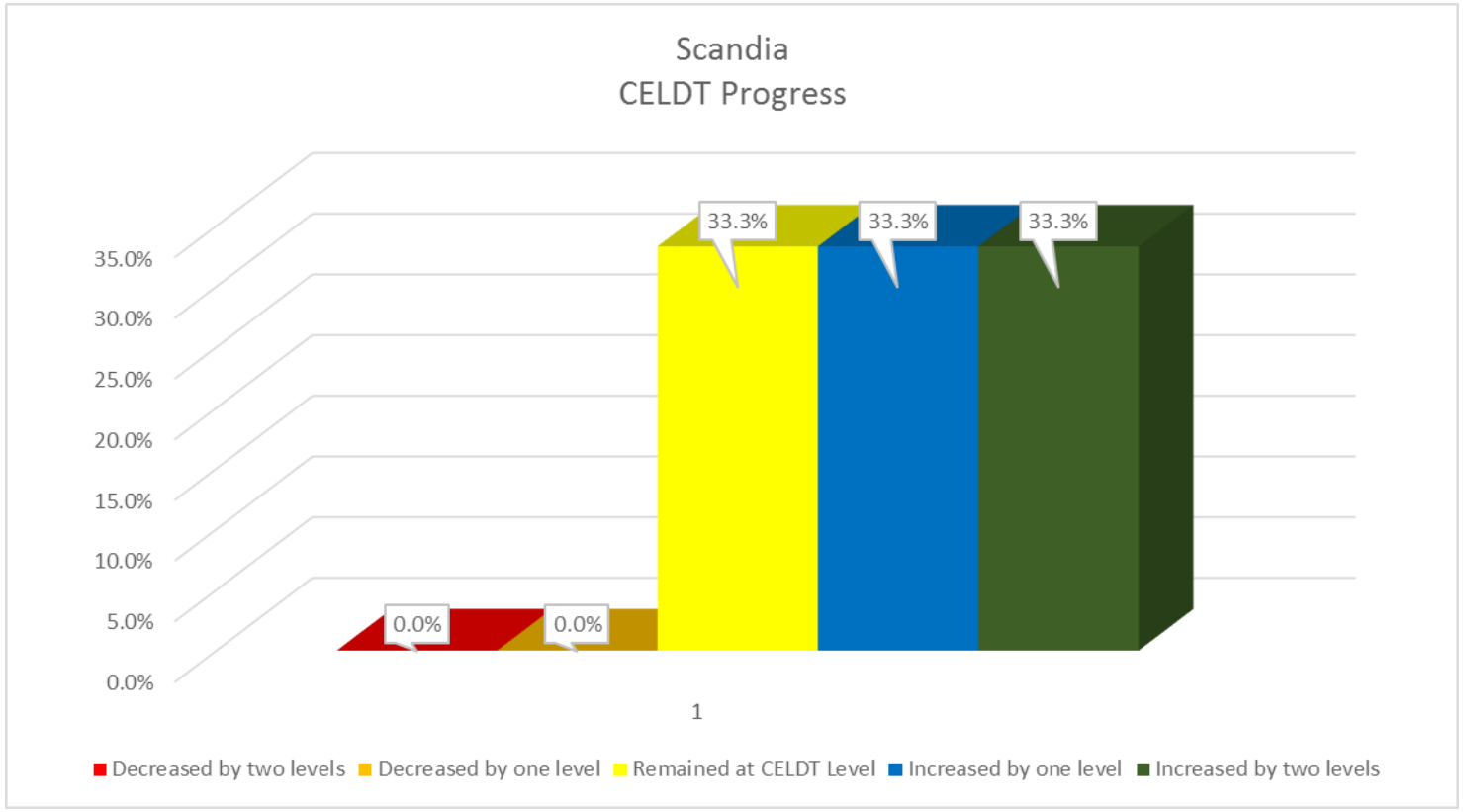
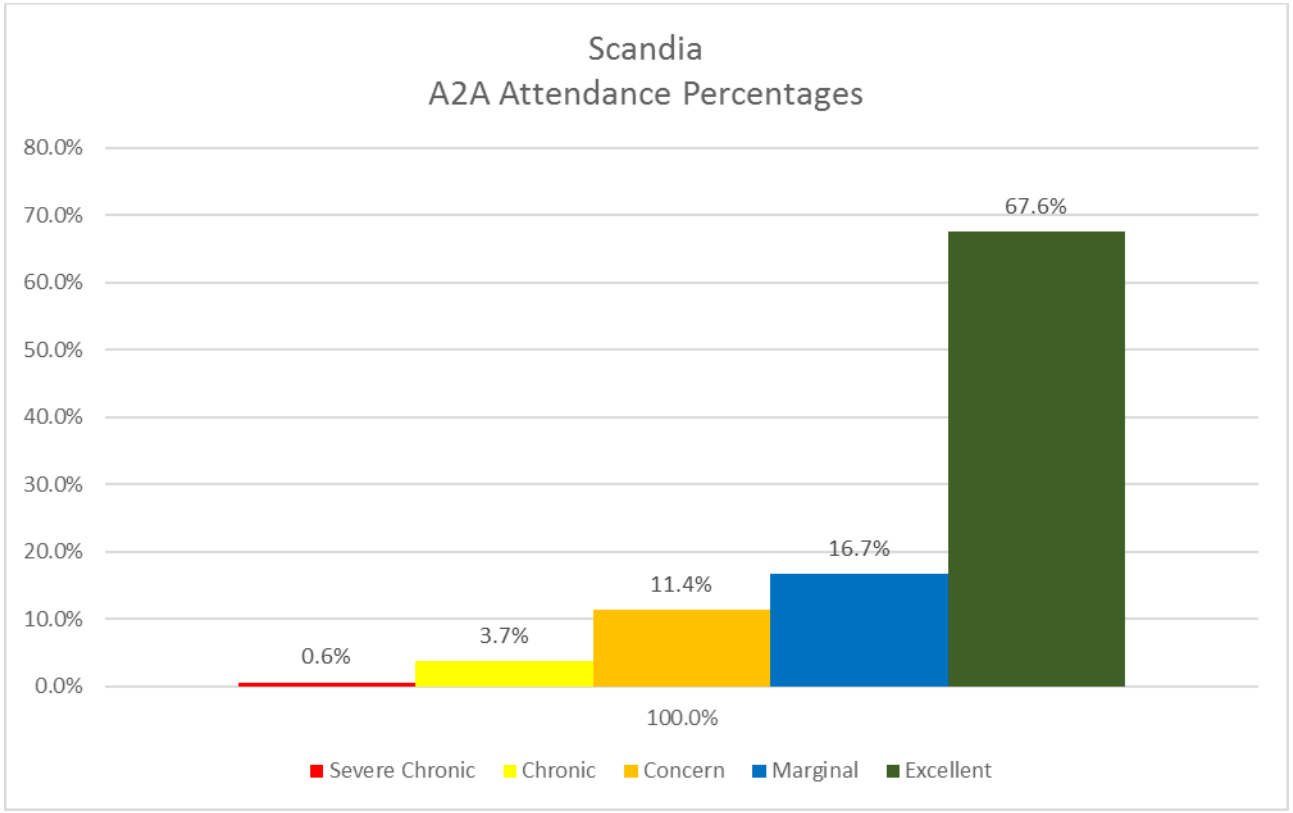
5th
6th
Far Below Basic
Below Basic
Basic
Proficient
Advanced


Scandia
CELDT Progress
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0.0%
0.0%
33.3%
33.3%
33.3%
1
Decreased by two levels
Decreased by one level
Remained at CELDT Level
Increased by one level
Increased by two levels


Scandia
A2A Attendance Percentages
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0.6%
3.7%
11.4%
16.7%
67.6%
100.0%
Severe Chronic
Chronic
Concern
Marginal
Excellent

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:

LCAP GOAL #1 (LEA Goal)**:** Use Multi-Tiered Systems of Support (MTSS) to improve student learning and close the achievement gap.

SCHOOL GOAL (s):
1. Using the Multi-Tiered Systems of Support (MTSS), Scandia Students in grades 3-6 will show improvement in scoring at the proficient or advanced level on the Smarter Balanced Assessment in the spring of 2018. Students in grades K-2 will show improvement with language arts and math as evidenced in formative and summative assessments.

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?**
• Smarter Balanced assessments in ELA and math • Aimsweb reading data • STAR reading data • Educational Software for Guiding Instruction Assessments • CELDT data (measure of English learner proficiency in English) • District adopted summative and formative assessments for ELA and Math (i.e. Wonders, Springboards, Math In Focus).	The data shows that we made a modest gain in ELA proficiency and a slight decline in math proficiency overall. Sixty-six and six-tenths percent of English Learners move at least one CELDT level. This is a four and one tenth increase over last year.	Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from Benchmark Assessor Live!, STAR, and Smarter Balanced Interim Assessment Blocks, with progress benchmarks analyzed three times each year. The progress of English learners will be measured annually using the ELPAC, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year. Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year. **Where can a budget plan of the proposed expenditures for this goal be found?**

		The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY: 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement a multi-tiered system to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.1.01 Provide additional Intervention Specialists to support learning in English Language Arts, 4th -6th math, and English Language Development.	HR, District Personnel, Principal, Intervention Specialists	Hire an additional intervention specialist by May 2017. Develop daily instructional schedules that include a minimum of 150 minutes of ELD for each English learner in blocks of 30 minutes per day, five days a week, and in blocks of 40 minutes per day, four days per week.	2 Intervention Teachers SGF $197,694
1.1.02 Continue to progress monitor students through analysis of our current tools (Wonders, Math in Focus, and other assessments) and adding tools where needed (ESGI, Benchmark Assessor Live)	Principal, Intervention Specialists, Teachers, Utilize our TOSA to help train and facilitate instructional support systems.	Administer ESGI benchmark and Assessor Live, progress monitoring, ELD, and formative and summative assessments according to schedules established by teacher teams and the state. (2017-18 school year)	ESGI (District) Benchmark Assessor Live (District)

1.1.03 Use technology to provide targeted learning support (Imagine Learning at school and at home, iPad apps, curriculum-embedded technology, websites)	Principal, English Language Coordinator Intervention Specialists, Teachers, Utilize our TOSA to help train and facilitate instructional support systems.	Work with English Language Coordinator to get more logons for English Learners who would benefit from using this program and implement software. Analyze usage data to be sure students are spending enough time on the program to make a difference. Give students and their families at home access to work on Imagine Learning program. Complete by September 2018.	Imagine Learning K-6 $6,375 for each elementary school
1.1.05 Provide instructional materials for intervention and practice (Scholastic News, WonderWorks, SIPPS, typing software, etc.)	Educational Services Staff, Principal, Intervention Specialists and Teachers.	Teachers and Intervention Specialists use instructional materials to help support all subject areas. This will be completed by September 2018 for the 2017-2018 school year.	Scholastic News $3,910 Studies Weekly $4,285
1.3.01 Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Center students who use replacement curriculum below grade level.	Sped Director, Principal, Sped Teachers, Intervention Specialists, and Teachers. Utilize TUSD TOSA or coaches to help train and facilitate instructional support systems.	Sped teachers will meet together and collaborate about best practices and necessary trainings needed for replacement curriculum. Principal and Sped Director will collect feedback from teachers about the program, implementation, assessment, best practices, troubleshooting, etc. Sped Teachers will participate in Sped trainings and monitor SEIS. This will occur on a continuing basis throughout the 2016-2017 and 2017-20128 school years.	District LCFF
1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to	Educational Services Staff, Principal, Intervention Specialists, Sped Teachers and Teachers.	1) District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present. 2) Educational Services department will provide ongoing training to teachers in areas of need. This will occur on a continuing basis throughout the 2016-2017 and 2017-20128 school years.	No Cost

establish instructional priorities, appropriately place students, and monitor student progress and achievement			
1.4.03 Elementary school Tutoring Centers will operate three days a week with teachers and student tutors	Principal, District Student Success Coordinator, Teachers	Establish a tutoring center by Feb 2018 with current teaching staff. Principal will work with the District Student Success Coordinator to hire high school students to assist the credentialed teacher's tutors for after school tutoring.	Teachers (2 teachers, 1 hours per day, 3 days per week or 108 days; 216 hours x 5 schools; 1080 hours) Student tutors (4 tutors, 1 hour per day, 108 days; 1296 hours x 5 schools; 2160 hours) SGF $15,183 per site
1.6.01 • Facilitate teacher collaboration on instructional strategies to improve learning. • Regularly collect, analyze, and use assessment data to inform classroom instruction • Appropriately place and exit students from intervention and support programs • Monitor student progress and achievement. • Teachers plan curriculum, implement standards, and engage in analysis of practice by	Principal, Intervention Specialists, Teachers.	Offer and facilitate on-going site development on site common planning Wednesdays. This will occur on a continuing basis throughout the 2016-2017 and 2017-20128 school years. Administer benchmark, progress monitoring, ELD, and summative assessments according to schedules established by teacher teams and the state. (2017-2018 school year)	ESGI (District) Benchmark Assessor Live (District)

observing student learning in other classrooms			
1.6.02 Improve instructional strategies to engage students actively in learning: • ensuring that all students closely and critically read complex works of literature and informational texts • ensure all students present analyses based on appropriate examples and evidence from the text; • engage all students in rigorous, research - based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively	Principal, Intervention Specialists, Teachers.	District planning team of grade level representatives will work with Educational Services staff to plan this training, including selection of consultants to present. This will occur on a continuing basis throughout the 2016-2017 and 2017-20128 school years. Educational Services department will provide ongoing training to teachers in areas of need.	No cost

LCAP GOAL #3 (LEA GOAL): Use Multi-Tiered Systems of Support (MTSS) to maintain calm classrooms focused on learning and enhance student socio-emotional wellness.

SCHOOL GOAL:
2. Continue to implement Positive Behavior Intervention and Supports (PBIS) and provide weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying.
3. Monitor Attendance to decrease tardies and absences focusing on students who are chronically absent.

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?**
• Attendance rates • Suspension rate indicator	Scandia's suspension rates and discipline data demonstrates that our current PBIS systems are working effectively and we need to continue to improve upon them. However, our attendance rates indicate that we need to increase school to home communication and parent meetings to decrease chronic absentees and school tardies.	Data will be collected as part of the LCAP progress monitoring on a district-wide and school site basis. **Where can a budget plan of the proposed expenditures for this goal be found?** The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY: 1) Enhance the knowledge and skills of all school staff related to PBIS, Classroom management, and responding to challenging behavior. 2) Implement a Multi-Tiered Systems of Support (MTSS) behavioral intervention system to improve socio-emotional wellness and to maintain calm classrooms focused on learning. 3) Implement a School Attendance Team to decrease tardies and absences with a focus on students who are chronically absent. 4) Provide enrichment and hands-on learning the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.

Action/Date	**Person(s) Responsible**	**Task/Date**	**Cost and Funding Source (Itemize for Each Source)**
3.1.01 Continue to implement and refine PBIS processes developed by elementary schools in 2016-17, including having two	Principal, Intervention Specialists, Student Support Specialist, Behaviorist, Social	1. Provide staff development to review staff responsibilities providing calibration for effective and consistent PBIS implementation. (August 2017) 2. PBIS/SST coordinators work with principal, social worker, psychologist, and parent liaison to support	$4,827 SGF

PBIS/SST coordinators at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year	Worker, School Psychologist, District Parent Liaison, Teachers	attendance and behavior issues through the SST process. (17-18 school year) 3. All persons responsible listed will work with principal and staff to provide training and support with PBIS throughout the year. (17-18 school year) 4. Teachers will review behavior expectation through socio-emotional learning lessons and class meetings, re-teaching as student behavior identifies the need. (weekly and additionally as needed 17-18 school year)	
3.1.03 Select/develop and implement a cyberbullying program for grades 4-12	Educational Services Staff, Principals, School Social Worker, Student Support Specialist, Psychologist, Teachers	District and School Staff will research and preview options for cyberbullying programs (including assemblies) to be added to our current Socio-Emotional Learning Curriculum (Second Step). Fourth-Sixth grade teachers will meet to determine the topics most appropriate for their grade levels and develop a pacing guide for when these lessons will be taught throughout the year. (17-18 school year)	District
3.2.01 Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools.	Director of Student Services, Principals, Social Workers, Teachers	Social Worker: Scandia 0.10 FTE	0.10 FTE $12.973 SGF 0.10 FTE $12,973 DoDEA Project Connect

3.2.02 Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation with one position at each elementary school.	Director of Student Services, Principals, Student Support Specialists, Teachers	Student Support Specialist: Scandia 1.0 (.875 FTE)	1 Student Support Provider $35,312.00 0.875 FTE SGF Paid out of district
3.2.03 Increase and improve services to students needing Tier III behavior support by providing • Three Behavior Intervention Specialists (teamed with a Behavior Assistant) to support both Special Education students and students in the general program • Two mental health counselors for Special Education students	Principals, Behaviorists, Intervention Specialists, Behavior Assistants, Mental Health Counselors, School Psychologists, Intervention Specialists (SST Coordinators), Teachers	This support will be activated through the SST process and as needed in crisis situations with parent permission to support the ever changing needs of our students. (17-18 school year)	District
3.3.02 Principals will • Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates • Use services of the parent liaison, the nurse and health technicians, social workers, and mental health coordinator services • Use the SART and SARB processes to improve the attendance of students with chronic absences	Director of Student Services, Principals, Attendance Clerk, Health Technician, Clerk, Social Worker, Parent Liaison, Mental Health Staff, Teachers	1. Principal and school attendance clerk will monitor attendance weekly. As students are tardy or absent more than three times, families will receive communication from the school. (17-18 school year) 2. When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) 3. As the need arises, the Health Technician, Attendance Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) 4. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year)	No Cost

3.3.03 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to • Review overall data on patterns of chronic absence • Oversee implementation of a school-wide approach to improving attendance • Ensure that students who are chronically absent receive needed supports • Hold parent conferences to develop plans and monitor student progress	Principals, Attendance Clerk, Social Worker, Student Support Specialist, Intervention Specialists (SST Coordinators)	The team will develop a system for when and who will communicate attendance concerns with families using the following procedures: 1. When students slip for one attendance category to another, families will receive written communication and a phone call from the school. (17-18 school year) 2. As the need arises, the Attendance Clerk, Social Worker, Parent Liaison, Mental Health staff, and SST Coordinators will be included in the process to provide additional supports. (17-18 school year) 3. Principal and School Attendance Clerk will utilize the SART and SARB process in a timely manner to provide additional supports. (17-18 school year)	No Cost
3.3.04 Continue the annual progress and performance review for students attending under special agreements	Director of Student Services, Principal, Attendance Clerk	Agreements will be reviewed annually. (17-18 school year)	No Cost
3.4.01 Continue to implement Second Step and other lessons to increase social awareness and relationship skills.	Educational Services Staff, Principals, Behaviorist, Social Worker, Psychologist, Student Support Specialist, Teachers	1. Principal will provide staff development on the importance of Socio-Emotional Learning (SEL) including topics to cover in the district-adopted Second Step Program. (17-18 school year) 2. Student Support Specialist, Noon Duties, and Yard Duties will support students by consistently guiding students to appropriate behavior and following school rules on the school grounds. (17-18 school year)	No Cost
3.4.02 • Provide NCI training focused on de-escalating student behavior. • Teach students strategies for calming themselves, focusing on learning, and	Director of Special Education, Principals, Behaviorists, Psychologists, Teachers	1. NCI training has been held at the district level for Instructional Aides and Administrators. (17-18 school year and every two years as appropriate) 2. Professional Development on de-escalation strategies and positively responding to student behavior will be provided at the school site. (17-18 school year)	District

managing stress.			
3.4.03 Encourage a growth mindset, where children learn that their abilities can be developed through dedication and hard work	All District and School Staff	Growth Mindset strategies are part of each morning's routine. (17-18 school year)	District
3.5.01/02/05 Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts: • Provide elementary Arts Adventures and STEM programs after school • Provide elementary summer STEM programs that include support for literacy • Provide competitive robotics programs at the elementary level	District Office Staff	Arts Adventures/STEM Elementary After School Programs/VEX Cambridge (14 sessions, 8 from SGF, 6 from DoDEA) 1.5 hours per session, 12 sessions, 1 teacher, 1 student tutor; 18 hours of work time Competitive Robotics Elementary robotics stipends per contract ($1,559 x 5 schools) Robotics Stipend Projected Elementary Summer STEM Program June 2018	$10,195 $3,774 $1,559 Approximately $21,000 per site

LCAP GOAL #4 (LEA GOAL): Involve parents as active partners in their child's education.

SCHOOL GOAL:
4. Continue to increase parent involvement

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?

• CERVIS data
• Sign in sheets from
  o Family curriculum nights
  o Parent education programs
	We found that we have many parents involved at school, but we believe we can increase participation at school, parent curriculum nights, education programs, and on district advisory groups.	Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.
		
		Where can a budget plan of the proposed expenditures for this goal be found?
		The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.

STRATEGY1) Involve parents in making decisions. 2) Involve parents at school. 3) Provide parent education programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.1.04 Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA).	Educational Services Staff, Student Services Staff, Principals.	Provide information and discussion during regularly scheduled School Site Council meetings. This will be completed throughout year during scheduled meetings with an end date of December 2018.	No Cost

4.2.01 Use CERVIS software to track volunteer hours and background clearances.	School office staff, Principal	Office staff will enter volunteer events into the CERVIS software as events occur. Review volunteer hours will be continuous throughout the school year and at at a minimum quarterly; May 2018.	$225 per school LCFF
4.2.02 Continue Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods	Principal	Principal and parent leaders will participate in an implementation phone call and recruitment events. The district will order materials. Our school will order some T-shirts. Watch D.O.G.S. will need to be cleared through the district's volunteer clearance system (CERVIS). Participation data will be collected. Conduct two recruitment events in February and September 2018.	$1,250 per school SGF

4.3.05 Hold family curriculum nights, where • Teachers and staff explain what children will be learning • Demonstrate technology used at school that can be accessed at home • Teach strategies for helping students learn math • Ways to help children at home	Principal and Teachers.	Plan and publicize and conduct three curriculum nights. They will be held from January to December 2018. Track participation for each session.	$10,137 Elementary: 3 nights per year x 7 grade levels x 2 teachers per grade x 6 hours per night = 252 teacher hours per school SGF

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 5: Improve academic achievement for English Learners through centralized services provided by Educational Services.

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)
• Ensure EL students make adequate yearly progress by providing supplemental instructional materials. • Provide technological supports for EL students to enhance language instruction. • Provide professional development that will facilitate learning and improve EL student proficiency in English. • Provide trainings for parents and activities at school sites. • Provide supplemental instruction for EL students. • Indirect costs	July 1, 2017 through June 30, 2018	Supplemental instructional materials Supplemental technology support for El students Professional development for adopted curriculum Materials for parent trainings and activities Before/After school tutoring for EL students Indirect costs	$4,074.92 $10,000 $1,000 $500 $3,000 $379.08	Title III LEP for all actions

Note: Centralized services may include the following direct services:

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

[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.

- 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: (N/A: this is not a Title I school)

☐ **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
☐ **California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐
☐ **Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	☐
☐ **Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
☐ **Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	☐

Revised September 2015

☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
☐	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	☐
☐	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	☐
☐	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	☐
☐	**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.)	$	☐
Total amount of state categorical funds allocated to this school		$	

Federal Programs		**Allocation**	**Consolidated in the SWP**
☐	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$	☐
☐	**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).	$	☐

☐	**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)	$	☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$	☐
☐	**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[3]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	☐
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
☐	**Other federal funds** (list and describe)	$	☐
Total amount of federal categorical funds allocated to this school		$	
Total amount of state and federal categorical funds allocated to this school		$	

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

[3] 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.[4] 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
Sylvia Brestak	☐	☐	☐	☒	☐
LaTosha Odom	☐	☐	☐	☒	☐
Patrick Odom	☐	☐	☐	☒	☐
Jennifer Figueroa	☐	☐	☐	☒	☐
Daniele Finneran	☐	☐	☐	☒	☐
John O'Leary	☐	☒	☐	☐	☐
Renee Podrebarac	☐	☒	☐	☐	☐
Julie Spaulding	☐	☒	☐	☐	☐
Amy Stewart	☐	☐	☒	☐	☐
Mark Pennington	☒	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	3	1	5	

[4] *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:

Mark Pennington	[signature]	12/15/17
Typed name of School Principal	Signature of School Principal	Date
Daniele Finneran	[signature]	12/15/17
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

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.

SPSA ANNUAL EVALUATION: 2016-2017 Plan

Plan Priorities

- Identify the top priorities of the current SPSA.
    1. Priority 1: Improve parent participation and involvement.
    2. Priority 2: Continue to improve/modify Response to Instruction and Intervention (RtI^2) system to provide effective, targeted support for students.
- Identify the major expenditures supporting these priorities.
    1. Priority 1 expenditures were at no cost to the site as District's LCFF funds were provided for the continuation of the WATCH D.O.G.S. program (Priority 1).
    2. Priority 2 expenditures were at no cost to the site as District's LCFF funds were provided for (Priority 2).

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
    1. Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and

viable curriculum where all students have the time and opportunity to learn essential skills.

2. Ensure all teachers are appropriately credentialed (Williams Act).
3. Provide all students with instructional materials as required (Williams Act).
4. Enhance the knowledge and skills of instructional staff related to PBIS, classroom management, and managing the behavior of challenging students.
5. Provide enrichment and hands-on learning in the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness

- 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?

One strategy that was not fully implemented was to continue to upgrade technology through hardware and software purchases and create a standard basic technolgy configuration for classrooms. We modified these actions by placing purchases of newer technology on hold until the Scandia Elementary modernization project is complete. The barriers that interfered with implementation were the modernization project and the development of a technology plan for when the project is complete. We attempted to address this problem by making purchases to maintain the current level of technology that exists in the classrooms. Data was not available to evaluate the effect of not implementing this SPSA strategy.

Another strategy that was not fully implemented was to provide parent education programs. The barrier that interfered with implementation was a lack of staff participation. We attempted to address this problem by providing a district team for math information nights, but only a few grade levels were represented. We used SBAC testing data to evaluate the effect of not implementing this SPSA strategy and concluded that our slight decline our math proficiency scores may be attributed to the lack of providing information regarding curriculum to parents.

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?

English Language Development Instruction	CELDT Score movement of one or more level increased by 4.1%
Provide training with ELA core instructional materials	A 4.0% Increase in ELA proficiency in SBAC testing
Increase and improve Tier II PBIS services with the Social Worker and Student Support Specialist.	Decrease in discipline referrals
Revise ELA pacing guides to align with California's new content standards.	A 4.0% Increase in ELA proficiency in SBAC testing

- 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:_____

Continuation of Watch D.O.G.S. program	Decreased parent involvement	Continue with the following modification: Actively promote the program

Parent elementary curriculum nights.	Lack of timely implementation	Continue with the following modification: Recruit staff and schedule parent curriculum nights
Teach programing and robotics within the school day using resources from the PRISM program from the UC Davis C-STEM Center.	Teacher withdrew from the program	Eliminate from next year's plan

Involvement/Governance

- How was the SSC involved in development of the plan?
  The School Site Council was involved in the development of the plan through the various meetings held throughout the year. This included discussions based on how to prioritize the use of various funding sources, needs of the students, and school.

- How were advisory committees involved in providing advice to the SSC?
  There were no advisory committees involved in providing advice to the school.

- How was the plan monitored during the school year?
  The SSC received periodic reports throughout the school year.

- What changes are needed to ensure involvement of all stakeholders and

adequate monitoring of planned activities and outcomes?
We plan to merge the monitoring of the SPSA with the monitoring of the LCAP and to produce data reports throughout the year to monitor implementation of both plans. We plan to review the monitoring data with teachers and the SSC.

Outcomes

- Identify any goals in the current SPSA that were met.

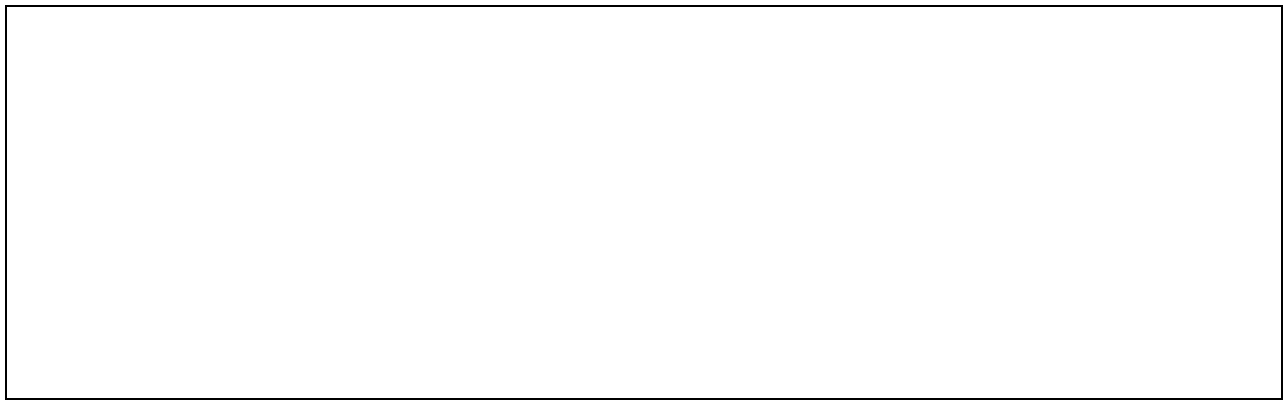
These goals were met:

- Goal 1: Continue to implement new English Language Arts curriculum and benchmark assessments.
- Goal 2: Continue to implement new math curriculum and benchmark assessments.
- Goal 4: Continue to focus on implementation of Positive Behavioral Interventions & Supports (PBIS) system.
- Goal 5: Continue to expand opportunities for students to participate in STEM (Science, Technology, Engineering, and Mathematics) learning experiences.
- Goal 6: Continue to expand opportunities for students to participate in the arts (visual arts, music, drama, dance).
- Goal 7: Ensure all students are provided the necessary materials needed for instruction.
- Goal 9: Improve academic achievement for English Learners through centralized services provided by Educational Services.

- 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.

Goal 3: Improve/modify Response to Instruction and Intervention (RtI2) system to provide effective, targeted support for students	Increase learning time by providing a Tutoring Center after school hours to support English Learners and students performing below expectations in ELA and Math (not fully implemented).
Goal 8: Increase parent involvement (partially met).	Continue the Watch D.O.G.S. program (not fully implemented).

- Based on this information, what might be some recommendations for future steps to meet this goal?

Based on this information, we recommend that to meet Goal 3, Strategy 2, a robust and viable after school tutoring program must be established through the active recruitment of staff and student tutors. Meeting this goal will provide the much needed support for our students to be successful.

To meet Goal 8, Strategy 2, we must actively recruit male role models to volunteer in our school to participate in a variety of activities in classrooms, recess and lunch supervision, and other duties assigned by the principal. Having an active volunteer program will enhance our school climate which will have a positive effect on student achievement.