THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT NORMAL HEIGHTS ELEMENTARY SCHOOL

2016-17

37-68338-0111864
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Aguilar, John
Contact Person: Aguilar, John
Position: Principal
Telephone Number: 619/584-6000;
Address: 3750 Ward Rd, Normal Heights Elementary, San Diego, CA, 92116,
E-mail Address: jaguilar@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified
SCHOOL DISTRICT

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

The mission of Normal Heights Elementary is that all students will articulate their critical and creative thinking across all domains, fluidly use computer/digital technology, and possess a sense of social consciousness and responsibility to self, community, and world. The 2016-17 Single Plan for Student Achievement addresses this mission by focusing on relevant goals and setting the expectation of increasing student achievement school wide while narrowing achievement gaps. The Instructional Leadership Team at Normal Heights Elementary, in collaboration with the School Site Councils and other advisory groups developed the SPSA after careful review of relevant data trends and a projected enrollment of338 K-5th students. Analysis of student population data reveals that the majority of our student population is comprised of English learners and economically disadvantaged students. The SPSA emphasizes strategies and supports that will accelerate the achievement of these specific subgroups.
The 2016-17 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as implementing internal benchmark assessments for CCSS.

SCHOOL VISION AND REALITY

Our school wide plan for professional learning will prepare our staff to lift academic student achivement. We will continue to use the following strategies using PLC and PD structures:
- Reteach using Short Cycles of Accountability---Assess> Plan> Teach> Reflect>
- Focus on methods to advance student agency and the development of academic language for all students
- Continue to Fluidly Target Student
- Continue our shift towards Common Core State Standards
- Implement CLOSE Reading strategies in grades 2nd-5th
- Focus on ELA for AYP targets

CORE AND SUPPLEMENTAL SUPPORTS

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:22
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in

their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2(November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3(February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4(April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Not applicable- School not in Program Improvement

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The Normal Heights community and staff have been engaged in identifying and prioritizing the use of LCFF for the 2016-17 school year. After site data analysis and input from stakeholders at various school meetings and it was decided by the school's SGT to use the majority of monies to fund an Inschool Resource Position to support students that are struggling academically.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
John Aguilar	Principal
Irma Preciado-Limon	Teacher
Rebecca Devereux	Teacher
Maria Ramos	Other
Sarah Sine	Teacher
Bertha Price	Parent
Maria Juarez	Parent
Jessica Lopez	Parent
Elizabeth Chennamchetty	Parent
Cynthia Gomez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2016, 50 % of Normal Heights Elementary Students will achieve a meet common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2

Other Assessments (Please Specify):

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):
NHE will use the Art Grant to provide Visual and Performaning Arts instruction by professionals in their respective fields to inspire students to presevere and engage in academics. Students will receive Art, Movement (Dance), and Reader's Theater. Teachers will also be coached using "Guitar in the Classroom" program. Student perseverance and engagemenet will be monitored by using the pre/post survey from the baseline (05/2015) to the conclusion of the program (7/21/17). Evaluations will be done each trimester to revise the implementation of the program based on individual student classroom/school engagement and perseverance. At NHE, our dedicated staff is committed to improving teaching and learning as they collaborate with colleagues in their Professional Learning Communities (PLC). Contracting Young Audiences will allow teachers and the administrator to concentrate on our learning cycles during PLC. Teachers will be released from making lessons plans and simultaneously ensure that our students receive the enrichment that our school community has voiced for our students. Families who could not ordinarily afford art, theater, and dance lessons for their children will be reassured knowing their child is receiving instruction from a professional in the Visual and Performing Arts field. With this plan comes the confidence

that our PLC time is preserved thereby contributing to higher levels of instruction by our teachers planning together in grade levels. In the past, substitutes would cancel their assignment and teachers were not able to meet after spending a lengthy am mount of time creating detailed sub plans. We are excited to be part of such an enriching experience for all involved.

Area 2: Mathematics

Mathematics SMART Goal:

* By 07/21/2016, 40 % of Normal Heights Elementary Students will achieve a meet common core grade level standards in Math as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☐ DRA2

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2017, 50 % of Normal Heights Elementary English Learner, Students will achieve common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:
* By 07/21/2017, 80 % of Normal Heights Elementary English Learner will advance one OPL as measured by in California English Language Development Test

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2

Other Assessments (Please Specify):
RFEP Rate
LTEL Data
CELDT

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Title 1 Arts Grant (Award Sites ONLY):
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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

* By 07/21/2016, 50 % of Normal Heights Elementary Grade 03, Students will achieve a common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2

Other Assessments (Please Specify):

DRA, MAPS

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant (Award Sites ONLY):

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substitutes would cancel their assignment and teachers were not able to meet after spending a lengthy am mount of time creating detailed sub plans. We are excited to be part of such an enriching experience for all involved.

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 07/21/2016, 60 % of Normal Heights Elementary Parents/Guardians will achieve a attend four school events in Parent and Community Engagement

Targeted Population:
School-wide-PreK-5 and all significant subgroups with emphasis on targeting English learners and economically disadvantaged students.
What data did you use to form these goals?:
Event sign in sheets and participation count totals

Progress and Growth Monitoring:
Title 1 Arts Grant (Award Sites ONLY):
NHE will use the Art Grant to provide Visual and Performaning Arts instruction by professionals in their respective fields to inspire students to presevere and engage in academics. Students will receive Art, Movement (Dance), and Reader's Theater. Teachers will also be coached using "Guitar in the Classroom" program. Student perseverance and engagemenet will be monitored by using the pre/post survey from the baseline (05/2015) to the conclusion of the program (7/21/17). Evaluations will be done each trimester to revise the implementation of the program based on individual student classroom/school engagement and perseverance. At NHE, our dedicated staff is committed to improving teaching and learning as they collaborate with colleagues in their Professional Learning Communities (PLC). Contracting Young Audiences will allow teachers and the administrator to concentrate on our learning cycles during PLC. Teachers will be released from making lessons plans and simultaneously ensure that our students receive the enrichment that our school community has voiced for our students. Families who could not ordinarily afford art, theater, and dance lessons for their children will be reassured knowing their child is receiving instruction from a professional in the Visual and Performing Arts field. With this plan comes the confidence that our PLC time is preserved thereby contributing to higher levels of instruction by our teachers planning together in grade levels. In the past, substitutes would cancel their assignment and teachers were not able to meet after spending a lengthy am mount of time creating detailed sub plans. We are excited to be part of such an enriching experience for all involved.

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal:

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams ☐ SBAC ☐ DRA2

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Title 1 Arts Grant (Award Sites ONLY):

BUDGET: Resources Aligned to Area Goals

Core Program: Edit the core program for your site

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, Lucy Calkin Writing Units, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students

- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):

1. Write a description of your activities/actions for this focus area here based on your key findings using the edit description button below.
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not inlcude LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly	-	$24,510.00	0215-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	After school reading support

How will you monitor these strategies/activities?:

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):

1. Write a description of your activities/actions for this focus area here based on your key findings using the edit description button below.
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not include LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom PARAS Hrly	-	$3,003.00	0215-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	03	English Learner Support

How will you monitor these strategies/activities?:

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):

1. Write a description of your activities/actions for this focus area here based on your key findings using the edit description button below.
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not include LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?:

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):

1. Write a description of your activities/actions for this focus area here based on your key findings using the edit description button below.
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not include LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

Position School Counselor, Employee SBB2465533 NEW POSN	0.7000	$54,586.70	0215-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Social/Emotional Supports

How will you monitor these strategies/activities?:

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

1. Write a description of your activities/actions for this focus area here based on your key findings using the edit description button below.
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not include LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Lease of Printer/Duplicator	-	$1,000.00	0215-00000-00-5614-2495-0000-01000-0000	Discretionary Alloc	05	Parent communications
Supplies	-	$1,438.36	0215-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light snacks & supplies
Tech Professional OTBS Hrly	-	$150.00	0215-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	translation services
Interprogram Svcs/Postage	-	$100.00	0215-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	05	Parent Communications

How will you monitor these strategies/activities?:

Local Control Funding Formula Goals

Goal 1: Intervention Supports
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::
Teachers will use student assessment and Study Island/Reading Eggs data results to target instruction whole class, small group, and individual students. The Inschool Resource Teacher will work with small groups of struggling students.
Identified Need::
Provide targeted instruction to identified Below Basic and Basic students. Using DRA and Study Island/Reading Eggs assessment results, teachers can identify instructional areas of need.
Target Group::
Students operating at Below Basic and Basic
Monitoring::
We will be monitoring student progress or lack of progress at the admistrator level, grade level, and individual classroom.
Personnel Responsible::
Adminstrator

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::
Students will use their individual learning path with targeted skills using Study Island daily. The Inschool Resource Teacher will work with small groups of struggling students as well as co-teach with classroom teachers.
Identified Need::
Provide targeted instruction to identified Below Basic and Basic students. Using DRA and Study Island/Reading Eggs assessment results, teachers can identify instructional areas of need.
Target Group::
Monitoring::
We will be monitoring student progress or lack of progress at the admistrator level, grade level, and individual classroom.
Personnel Responsible::
Administrator

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
We will align ourselves to the district's Learning Cycle Plan for the 2016-17 school year.
Identified Need::
We will be working towards highlighting and injecting language objectives across content for our English Learners to promote academic langauage development.
Target Group::
Mainly all levels of English Learners but will also be beneficial to all students.
Monitoring::
We will be monitoring student progress or lack of progress at the admistrator level, grade level, and individual classroom.
Personnel Responsible::
Administrator

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.
Ous SGT unanimously decided to use the 1.0 FTE to fund an Inschool Resource Teacher. Meeitng was held on 03/02/16.

LCFF Intervention Supports
Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr, Employee SBB2463950 Vacancy	1.0000	$84,467.00	0215-09806-00-1109-1000-1110-01000-0000	LCFF S/C Positions	01, 02, 03, 04, LCFF 1	Push-in/pull-out student support
Prof&Curriclm Dev Vist Tchr	-	$4,500.00	0215-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Substitutes for teachers to attend PLC sessions
Supplies	-	$20,996.40	0215-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies and materials
Software Purchase	-	$10,000.00	0215-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software purchases
Equipment Non Capitalized	-	$20,790.00	0215-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Technology purchase
Interprogram Svcs/Paper	-	$2,000.00	0215-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Paper for classrooms
Interprogram Svcs/Field Trip	-	$3,420.00	0215-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Educational fieldtrips

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

C. Home/School Compact

D. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

E. 2016-17 SPSA Assessment and Evaluation

F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

G. WASC Recommendations (WASC Schools Only)

APPENDIX A

DATA REPORTS

Data Reports:
(See SPSA Guidelines for instructions))

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS

(Provided by the School Site)

APPENDIX C

HOME/SCHOOL COMPACT

(Provided by the School Site)

APPENDIX D

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID

(Provided by Financial Planning, Monitoring and Accountability Department)

APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION

APPENDIX F

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

APPENDIX G

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)