

Single Plan for Student Achievement



D.F. Bradach School

The Single Plan for Student Achievement

School: Donald F. Bradach School

District: Adelanto Elementary School District

County-District School (CDS) Code: 36675876115117

Principal: Julie Hirst

Date of this revision: 12/3/2018

Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educational Code* Sections 507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs funded through the Con App 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: Julie Hirst

Position: Principal

Telephone Number: 760-246-5016

Address: 15550 Bellflower St.

Email Address: julie_hirst@aesd.net

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Planned Improvements in Student Performance in English Language Arts

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

Conditions of Learning: All students are provided appropriately assigned and **credentialed** teachers, teachers/students will have access to aligned materials in all content areas leading to High School Readiness by grade 8, students will have access to instructional technology, and all facilities will be in good repair.

GOAL: All students are provided appropriately assigned and **credentialed** teachers, teachers/students will have access to state aligned materials in all content areas leading to High School Readiness by grade 5, students will have access to instructional technology, and all facilities will be in good repair. All students will participate in the AVID College Readiness System (ACRS).

<p>What data did you use to form this goal?</p> <p>Facilities Act Facilities Report Annual SARC Annual Textbook Sufficiency AVID & CSS</p>	<p>What were the findings from the analysis of this data?</p> <p>Each year the school corrects any William's findings to ensure a safe school facility. The school currently is AVID certified and has met textbook sufficiency.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual AVID Certification report Annual William's Facility Report Annual Textbook Sufficiency</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Attached Budget Form</p>
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GOAL: State Adopted Core English Language Arts Curriculum

Action/Date	Person(s) Responsible	Task	Cost and Funding
Implementation beginning in August and continuing through June, 2015. Implementation of the State Adopted and Aligned Core English Language Arts Curriculum.	Administration and classroom teachers	<ul style="list-style-type: none"> • Ensure all students have access to materials • Ensure all students have access to core content • Provide professional development to teachers on effective teaching strategies • Conduct daily walk-throughs and provide feedback and mentoring on yellow feedback sheets • Lesson plans to be on teacher's desks and available for viewing at any time. 	Title 1: 3010

		<ul style="list-style-type: none"> ● Allow for collaboration on teaching strategies and data analysis during Model Bear Time using the PLC process and reporting forms. ● Provide technology access, equipment and hardware to ensure delivery of core content by upgrading chromebooks 	Technology Upg \$70180
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2021-2022: State Adopted Core Math Curriculum

Initiation/Date	Person(s) Responsible	Task	Cost and Funding
Starting in August continuing to June, implementation of state adopted and approved by the State Board of Education aligned Math	Administration and classroom teachers	<ul style="list-style-type: none"> ● Provide professional development to teachers on effective use of materials ● Ensure all students have access to materials ● Ensure all students have access to core content ● Conduct daily walk-throughs and provide feedback and mentoring ● Lesson plans to be on teacher's desks and available for viewing at any time. ● Allow for collaboration on teaching strategies, and data analysis using PLC techniques and reporting form. ● Provide technology access, equipment and hardware to ensure delivery of core content by upgrading the chromebooks 	Technology Upg District 3010 \$

Student Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

GOAL: At least 25% of all of our students, including the subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged students, will be proficient in English Language Arts with a 5% increase as the target for subgroups as measured by STAR Reading for Grades K-2 and CAASPP ELA, STAR Reading and Lexia for Grades 3-5

5% of all of our students, including the subgroups of English Learners, Hispanic, African American, and Economically Disadvantaged students will be proficient in Math as measured by STAR Math for Grade K-2 and CAASPP Math for Grades 3-8.

<p>What data did you use to form this goal? Reading/Math, 2017-2018 CAASPP</p>	<p>What were the findings from the analysis of this data?</p> <p>20% of our students were proficient in ELA on 2017-2018 SBAC</p> <p>11.6 % of our students were proficient in Math in 2017-2018 on the SBAC.</p> <p>Our goal for 2017 in ELA was 25% and our goal for math was 20%. We did not meet our goals in 2017.</p> <p>2017 CAASP ELA & Math Subgroup Data: ELL-3.4%, 0% Hispanic-22.8%, 12.6% African American-9.4%, 5.7% SED-17.3%, 10.8% SWD-0%, 0% RFEP:25.8 %, 18.9%</p> <p>Star Data: ELA MA Below 25th- 38% 23.8% 25th-49th- 26% 33.3% 50th-74th- 21% 23.8% 75th and above- 15% 19%</p>	<p>How will the school evaluate the progress of this goal? STAR and SBAC Data</p> <p>Where can a budget plan of the projected expenditures for this goal be found? Attached Budget Form Through an analysis of our benchmark scores in Reading, Math, Compass and Prodigy Data.</p> <p>Where can a budget plan of the projected expenditures for this goal be found? Attached Budget Form</p>
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2017-2018: Targeted Language Arts Instruction and Intervention

Action/Date	Person(s) Responsible	Task	Cost and Funding
August 21st 2018, we identify any readers below grade level indicated by the STAR assessment.	Classroom Teachers	Give the STAR Reading Assessment Analyze the results Create visual dashboard	None

August 21st, a research intervention program implemented that met the individual needs of all students including students from various subgroups.

On the first day of school, we began to implement the Daily 5 and Café system in all classrooms.

On September 21st, we started Model Bear Time with collaboration on best practices.

Admin, classroom teachers.

Admin, classroom teachers.

Admin, classroom teachers

- Use of Lexia Core
- Use of Phonics for Reading
- Use of Signs for Sounds
- Rewards
- Conduct training on intervention programs
- Provide collaboration opportunities for review of usage and achievement data and program implementation
- Implement a school wide MTSS program using the Daily 5 framework.
- Track student progress in MTSS using Google Drive
- Provide 10 hours of after school intervention in Grades K-5.
- Conduct training on putting together the Pensieve and how to deliver the 1st lessons
- Revisit the Daily 5/Cafe book study and training videos
- Provide materials and supports for program implementation
- Conduct walkthroughs and provide feedback on best practices
- Encourage teacher collaboration and modeling through Model Bear Time and classroom observation time. Create the Model Bear Schedule and collaboration topics.
- Provide data chats during Model Beat Time.
- Provide all teachers with the Super Speed 100 & 1,000-daily focus on sight word review
- Upgrade technology to accommodate, learning and assessment
- Work on building classroom libraries to support Daily 5 implementation.

Title I: 3010:

Daily 5:
Instructional Materials
\$4,000

Staff Training:
\$5,000

Collaboration:
\$3,000

Instructional Materials
\$4000

Title IV:

MTSS:
Tutoring
\$3000

Data Chats
\$500

Title II: 4035

Staff Training
\$4446

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| | | <ul style="list-style-type: none">• Train teachers on the use of the ACE strategy for writing. | |
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2018-2019: English Language Development

Action/Date	Person(s) Responsible	Task	Cost and Funding
September 1st, students will be placed into ELD groups based on ELPAC levels.	Classroom teachers, EL Coordinator, Assistant Principal	<ul style="list-style-type: none"> Review prior year's ELPAC scores and place students according to their levels. 	None
September 1 st , all ELD students will be tested for ELPAC test and their placement in ELD groups updated based on current ELPAC	ELL Coordinator, Assistant Principal and classroom teachers.	<ul style="list-style-type: none"> Train ELPAC examiners Plan ELPAC schedule Coordinate Subs Test students Preliminarily grade ELPAC 	Title II: 4035 Sub Costs for training implementation \$10,000
August 21 st , provide instruction in English Language Development for students at their current ELPAC Levels	Classroom teachers	<ul style="list-style-type: none"> Provide daily ELD instruction during the Daily 5 Literacy Rotation. Track progress on Google Drive of each individual student. Use differentiated instruction and SDAIE strategies to provide instruction. Allow for multiple opportunities for reading, writing, listening and speaking and vocabulary fluency. 	Costs Previously Listed Daily 5 ELA. Title II Daily 5: Instructional Materials: \$4,000 Staff Training: \$5,000 Collaboration: \$3,000

2018-2019: Daily 5/Cafe Framework

Action/Date	Person(s) Responsible	Task	Cost and Funding
September 15th to October 21st for the 2018-2019 school year teachers will teach the Daily 5 foundation and utilize Daily 5 as a framework for effective Tier 1 instruction and MTSS	Administration Classroom Teachers	<ul style="list-style-type: none"> Teach the foundational Daily 5 lessons and build stamina during the month of August. Use the Cafe lessons, standards and AVID WICOR strategies as focused mini lessons Provide MTSS and ELD support to students through conferencing, individual and small group instruction. 	Daily 5: Instructional Materials: \$4,000 Staff Training: \$5,000 Collaboration: \$3,000

2021-2022 SY: Targeted Math Instruction and Intervention

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
September 1st. all teachers will complete the Math Assessment. Training in January, modeling will be	Classroom teachers	<ul style="list-style-type: none"> ● Administer STAR Math assessments ● Offer before and after school tutoring for students in grades K-5. ● Teachers will use the personal math trainer to help those students struggling in math. ● Some teachers will pilot the ENY lessons for math. ● The school will partner with Origo Math so that teachers can learn how to incorporate the Standards for Mathematical Practice into their classroom instruction ● Provide data chats during Model Bear Time. ● Begin training teachers on the use of NGSS strategies for science and math. ● Offer Origo math training, modeling and feedback on the use of the 8 standards of mathematical practice. 	Title IV: 4127 Tutoring \$3000 Data Chats \$500

2021-2022 SY: Schoolwide AVID Elementary

Action/Date	Person(s) Responsible	Task	Cost and Funding
August 9 th , begin implementation of the AVID elementary school wide.	Principal, classroom teachers, District ADL	<ul style="list-style-type: none"> ● AVID Site Team attends Summer Institute ● AVID Site Team Updates Site Team Plan to reflect goals ● Hold monthly AVID/Leadership Site Team Meetings ● When budget allows attend Site Team Conference ● Train teachers on AVID School Wide Implementation principles including instructional strategies (WICOR) and the four AVID AE Essentials through AVID Center training opportunities including Summer Institute, Pathway, Boosts, AVID Center trainings and site PD. 	Funding Source Instructional Materials \$9,000 Staff Training \$11,000 Collaboration \$2000 Field Trips

		<ul style="list-style-type: none"> ● Conduct AVID classroom walk throughs and provide feedback and support on AVID principles on yellow feedback form ● Update grade level progression chart for AVID core principles ● Attend coordinator workshops, Administrator Breakfasts and AVID Showcases ● Participate in AVID Center WalkThroughs ● Create budget for AVID focus ● Develop college and career readiness activities and field trips ● Present AVID Principles at Coffee with the Principal ● Purchase organizational tools for all students ● Provide opportunities for teachers to collaborate and observe in other teachers' classrooms ● Utilize WICOR and critical reading and thinking strategies in daily lessons ● Use AVID Weekly to teach critical reading and thinking skills ● Use Essential Questions to frame lessons ● Set reading goals with all students, review progress and reflect on goals. ● Focus on the process of writing, teaching the process and using rubrics to guide and evaluate the final draft. ● Teach note taking strategies and use notes as a means to guide student mastery of content ● Conduct AVID Assessments 3x a year in Grades 3-5 	\$5,000
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Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between students, encourages parent and community involvement, and focuses on improving the school climate for all students.

GOAL: Increase student engagement by providing a safe school environment which fosters increased communication between... encourages parent and community involvement, and focuses on improving the school climate for all students. Decrease the suspension rate for all students. Increase the support students are given by increasing parent involvement and engagement by 5% as measured by Board approved votes, projects, and surveys.

<p>What data did you use to form this goal?</p> <p>8 Aeries Suspension Data</p>	<p>What were the findings from the analysis of this data?</p> <p>The goal for the 2017-2018 school year was to decrease the suspension rate to 64. We exceeded our goal by lessening our suspensions 34 suspensions. Our goal for 2018-2019 is to decrease suspensions by 5%.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Aeries discipline reports, PBIS SW</p> <p>Where can a budget plan of the program and expenditures for this goal be found?</p> <p>Attached Budget Form</p>
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GOAL: Positive Behavior Intervention and Support Program

Start/Date	Person(s) Responsible	Task	Cost and Funding
<p>at 9th, 2016- 2017 Implementation of wide program due to station line.</p>	<p>All school personnel</p>	<ul style="list-style-type: none"> • Provide training to the staff on PBIS Practices • Provide Trauma Informed Training • Provide PBIS assemblies, including NED, anti-bullying and other assemblies related to making good choices and behavior. • Review the Model Bear handbook with staff at the first staff meeting of the year. • Order new PBIS forms to use in July • Provide after school supervision for dismissal • Stock Bear Store monthly, ensure teachers have Bear Bucks to give to students. • Provide staff with positive postcards and phone call home forms. Admins sign all forms and make follow up positive calls. • Hold Pawesome Assemblies each month • Give daily Pawesome awards with morning announcements • Read the Bear Paw pledge each morning 	<p>School Focus 010</p> <p>After school Supervision: \$8635</p> <p>PBIS Training: \$1,000</p> <p>Incentives: \$3,033</p> <p>Title IV 4127: Anti-bullying Assemblies: \$1100</p> <p>PBIS Training: \$1350</p>

	<ul style="list-style-type: none"> • Monthly review of PBIS expectations school wide and in daily announcements • Have all teachers complete the PBIS tours during the first two weeks of school and then again after each break • Have all teachers teach lessons daily during the first four weeks of school • Read Bucket Filler story to students and provide teachers with bucket filling notes during the first week of school • PBIS team meets once a month to review data • One member of the Admin Team attends the district PBIS meeting and reports back to the PBIS team. • Offer Tier II/Tier III to students such as: CICO, Check and Connect,SAP and Why Try. • Buddy Bench for playground • Refer students to SSTs for behavior • Refer students for DMCC Counseling as needed • Teach Stop, Walk and Talk strategy • Provide a tip line • Train students and teachers on using Mindfulness, and Restorative practices • Offer alternative recess • Hold parent trainings • Attend PBIS meetings at the district (PBIS Team) • Provide training on students with special needs and adverse backgrounds to teachers • Provide incentives for attendance • Provide Saturday School monthly • Review expectation signs around campus and in classrooms • Implement the Roaring Bear and Cub Bucks • Make sure interventions are entered into Aeries so data can be tracked. • Provide admin and eventually teachers with equity training to ensure that classroom practices support an environment where all student needs are met 	<p>Instructional Materials \$1,000</p> <p>*Equity, Trauma and ADR SPED training included in the plan funded through district</p>
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		<ul style="list-style-type: none"> Go over parent compact with SSC and students 	
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GY: After School Program

Date	Person(s) Responsible	Task/Date	Cost and Funding
at ve Brain tation	Administration, school staff.	The afterschool program is provided through Creative Brain and is a grant funded program. The District provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle school are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brain staff, site administration and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc.	None from site

GY: Safe School Ambassadors

Date	Person(s) Responsible	Task/Date	Cost and Funding
at 10th, 8 tation of chool lor	Assistant Principal, SSA Coordinator & Family Leaders	<ul style="list-style-type: none"> Arrange for Community Matters training Coordinate luncheon dates for training Meet once a month with SSA Student Leaders Plan SSA Activities Have ambassadors lead the behavior tours, serve as morning greeters and become bucket fillers. 	Title IV 4127: Safe School Amba \$1500

Increase the support students are given by increasing parent involvement and engagement by 5% as measured by Board approved surveys, sign-in sheets, and surveys.

<p>What data did you use to form this goal?</p> <p>Board approved volunteer lists, with the Principal sign in sheets.</p>	<p>What were the findings from the analysis of this data?</p> <p>Average attendance at the 2017-2018 CWP was 5 parents. Looking to increase the attendance by 5%.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Sign in sheets, agendas</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Attached Budget Form</p>
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2017-2018 Goal: Monthly Parent Training and Coffee with the Principals

Action/Date	Person(s) Responsible	Task	Cost and Funding
<p>1st 9th, Coffee with Principals and Trainings.</p>	<p>Administration</p>	<ul style="list-style-type: none"> • Calendar meetings on Pawesome Assembly dates • Plan for Focus trainings • Provide coffee and donuts • Keep agendas and sign in sheets 	<p>Donations from Administration</p>

2017-2018 Goal: PTA Partnership

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>1st- June 8th. to support PTA on each Campus.</p>	<p>Administration, School Staff and PTA Parents</p>	<ul style="list-style-type: none"> • Meet in August to coordinate the calendar • Participate in PTA Family Events such as Fall Festival. • Calendar PTA meetings during general staff meeting time to ensure teacher participation • Dedicate a room to PTA • Include PTA information in newsletters 	<p>PTA Funds</p>

2017-2018 Goal: Home School Communication

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
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August 9 th and g monthly, provide opportunities to with parents social media, s and phone calls	Administration	<ul style="list-style-type: none"> • Update Website monthly • Update Facebook page daily • Send home monthly newsletter and calendar • Intouch phone calls home to update on school events • Update marquis monthly • Update Parent Board in the office • Send home weekly reminders of events • Review Parent Compact at SSC & Coffee with the Principal 	None
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2017-2018 SY: Parent Committees

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
September 2017-June 2018, to offer parent es including AC, SSC and the ding program	Administration, ELAC and SSC executive boards.	<ul style="list-style-type: none"> • Send out notification of elections • Calendar meetings ELAC and SSC 4 times/ year • Attend meetings • Attend SSC trainings offered by the district • Review instructional program, goals and expenditures • Provide opportunities for parents to observe in classrooms to see AVID, Daily 5 and ELD practices. 	None Title 1: 3010: Babysitting \$100

2017-2018 SY: Parent Training

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
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<p>1- June 8th, to offer training ties to parents on a topics including nited to; AVID, mmon Core , Intervention</p>	<p>Administration, school staff.</p>	<ul style="list-style-type: none"> • Provide training during Coffee with the Principal • Provide Interpreters for conferences, trainings and Coffee with the Principal • Order Home/School Connection for parent training on a variety of topics 	<p>Title 1:3010: Home & School C \$250 Translation: \$500 Food: \$500 Materials: \$100</p>
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2017-2018 Budget: Family Involvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
<p>at 9th, Calendar the all Family ent Activities</p>	<p>Administration, school staff.</p>	<ul style="list-style-type: none"> • Back to School Night • Grand Parent's Day • Fall Festival • Winter Performance • Mrs. Ordinola Thanksgiving Feast • 1st Grade Nutcracker • Science Fair Night • AVID Night • Young Author's • Father/ Daughter Dance • Father/Son Game Night • Mom/Daughter Tea • Mom/Son Dance 	<p>PTA Funds Title1: Materials: \$100</p>

Centralized Services for Planned Improvements in Student Performance

ing actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total categorical program in Form B must be aligned with the Consolidated Application.

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to be Taken to Reach This Goal ¹ sider all appropriate actions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source for each
with District Coordinators of Curriculum	July 2017-June 2018	50% of salary for each of 3 Coordinators	25% of salary-\$90,000 25% of salary-\$90,000	Title I Title II
with or add an Assistant Coordinator of Instructional Content and Academic (AAIAC) to 13 of the sites	July 2017-June 2018	70% of salary for each of the 13 AAIACs	\$900,000	Title I
with Site ELD Coordinators	Aug 2017-June 2018	Stipend for Teachers chosen for the position	\$52,000	Title II
Additional ELD instructional	Aug 2017-June 2018	Buy State-approved ELD materials	\$160,000	Title II
Professional Development for	Jan 2017-June 2018	Sub cost for Teachers and/or additional hours for beyond the contract time	\$25,000	Title II

Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supported

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

...e at local CABA ...e	May 2018	Sub cost for Teacher/Instructional Aides	\$800	Title II
		Registration for Parents and Staff	\$5,000	Title II
...with Induction Program ...Coaches for new	Sep 2017-June 2018	Stipend for Induction Program Reflective Coaches	\$58,000	Title II

...to be Taken to Reach This Goal ³ ...sider all appropriate ...ons (e.g., Teaching and ...ning, Staffing, and ...sional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	F Source for ea
Fingerprinting of Parent Volunteers	Aug 2017-June 2018	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Academies/Trainings	Sep 2017-June 2018	Continue with Parent Engagement Center	\$20,000	Title I
		Cost of contracts/hourly pay for trainers & presenters	\$20,000	Title I
		Childcare	\$8,000	Title I
		Translation	\$8,000	Title I

...alized services may include the following direct services:

...earch-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
...istrict-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special A
...ructional Coaches

...ndix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source support

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

er-School and Summer School programs funded by categorical programs
 a analysis services, software, and training for assessment of student progress

l services do not include administrative costs.

Programs Included in this Plan

box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which t
 and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide p
 e plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school p
 on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility)
 n available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

r following options, please select the one that describes this school site:

e operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

e operates a SWP but does not consolidate its funds as part of operating a SWP.

e operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

e operates a SWP and consolidates all applicable funds as part of operating a SWP.

Programs	Allocati on	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist ectant and parenting students to succeed in school	\$	<input type="checkbox"/>
conomic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover) ose: Help educationally disadvantaged students succeed in the regular ram	\$	<input type="checkbox"/>

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Teacher Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
Professional Development Block Grant (Carryover only) Purpose: Attract, hire, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$ 8543	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus LCAP funds	\$39668	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$40,335
Programs	Allocation	Consolidated in the SWP
Part I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$18,000	<input checked="" type="checkbox"/>

<p>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 actively 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).</p>	\$2,000		<input checked="" type="checkbox"/>
<p>Title I, Part A Program Improvement Schools only: Professional Development (10 percent maximum reservation from the Title I, Part A allocation for schools in PI Year 1 and 2)</p>	\$		<input type="checkbox"/>
<p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$	4446	<input type="checkbox"/>
<p>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</p>	\$		Title III funds may not be consolidated as part of a SWP ⁵

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 benefit 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 316-319-0845.

Part VI, Part B: Rural Education Achievement Program \$
Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs

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 (Title IV 4127) \$ 8,450

Other federal funds (LCAP) \$

Other federal funds (list and describe) \$

Total amount of federal categorical funds allocated to this school \$32,896

Amount of state and federal categorical funds allocated to this school \$81,107

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

School Site Council Membership - Donald F. Bradach School

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal; one parent or community member; and, in secondary schools, pupils selected by pupils attending the school.⁶ The current membership is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Debra Hirst	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Bunch	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Donald Simpson	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debra Serena	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Ordinola	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debra King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Debra Huey Suarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Debra Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Debra Appel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Debra Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Debra Esparza Michelle Elledge (Alternates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Numbers of members in each category	1	3	1	5	0
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Recommendations and Assurances

The site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assurance of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to matters in the Single Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those)**

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements are met, including those found in district governing board policies and in the local educational agency plan.

PSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive plan to reach stated school goals to improve student academic performance.

PSA was adopted by the SSC at a public meeting on:

Signature of School Principal

Signature of School Principal Date

Signature of SSC Chairperson

Signature of SSC Chairperson Date