



School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name Three Rings Ranch Elementary

Contact Name and Title Sean Dickinson
Principal

Email and Phone

9518455052
Sdickinson@beaumontusd.k12.ca.us

THE STORY: Briefly describe the students and community and how the school serves them

Three Rings Ranch Elementary School opened its doors in August 2002. Located on 10.52 acres in the Three Rings Ranch housing development, the school features 37 classrooms, a multipurpose room, food service building, library, staff lounge, band room, storage room, and two rooms for after-school education and safety. Two large grassy field areas provide students with room to play and develop their strength and gross motor skills during physical education classes and activities.

As one of seven elementary schools of Beaumont Unified School District, we serve approximately 844 students in grades TK - 5 on a traditional schedule. The school employs 25 general education teachers, two Specialized Academic Instructors for two self-contained diploma bound classroom settings serving students on an Individualized Educational Plan (IEP) with moderate needs, two Specialized Academic Instructors providing support to students with an IEP with mild disabilities in the general education classrooms, 24 support personnel, a six hour library technician, a full- and part-time Speech and Language Pathologist, and 2 full time administrators.

The school features several after school enrichment activities for various grade levels which include Friday Night Live, Early Act, Mustang Dancers, Culture Club, AVID Club, STEM/Lego Club, and Running Club.

Students are kept safe on our school grounds through the supervision of certificated and/or classified staff at all times. Yard supervisors and security are on campus daily 30 minutes prior to classroom instruction. ASES (After-School Education & Safety) is offered daily to students in grades 1st through 5th. Applications are available in the office and at the Educational Support Facility. The school supports cultural awareness on a daily basis through its diverse literature selections and daily messages from the administrators using PositiveBehavior Intervention Supports.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

At Three Rings Ranch Elementary, we believe that every child can succeed with the appropriate supports in place. This year's SPSA focuses on supporting the district's LCAP goals and district initiatives. Our site goals include:

- * ensure a positive school culture
- * provide a 21st learning environment that prepares our students to become college and career ready
- * provide an optimum learning environment by providing highly qualified employees

To implement the goals in an effort to meet the needs of our students, Three Rings Ranch will continue to:

- * implement their site goals
- * improve parent and community involvement by providing more Parent/Community Nights throughout the year
- * monitor and celebrate our English Language (EL) students and their accomplishments
- * provide resources and supports to our EL parents
- * implement and provide opportunities for our students to have access to a rigorous curriculum while implementing AVID strategies and opportunities to prepare them to be College and Career Ready
- * analyze data to plan instruction and make decisions based on the data
- * ensure supports are provided through our Multi Tiered System of Supports (MTSS) model for our students' academic and behavioral needs while creating a positive school culture and climate.

NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The progress we are most proud of at Three Rings Ranch includes:

- * increasing our EL progress by 4.1% (Green)
- * 8 increasing our overall Mathematics performance by 3/4% (Green)
- * including more Parent Nights and Parent Meetings
- * increasing support for our EL parents and providing them resources to improve their children's learning

We plan to continue our progress by providing additional Parent Nights and Parent Meetings for all families, maintaining the support and resources we have been providing to our EL parents, monitoring and celebrating our EL students academic achievements, providing professional development and training opportunities for our staff to gain instructional strategies to meet the needs of all of our students.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The Fall 2017 California School Dashboard indicates that the Suspension Rate indicator for all students is Orange. The students groups most affected in this indicator were our Foster Youth (Red) and Socioeconomically Disadvantaged (Orange). To improve these areas we plan to utilize our MTSS model as well as our Educationally Monitored Team (EMT) and Individualized Education Plan (IEP) processes.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

The Fall 2017 California School Dashboard did not identify any indicators in which any one student group was two or more performance levels below the overall student performance. Stakeholder input however determined there are significant performance gaps for our English Learners and Students With Disabilities population in English Language Arts (ELA).

To address the needs of these two student groups Three Rings Ranch is undertaking the following actions:

- * supporting teachers in being trained in the district's newly adopted ELA curriculum
- * support students through the school created MTSS model
- * utilizing the EMT and IEP process to address concerns with parents and provide Tier 2 or 3 Interventions to work on foundational reading skills
- * utilizing the English Language Advisory Committee (ELAC) to reach out to our EL parents and students as well as to provide resources and supports available within the school and community

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Three Rings Ranch is committed to improving the services and supports we provide for our low-income, EL, and Foster Youth students. Through our school-wide MTSS model we will continue to improve academic and behavioral supports for our students; continue holding four different types of EMTs to address student concerns: Academic, Foster Youth, English Learners, and Behavior; add academic, behavior, and/or tiered services as needed based on the individual needs for these students; and monitor and support our low-income, EL and Foster Youth students.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Three Rings Ranch Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community

1 2 3 4 5 6 7 8

District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

Three Rings Ranch Elementary will use data from PBIS Action Plans, Sign-in Sheets from Parent Nights, Agenda Minutes, Student referrals/suspensions, Data from Tier 2 Counseling Referrals, Number of Special Education Referrals, Attendance data.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
 Increase number of Parent Nights and Parent Meetings to increase support at school and home.

ACTUAL
 Additional Parent Nights (AVID nights) and Parent Meetings (ELAC) occurred throughout the school year and families received additional supports and resources for improving their children's learning.

Expenditures

BUDGETED
 3010 Title I 1450

ESTIMATED ACTUAL
 3010 Title I 1450

Action **2**

Actions/Services

PLANNED
 Train all of our staff in Crisis Prevention Intervention and Boystown and provide sub coverage for teachers to participate in the learning plans for their students at EMT's and IEPs.

ACTUAL
 All staff have been CPI and Boystown trained. Sub coverage was provided for weekly IEPs and EMTS every six weeks to best meet the needs of all students.

Expenditures

BUDGETED
 3010 Title I 14,000

ESTIMATED ACTUAL
 3010 Title I 14,000

Action **3**

Actions/Services

PLANNED
 Increase parent and staff attendance at Parent Involvement Information Nights to increase support and provide resources available for parents to support their children at home.

ACTUAL
 Multiple parent information nights were offered and both parent and staff attendance improved significantly and support and resources were provided.

Expenditures

BUDGETED
 3010 Title I 500

ESTIMATED ACTUAL
 3010 Title I 500

Action **4**

Actions/Services

PLANNED
 Provide Incentives to reward and encourage positive student behavior and academic achievement:

 Incentives include:

- Assemblies and Study Trips
- Special student lunches
- Prizes and educational gifts/incentives
- Additional recess and P.E. equipment
- Monthly Awards and Recognition

ACTUAL
 Three Rings Ranch Elementary students were able to attend special assemblies, trips, and lunches for their efforts as well as receive prizes, monthly awards and recognition, educational incentives, additional recess, extra PE equipment, and after school activities

	<ul style="list-style-type: none"> • After school activities 	
Expenditures	BUDGETED 3010 Title I 7,500	ESTIMATED ACTUAL 3010 Title I 7, 500

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services are in place and were implemented.

Additional Parent Nights and Parent Meetings are in place and providing opportunities for families to receive additional support and resources to support their children's learning.

All staff are CPI and Boystown trained and ready to support students' behavioral needs while helping create a positive school culture and climate.

Parent and staff attendance are enhanced through set dates, attendance incentives, increased communication of events, teacher invitation, and staff assignments.

Incentives are set and provided for students making positive behavior and academic achievements.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Stakeholder input revealed increased support and resources provided to parents. Stakeholder input and attendance sheets revealed increased attendance by parents and staff at Parent Nights and Parent Meetings.. All staff were CPI and Boystown trained and able to provide Positive Behavior Supports to students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Based on stakeholder input and review of current student needs, new staff members will be CPI and Boystown trained (Action 2); parent and staff attendance at Parent Nights and Parent Meetings will continue to be increased (Action 3); and new incentives will be considered for positive behavior and academic efforts (Action 3).

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:
 Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in California State Standards & college and career preparatory courses.

SITE GOAL:
 Three Rings Ranch Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in California State Standards & College and Career Preparatory Courses.

1	2	3	4	5	6	7	8
<u>District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</u>							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
 Three Rings Ranch Elementary will monitor Intervention students' progress via Apps progress reports, agenda minutes from collaboration, data from Illuminate in the areas of English Language Arts-English Language Development and Mathematics, attendance data for teacher training, surveys for teacher feedback for training, and parent surveys at the conclusion of parent information meetings.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Provide collaboration time for full implementation of California Common Core State Standards and aligned curriculum.

ACTUAL
Three Rings Ranch provided four collaboration days for full implementation of California Common Core State Standards and aligned curriculum.

Expenditures

BUDGETED
3010 Title I 1860

ESTIMATED ACTUAL
3010 Title I 1860

Action **2**

Actions/Services

PLANNED
Train and support staff in AVID strategies and purchase additional AVID supplies to support teachers with instruction of AVID strategies.

ACTUAL
Staff received training in AVID strategies. Several staff members received additional training in Ron Clark Academy (RCA) strategies. AVID supplies were purchased such as binders, pencil pouches/boxes, dividers, sheet protectors, and organizational tools.

Expenditures

BUDGETED
AVID Professional Development/ Summer Institute.
AVID supplies, binders, agenda

0707 LCFF S/C 28000

ESTIMATED ACTUAL
0707 LCFF S/C 28000

Action **3**

Actions/Services

PLANNED
Tech equipment, Promethean pens, remote controls, earbuds, Chromebooks, and Printers will be repaired/replaced.

ACTUAL
Tech equipment and supplies were repaired/replaced to meet the needs of the teachers and students here at Three Rings Ranch.

Expenditures

BUDGETED
3010 Title I 14000

ESTIMATED ACTUAL
3010 Title I 14,000

Action **4**

Actions/Services

PLANNED
Provide supplemental materials to improve learning such as software licenses, upgraded technology, library books, grade level core literature books, supplies and materials to implement CCSS.

Purchase office materials to help enhance the CORE program.

ACTUAL
Three Rings Ranch purchased software licenses (AR), library books, grade level core literature books, planners for students to organize and plan for their due assignments, office materials enhancing the CORE program, and \$300 budgets for each classroom.

Provide a designated budget for each classroom.

Expenditures

BUDGETED
3010 Title I 24800

ESTIMATED ACTUAL
3010 Title I 24800

Action **5**

Actions/Services

PLANNED
Staff will participate in the Instructional Rounds process and develop an action plan to improve student learning and engagement based on the findings.

ACTUAL
All Three Rings Ranch Elementary Teachers participated in one of four Instructional Rounds provided this year. An action plan with an instructional focus was developed and implemented through the year.

Expenditures

BUDGETED
0707 LCFF S/C 3500

ESTIMATED ACTUAL
0707 LCFF S/C 3500

Action **6**

Actions/Services

PLANNED
Lease a copier and purchase a maintenance agreement to support implementation of Common Core State Standards learning through resources/instructional materials requiring copying.

ACTUAL
Three Rings Ranch leased a copier and purchased a maintenance agreement for staff use.

Expenditures

BUDGETED
Copiers Maintenance Agreements
3010 Title I 8000

ESTIMATED ACTUAL
3010 Title I 8,0000

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services are in place and implemented school wide.

Teachers have collaborated on implementing California Common Core State Standards and are better equipped to supporting their students in their learning.

Certificated staff are AVID trained and several staff were RCA trained and are ready to implement and share the strategies learned.

Tech equipment have been repaired/replaced and the new materials are in place to support student learning and teacher instruction.

New books, licenses, and planners have been purchased and are in place to support student learning.

An action plan was created and is in place for implementation.

A copier was leased and a maintenance agreement purchased and in place for needed learning materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

A review of stakeholder input revealed teachers were effectively able to collaborate, implement, and align their instruction to the Common Core State Standards; they enjoyed learning the strategies taught at both AVID and RCA; and the repaired/replaced tech equipment and additional materials/resources provided increased opportunities for uninterrupted learning in the classrooms. Stakeholder input also revealed the action plan created through the year provided beneficial learning for the students at Three Rings Ranch.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Based on review of the actions, the following changes will be implemented:

Each grade level will receive only three days of collaboration instead of four. They will also have the opportunity to decide if they would prefer to schedule those days during non student days rather than having sub coverage to be out of the classroom (Action 1)

Only new staff will be provided training in AVID strategies. The main focus for training this year will be on RCA strategies (Action 2).

Less materials and supplies supplementing instruction in ELA Common Core State Standards will be purchased due to the district adoption of a new ELA curriculum which will be implemented this year (Action 4).

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:
Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:
Three Rings Ranch Elementary will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the district facilities for the benefit of the students.

1	2	3	4	5	6	7	8
<u>District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</u>							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
Three Rings Ranch Elementary will use data from Instructional Rounds, Learning Walks, Parent surveys, Staff Surveys and input. Survey of all stakeholders.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Provide a 0.3 FTE Instructional Assistant (IA) to provide direct ELA instruction support to students struggling in the Kindergarten classrooms.

ACTUAL
A 0.3 FTE IA is in place supporting students in ELA in the Kindergarten classrooms.

Expenditures

BUDGETED
3010 Title I 10,000

ESTIMATED ACTUAL
3010 Title I 10,000

Action **2**

Actions/Services

PLANNED
Provide professional development opportunities through conferences and trainings offered in and around the district, coaching for teachers to further enhance best first teaching, coaching for administrators for administrators to develop stronger instructional leader skills in the area of ELA, develop effective skills in analyzing assessment data with the purpose of developing action plans to ensure students are meeting specific content standards, provide collaboration opportunities for teachers and staff members to fully implement action plans for academics and behaviors, and allow teachers release time to participate in professional development including colleague observation and learning walks.

ACTUAL
Staff participated in trainings and conferences such as Illuminate, Equity, Riverside County Office of Education, Math, and California School Employees Association conferences. Coaching was provided for teachers to enhance best first teaching and administrators to develop stronger instructional leader skills in ELA. Effective skills in analyzing assessment data were attained. Sub coverage was provided for teachers and staff members to participate in learning walks, colleague observations, and action plan development.

Expenditures

BUDGETED
5800: Professional/Consulting Services And Operating Expenditures 3010 Title I 13963

ESTIMATED ACTUAL
5800: Professional/Consulting Services And Operating Expenditures 3010 Title I 13500

Action **3**

Actions/Services

PLANNED
1 FTE Math/ELA Intervention Teacher to provide targeted Math and ELA instruction for tier II students in grades 1st-5th.

ACTUAL
1 FTE Intervention Teacher was hired to provide support in ELA and Math for tier II students in grades K-5th.

Expenditures

BUDGETED
0707 LCFF S/C 80,000

ESTIMATED ACTUAL
0707 LCFF S/C 80,000

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

1 0.3 FTE IA is providing ELA support to our struggling Kindergarten students in each of the Kindergarten classrooms.

Trained and coached staff are now applying the skills they learned in their instruction and/or support of other team members.

1 FTE Math/ELA intervention teacher is in place providing tier II academic support to students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Students have received added intervention supports in ELA and/or Math. Certificated and Classified staff received training in Illuminate, Equity, Riverside County Office of Education, Math, and California School Employees Association conferences. The school has created and implemented a school wide intervention schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

To increase the skills of our volunteers and community members in supporting our students, we will include opportunities for them to attend conferences and trainings when applicable (Action 2).

The district is providing 1 FTE intervention to each school site to provide targeted academic instruction in the area of ELA for tier II students in grades K-3. Three Rings Ranch will no longer be funding our own intervention teacher. We will also be looking to reconfigure our intervention schedule (Action 3).

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

The first Tuesday of every month the Leadership team met to discuss student performance on performance indicators and other performance results. Needs and suggestions for meeting those needs were reported and discussed. Input was provided and noted. The ELAC team met eight times throughout the school year to discuss concerns regarding our English Learner population and their families. Input was provided and suggestions were made and noted. The School Site Council team met four times throughout the school year to discuss student performance, site goals and performance, and areas for improvement. Input was provided and noted. A Healthy Kids Survey was sent to families to elicit input on how to support students. Input was provided and noted.

The Leadership Team, English Language Advisory Committee, and School Site Council helped review and develop the SPSA in effort to improve student learning at Three Rings Ranch. Review included a look at district and site goals, and student performance in iReady, the Healthy Kids Survey, and the California School Dashboard. Through their input we were able to revise and finalize the SPSA plan.

The finalized plan was then presented to the entire TRR site team so that planning and preparation could begin for the next school year.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Based on the input from the leadership team, the staff would like to work to improve performance indicators on the California School Dashboard, continue building relationships with parents and community members, attend additional training opportunities, continue receiving additional instructional supplies, collaborate with their grade level teams, have access to materials and resources to support the curriculum and receive intervention support. Their input helped guide the actions taken to support teachers and students in the classroom.

Based on input from the ELAC team, the stakeholders would like to include more involvement with parents at Parent Nights and Parent Meetings; they would like the site to continue monitoring student attendance and academics and celebrating the achievements while also providing resources to the families; they would like to see student performance increase in all areas for all students. Their input helped guide the actions taken to support students and their families in school and at home.

Based on input from the SSC, they indicated they would like to see improved student performance in all areas, increased parent participation in family events and information opportunities, and increased support for students with behavioral and academic needs. Their input helped guide the actions taken to support students in the classroom and at home.

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sean Dickinson	X				
MelanieClark		X			
Robin Loufek		X			
Margarita Ramirez		X			
Rosa Marquez			X		
Catie Mellinger				X	
Dore Nicklaus				X	
Christina Morales				X	
Amalia Betegh				X	
Rosamaria Ming				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:
Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:
Three Rings Ranch Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL	<u>District Strategic Plan: Organizational Core Values 4, 7, 8; Priorities: Instruction 2, 3, 4, 5; Priorities: Resources/Materials/Equipment 5; Priorities: Employees 1.</u>							

State and/or Local Priorities Addressed by this Goal

Identified Need from the Annual Evaluation and Analysis

The development of this goal and the addition of an Intervention teacher who will provide Tier II academic supports and strategic instruction in ELA will help the school to meet the needs of all of our students. This goal will focus efforts on helping decrease the suspension rates of our Foster Youth and SED students through the increased intensive supports they will receive keeping them engaged and focused.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Suspension Rate Indicator	All Students: Orange (3%, +0.4%) English Learners: Green (0.7%, -0.6%) Foster Youth: Red (6.7%, +6.7%) Homeless: Green (1.2%, -0.4%) SED: Orange (3.6%, +0.5%) African American: Blue (0%, 0%) Hispanic: Yellow (2.6%, +0.2%) White: Orange (4.4%, +0.9%)	The site will improve the following categories: All Students: Yellow English Learners: Blue Foster Youth: Orange Homeless: Blue SED: Yellow African American: Blue Hispanic: Green White: Yellow	The site will improve the following categories: All Students: Green English Learners: Blue Foster Youth: Yellow Homeless: Blue SED: Green African American: Blue Hispanic: Blue White: Green	The site will improve the following categories: All Students: Blue English Learners: Blue Foster Youth: Green Homeless: Blue SED: Blue African American: Blue Hispanic: Blue White: Blue
Chronic Absenteeism Indicator	The school's chronic absentee rate is 15% for this school year.	Decrease the chronic absentee rate by 5% to achieve 10%.	Decrease the chronic absentee rate by 5% to achieve 5%.	Maintain the chronic absentee rate by 5%

ADA at 95%	The school met their ADA target of 95% for this school year.	Maintain the ADA target of 95% or better.	Maintain the ADA target of 95% or better.	Maintain ADA target of 95% or better.
TK/K ADA at 95%	The TK/K program ADA rate was 92% for this school year.	Increase the ADA target to 95%.	Maintain the ADA target to 95%.	Maintain the ADA target to 95%.
California Healthy Kids Survey completion	The school had 65% completion rate for their 5th grade students on the California Healthy Kids Survey	Increase the completion rate to 80%.	Increase the completion rate to 90%.	Increase the completion rate to 95%.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Continue to build relationships with parents and the community at the school which will include:

- * utilize Parent Teacher Conferences to connect to our parents and community members
- * support staff to help with translation for any parents who need this support.
- * maintain Parent Nights and Parent Meetings while working to increase attendance to get parents more involved in their students education
- * maintain EL celebrations of academic achievements and improved attendance

Principal
Secretary
Leadership Team

July 1,2016 - June 30, 2019

800 0707 LCFF S/C

Attendance sheets and parent feedback surveys will be used to monitor parent activity in Parent Nights and Parent

Meetings and determine if the resources and supports are beneficial to them. Illuminate and assessment data reports will be used to monitor our EL students' attendance and academic achievements.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Continue to provide supplemental instructional supplies needed for our students which include:
 * Attendance Incentives
 * Classroom budgets
 * Grade level budgets

Administration
 Secretary, Clerks,
 Librarian, Teachers, Specialist, Teachers

July 1, 2016 - June 30, 2019

11,900 0707 LCFF S/C

Staff feedback forms will be used to monitor the supplies needed and provided.

Goals, Actions, & Services 2018-19

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Goal 2

DISTRICT GOAL:

Beaumont Unified School District will ensure a viable 21st century learning environment for all students that includes full access and success in California State Standards & College and Career Preparatory Courses.

SITE GOAL:

Three Rings Ranch Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in California State Standards & College and Career Preparatory Courses.

State and/or Local Priorities Addressed by this Goal

STATE	1	X 2	3	X 4	5	6	X 7	8
COE	9	10						
LOCAL	<u>District Strategic Plan: Essential Goals and Outcomes 2; Priorities: Instruction 2.</u>							

Identified Need from the Annual Evaluation and Analysis

The development of this goal was designed to meet the needs of all of our students providing them opportunities to stay more engaged, receive additional support from teachers, and better focus on strategies that support the ELA curriculum. This goal was designed to help all students, especially our SED students, in their English Language Arts rates based on the California Dashboard through additional strategies and support in ELA.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
English Learner Progress Indicator	The Fall 2017 California School Dashboard report indicated Green	Increase to Blue	Maintain Blue	Maintain Blue
Implementation of AVID WICOR strategies, as measured by Progress Adviser walk-through data.	The site observed WICOR strategies 84.2% of the time in their walk-through activities.	Increase observation rate to 90%	Increase observation rate to 95%	Maintain observation rate of 95%
Implementation of the districts newly adopted ELA curriculum as measured by Progress Adviser walk-through data.	The site will be implementing the new curriculum this school year.	Establish an observation rating of 85%	Increase the observation rating to 90%	Increase the observation rating to 95%
i-Ready Scaled Score growth between Diagnostic #1 and #3	2017-18 student growth to targeted growth: Math 92% ELA 96%	Increase student growth to: Math 95% ELA 98%	Increase student growth to: Math 98% ELA 100%	Increase student growth in to Math 100% Maintain student growth in ELA at 100%

English Language Arts Performance Indicator	All Students: Yellow SED: Orange English Learners: Orange White: Yellow Hispanic: Orange	Improve to the following: All Students: Green SED: Yellow English Learners: Yellow White: Green Hispanic: Yellow	Improve to the following: All Students: Blue SED: Green English Learners: Green White: Blue Hispanic: Green	Improve to the following: All Students: Blue SED: Blue English Learners: Blue White: Blue Hispanic: Blue
Mathematics Performance Indicator	All Students: Green SED: Yellow English Learners: Green White: Yellow Hispanic: Yellow	Improve to the following: All Students: Blue SED: Green English Learners: Blue White: Green Hispanic: Green	Improve to the following: All Students: Blue SED: Blue English Learners: Blue White: Blue Hispanic: Blue	Maintain to the following: All Students: Blue SED: Blue English Learners: Blue White: Blue Hispanic: Blue

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	English Learners	Foster Youth	X Low Income
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ACTIONS/SERVICES

Continue to provide a rigorous curriculum to our students by allowing each grade level team of teachers three days of collaboration to review and analyze data in order to plan and provide instruction that is differentiated to meet the ever changing needs of their students. This will be monitored through staff feedback surveys.

Administrator Leadership Team
Secretary

July 1,2016 - June 30, 2019

4,500 0707 LCFF S/C

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

<p>Continue to provide academic and behavioral supports for students in need of added supports. Provide sub coverage for teachers to attend IEPs and EMTS in an effort to discuss concerns, provide input for supporting the student, and share their own needs of support to effectively implement the individualized plans and supports to ensure student success. The supports and success of interventions will be monitored and reviewed through the MTSS model and through the EMT and IEP processes.</p>	<p>Teachers, Administrators</p>	<p>July 1, 2016 - June 30, 2019</p>	<p>8,100 0707 LCFF S/C</p>
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
---------------------------------------	------------------	--------------	------------

ACTIONS/SERVICES

<p>Continue to provide teachers supplemental materials and resources, which may include books and/or book sets, software licenses such as Accelerated Reader, and</p>	<p>Administrator Leadership Team Secretary</p>	<p>July 1, 2016 - June 30, 2019</p>	<p>4,500 0707 LCFF S/C</p>
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classroom budgets to purchase educational supplies needed to teach to the standards and provide effective instruction and learning opportunities for all students in their classroom. This will be monitored through staff feedback surveys.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
---------------------------------------	---	----------------------------	-----------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
---------------------------------------	------------------	--------------	------------

ACTIONS/SERVICES

Continue to ensure that teachers have access to the making necessary copies to enhance their instruction. Maintain the copier performance and purchase agreement. This will be monitored through staff feedback surveys.	Administrator, Secretary	July 1,2016 - June 30, 2019	6,100 0707 LCFF S/C
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Provide support to the District LCAP-funded	School Principal in consultation with Instructional Support Services	Ongoing	45,000 3010 Title I
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Intervention Teacher in supporting students through comprehensive academic interventions with a targeted focus on Tier II students most at-risk of not meeting state standards by the end of 3rd grade. Particular emphasis will be on early literacy support. Progress will be monitored through the district purchased intervention curriculum assessments, iReady data, and classroom performance.

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:

Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:

Three Rings Ranch Elementary will provide an optimum learning and working environment by employing highly qualified certificated, classified, and substitute employees and maintaining the district facilities for the benefit of the students.

State and/or Local Priorities Addressed by this Goal

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL	<u>District Strategic Plan: Priorities: Instruction 1; Priorities: Resources/Materials/Equipment 1, 2, 4,5; Priorities: Employees 1, 3.</u>								

Identified Need from the Annual Evaluation and Analysis

The development of this goal was designed to help the school meet the needs of all students providing additional Intervention ELA support to Tier 2 students requiring a more strategic instruction in ELA. This will help all students, especially our EL students, in their English Language Arts rates based on the California Dashboard because they will get an increased number of strategies and more intensive support.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Provide required instructional materials to all students.	100% of the students have access to a Chromebook, textbooks, and other instructional materials.	Maintain 100% access.	Maintain 100% access.	Maintain 100% access.
Site is maintained in good repair	Measured good rating with each system.	Measured good rating with each system.	Measured good rating with each system.	Measured good rating with each system.
Ensure all teachers are fully credentialed and placed in their appropriate settings.	100% fully credentialed teachers and class assignments.	Maintain 100% fully credentialed teachers and class assignments.	Maintain 100% fully credentialed teachers and class assignments.	Maintain 100% fully credentialed teachers and class assignments.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	<u>[Specific Student Group(s)]</u>
---------------------------------------	---	----------------------------	------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	Foster Youth	Low Income
---------------------------------------	--	--------------	------------

ACTIONS/SERVICES

Continue to provide a 0.3 FTE IA to assist Kindergarten teachers in supporting core ELA instruction to their students. Identify students in need of additional support through curriculum assessments and iReady data. Review curriculum assessments and iReady data to monitor these student groups and provide fluidity within the groups. Staff feedback forms will determine the benefits of the 0.3 FTE IA.

Administration
Leadership Team
Secretary

July 1, 2016 - June 30, 2019

7,804 3010 Title I

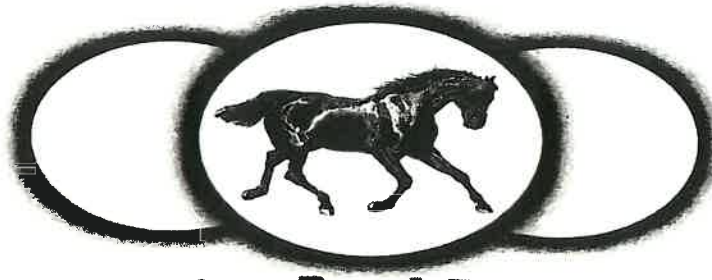
Centralized Services for Planned Improvements in Student Performance

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Three Rings Ranch Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's parent and family engagement reservation to support the district-wide parent academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy		Title I	1,000



Mr. Sean Dickinson
Principal

Dr. Mariana Ryan
Assistant Principal

Three Rings Ranch Elementary

1040 Claiborne East Avenue, Beaumont, CA 92223
Phone: (951) 845-5052

School Website: <http://threerings-beaumont-ca.schoolloop.com>

Mr. Terrence Davis
District Superintendent

Mr. Shawn Mitchell
Assistant Superintendent
Personnel Services

Mr. Timothy Knapp
Assistant Superintendent
Instructional Support Services

Mrs. Penni Harbauer
Assistant Superintendent
Business Services

Three Rings Ranch Elementary School Parental Involvement Policy

Note: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy which contains information required by Section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

* * * *

PART I: GENERAL EXPECTATIONS

Three Rings Ranch Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents of participating children, a School Parental Involvement Policy.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform way. To the extent practicable, the school will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school will offer a flexible number of meetings.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out the programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II: IMPLEMENTATION OF REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Three Rings Ranch Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.
 - Three Rings Ranch Elementary School Site Council will annually appoint a subcommittee of its members, including parents and school staff, to provide ongoing evaluation and implement updates to the

School Parental Involvement Policy.

2. Three Rings Ranch Elementary School will take the following actions to distribute to parents of participating children and the local community the School Parental Involvement Policy.
 - The policy will be given to parents at the beginning of each school year. It will also be posted on the school website for community access. Updates will be distributed in regular school mailings as applicable.
3. Three Rings Ranch Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.
 - The School Parental Involvement Policy will be updated annually or as needed during the school year.
4. Three Rings Ranch Elementary School will inform parents of the following at its annual Back to School Night:
 - that their child's school participates in Title I.
 - about the requirements of Title I.
 - of their rights to be involved.
 - the state's academic content standards.
 - the state's student academic achievement standards.
 - the state and local assessments including alternate assessments.
 - how to monitor their child's progress, and
 - how to work with educators.
5. Three Rings Ranch Elementary School will provide timely information about the Title I program to parents of participating students in a timely manner.
6. Three Rings Ranch Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at its Back to School Night and as applicable.
7. Three Rings Ranch Elementary School will provide parents of participating children if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
 - Educational Monitoring Team meetings with parents and teachers.
 - IEP meetings with parents, teachers, and school administrators/designees for qualified students.
 - 504 Plan meetings with parents, teachers, and school administrators/designees for qualified students.
8. Three Rings Ranch Elementary School will submit to the district any parent comments if the schoolwide plan under section 1114(b)(2) is not satisfactory to parents of participating children.
9. Three Rings Ranch Elementary School will convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved.
10. Three Rings Ranch Elementary School involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Three Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involving parents and the community improve student academic achievement, through the following activities specifically described below:
 - Educational Monitoring Team meetings designed to develop a coordinated approach between home and school to improve student achievement
 - Implement Connect-Ed phone messages, allowing more frequent and immediate messaging from school to parent
 - At least once each trimester, send updated progress reports to all parents detailing their child's progress in each class
 - Keep the school website current and up-to-date to provide immediate access to information
2. Three Rings Ranch Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievements, such as literacy training, using technology, as appropriate, to foster parental involvement by:
 - Providing periodic workshops in cooperation with district programs which may include such topics as Community Based English Training, internet safety, personal safety, health and nutrition, and parenting exceptional learners.
 - Implementation of the Family Literacy Project.
 - Family Fun Nights sponsored by PTA
 - Read Across America

3. Three Rings Ranch Elementary will, to the extent feasible and appropriate, ensure that information related to the school and parents (programs, meetings, and other activities) is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. This would also apply to public announcements made via the automated phone messaging system.
4. Three Rings Ranch Elementary will maintain support for Three Rings Ranch 's Parent Teacher Association.
5. Three Rings Ranch Elementary will encourage parent volunteerism in the classroom and at extra-curricular activities.
6. Three Rings Ranch Elementary will assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children.
7. Three Rings Ranch Elementary will provide materials and training to help parents work with their children to improve their children's achievement.
8. Three Rings Ranch Elementary will educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
9. Three Rings Ranch Elementary will coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
10. Three Rings Ranch Elementary will distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
11. Three Rings Ranch Elementary will provide such other reasonable support for parental involvement activities under this section as parents may request.
12. Three Rings Ranch Elementary and Beaumont Unified School District will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.
13. Three Rings Ranch Elementary provide parents of participating students with timely information about Title I programs.
14. Three Rings Ranch Elementary will provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
15. Three Rings Ranch Elementary will provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.
16. Three Rings Ranch Elementary will distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A (Targeted Assistance) programs, as evidenced by the Three Rings Ranch School Site Council. This policy was adopted by the Three Rings Ranch Elementary School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A (Targeted Assistance) children, as well as made available to the local community. Three Rings Ranch Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, a copy of this policy will be provided to parents in a language the parents can understand.


I can verify that this plan has been reviewed and approved by the Three Rings Ranch Elementary School Site Council.



 SSC Chairperson

9/26/17

 Date



 Principal

9-26-17

 Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program 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):

School Health Council

Signature

Public Notice Posted: -

Governing Board Reviewed: -

School Site Plan Approved:

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.

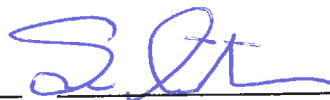
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on May 14, 2018.

Attested:

Sean Dickinson

Typed Name of School Principal



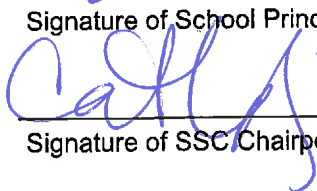
Signature of School Principal

5-21-18

Date

Catie Melinger

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-21-18

Date