

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	South Lake Middle School
Address	655 West Yale Loop Irvine, CA 92614
County-District-School (CDS) Code	30-73650-6111876
Principal	Belinda Averill
District Name	Irvine Unified School District
SPSA Revision Date	November 14, 2018
Schoolsite Council (SSC) Approval Date	November 14, 2018
Local Board Approval Date	

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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Section 1: Executive Summary

Story: Briefly describe the students and community and how the school serves them.

South Lake Middle School is a comprehensive middle school serving 730 7th and 8th grade students. South Lake opened in the 1994-1995 school year in the Woodbridge community in South Irvine. At South Lake, we believe all students will become intellectual risk takers who will persevere within a safe, yet rigorous learning environment to navigate college and career options with confidence, skills, and diligence. Our South Lake staff is highly dedicated to ensuring that all students have the opportunity and support to be able to do this. Our teachers meet regularly within their Professional Learning Community teams to co-create and co-plan courses aligned with Common Core State Standards or Next Generation Science Standards. It is our belief that all students will learn rigorous and relevant material in a supported learning environment. At South Lake we use Positive Behavior Intervention Systems to support students' social, emotional, and behavior development through South Lake Cares: Take Care of Yourself, Take Care of Each Other, Take Care of Our School. We teach what it means to care for yourself, each other and our school both inside and outside the classroom. Our student population is highly diverse including 107 (14%) English Learners, 248 (34%) FRPM, 82 ((11%) Students with Disabilities including one categorical and two non-categorical program offerings, and 181 (25%) G.A.T.E. Identified. South Lake became a full Title I school in the 2017-2018 school year expanding supports and resources for all students. This has allowed South Lake to have a 1:1 ratio of devices (Chromebooks) for students to use in class, reduced class sizes, intervention classes for students in math, reading and executive functioning, and additional Instructional Assistant and Counselor support.

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

Our goals outlined in the SPSA are designed to:

1. Increase student learning and achievement in English Language Arts (reading and writing) and Math.
2. Promote and improve student's social and emotional learning schoolwide (including student engagement, intellectual risk-taking, stress management).
3. Using the PLC/TLC model, staff at South Lake will use data to make decisions about student learning (school wide PLC).

Using data from the California Dashboard indicators, PBIS data, Climate Survey data, and local data, South Lake has:

- identified specific sub-groups of students to target supports and resources to increase academic achievement and/or social/emotional growth and development.
- identified specific skills to target for all students to increase academic achievement.
- identified and allocated appropriate resources to meet student and staff needs.

Section 2: Needs Assessment

Guiding Questions

The guiding questions below reflect each of the four district LCAP goals. As you consider each question, identify site strengths and areas for potential improvement. Relevant data sources and questions to consider are included below each question. Bold data sources indicate required data elements, while other data sources and questions simply serve as suggestions to guide your thinking. Student Performance Data tables are available in Appendix B to support your analysis.

1) Have all students attained proficiency in the current content standards?

- **RELEVANT DATA SOURCES:**
 - **CA Dashboard (Required)**
 - Universal Screening Assessments (K-8)
 - District End of Course Exams
 - Common Formative Assessments
- **QUESTIONS TO CONSIDER:**
 - Are there any content areas or grade levels that may benefit from additional support?
 - Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

Summary of Analysis – (include any gaps in student achievement by subgroup)

An analysis of SLMS CAASPP data shows that our subgroups of learners are making gains. Analysis also shows that our students not falling into subgroups are not making gains.

ELA Proficiency	% Change	Math Proficiency	% Change
S.E.S. Yes	Increased	3%	Same
S.E.S. No	Decreased	5%	Decreased 5%
E.L. Yes	Same	Increased	6%
E. L. No	Decreased	2%	Decreased 6%
SWD Yes	Increased	4%	Increased 4%
SWD No	Decreased	4%	Decreased 5%

While students identified as S.E.S. Yes, E.L. Yes or SWD Yes are making gains, an achievement gap continues to exist.

ELA % Proficiency		Math % Proficiency
S.E.S. Yes	49%	41%
S.E.S. No	77%	73%
E.L. Yes	29%	44%
E. L. No	75%	66%
SWD Yes	30%	29%
SWD No	73%	67%

2) Do all staff and students have access to rigorous and relevant learning tools, resources, and skills?

- **RELEVANT DATA SOURCES:**
 - BrightBytes Survey
 - School technology access
 - Professional Learning Plan
- **QUESTIONS TO CONSIDER:**
 - What additional tools, resources, or trainings are needed?
 - What needs would these tools, resources or trainings serve and for whom?

Summary of Analysis

SLMS is one-to-one with devices on campus. Both our BrightBytes and Climate Survey show that our teachers use technology in the classroom regularly, students report having sufficient resources (including technology) to use at school, and that students have the knowledge to use technology responsibly, in real-world scenarios, and to create products. At this time, SLMS staff strongly endorse using technology to enhance student engagement, and half of teachers use the technology to Augment, Modify and Redefine technology in their design of instruction, curriculum and assessment. SLMS TAC team regularly provides staff training based on needs assessment (end of year staff survey).

Climate Survey Data:

97% of teachers, 88% of students, and 93% of parents express that technology is used to learn. All three stakeholder groups agree there is access to technology for students in the classroom (84% of parents and teachers, 94% of students).

At this time, SLMS does not have significant technology needs. SLMS TAC team will continue to provide professional learning for teachers.

3) Does our school have a positive school culture and system of supports for student personal and academic growth?

- **RELEVANT DATA SOURCES:**
 - **Annual Survey (Required)**
 - Office discipline referrals (SWIS Data), suspensions and expulsions
 - Attendance data
 - Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
 - Records of school support systems and processes, including available interventions and enrichment supports
- **QUESTIONS TO CONSIDER:**
 - What are some areas of potential growth within our school culture and climate?
 - What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
 - How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

Summary of Analysis

Climate survey results show that overall student misconduct or student behaviors are an area to address.

- Although the rate of bullying has decreased yearly, 28% of parents and 17% of students, report bullying is a problem.
- 33% of parents, 45% of students, and 21% of teachers claim that too many students misbehave in class.
- 61% of parents, 31% of students (drop of 16%), and 63% of teachers (drop of 25%) report students treating each other with respect. This is a significant drop from last year.
- The rate of students that pay attention in class also decreased across all three stakeholder groups.
- There is an increase in students and parents belief that there is a drug/alcohol problem on campus (this should probably be revised to include vaping).
- Through analysis of open ended responses the second highest area rated by students fall into the category of student discipline and disruptions.

South Lake's PBIS implementation is very strong, and we are a Silver level PBIS Implementation school with very strong PBIS structures in place as pro-active measures. We have a very supportive staff (highly endorsed by Climate Survey), and we have taken steps to address the rise in student behavior disruptions by formalizing tight agreements amongst staff regarding student supervision, minor disruptions, and classroom expectations. These practices will be continually reviewed and we will use assertive discipline data to track our progress with this.

SLMS also invests in academic supports through course offerings, class size reduction, and additional staff support through Title I funding. SLMS uses several data points to assess the effectiveness of academic interventions (Math Lab, Reading Lab and Guided Studies) including benchmark data (STAR Renaissance), grades, Read 180 and ST Math data. Our Student Intervention Team is diligent in identifying students in need of Tier 2 & Tier 3 supports.

4) Does our school communicate effectively and form strategic alliances to secure the support and resources necessary to deliver our vision?

- **RELEVANT DATA SOURCES:**
 - **Annual Survey (Required)**
 - SSC participation and attendance at PTA Meetings
 - Communication plans or site procedures
 - Community partnerships
- **QUESTIONS TO CONSIDER:**
 - What aspects of communication and parent engagement might be improved?
 - What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Summary of Analysis

South Lake provides multiple opportunities for parent engagement including: Welcome Back Coffee, Monthly PTSA Meetings, School Site Council Meetings, English Language Advisory Committee, and Title I Parent Night. South Lake also hosts Tuesday Talks for both students and parents with topics such as: Current Trends in Drug use for Teens (Vaping), Navigating Divorce, Executive Functioning Skills, Canvas & Parent Portal Orientation, Bullying, and other topics based on student/parent feedback. For more timely communication, the Principal sends out a bi-weekly Newsletter to the entire school community including current information about the school, events, and community partnerships. For input from parents, South Lake sends electronic surveys through email.

Summary of Needs

Areas in Which School has Made Progress

South Lake has made progress in the following areas:

- increasing proficiency levels in math and ELA for significant subgroups
- using technology to engage students in the classroom
- strong PLC culture on campus where all courses are co-planned and co-assessed
- strong implementation of PBIS school-wide
- positive relationship with parents/community members
- highly supportive staff
- multiple Tier 2 & Tier 3 interventions to address academic, behavior and social/emotional needs of students

Prioritize Two or More Key Areas of Need That Your School Will Address This Year

South Lake will address the following:

- increasing ELA & Math proficiency levels for all students with emphasis on: closing the achievement gap for SES, SWD and EL students, and increasing proficiency levels for students not SES, SWD, or EL.
- develop, implement, and monitor the effectiveness of common school-wide practices that reduce disruptions both in the classroom and outside the classroom.

Section 3: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

- South Lake will increase ELA & Math proficiency levels for all students with emphasis on: closing the achievement gap for SES, SWD and EL students, and increasing proficiency levels for students not SES, SWD, or EL.
- Through PLC efforts, all subject areas have identified areas for emphasis to focus on using The Learning Cycle as the process for identifying students that need intervention or enrichment.
 - South Lake staff will work as a school-wide PLC to further develop assessment practices that foster and improve student learning. The emphasis on this will be around defining mastery of learning to better identify grading practices reflective of this.

Select from New, Modified or Unchanged

Modified

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Basis for this Goal – Describe how the goal and actions support the identified “Key Areas of Need” in Section 2 – Needs Assessment.

CAASPP data - increasing ELA & Math proficiency levels for all students with emphasis on: closing the achievement gap for SES, SWD and EL students, and increasing proficiency levels for students not SES, SWD, or EL.
Climate Survey Data - need to increase student engagement, perception about schoolwork being challenging, and inconsistencies in responses about homework.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	ELA SES - 49% ELA EL - 29% ELA SWD - 30% Math SES - 41% Math EL - 44% Math SWD - 29%	Students identified as SES, SWD and/or EL will increase proficiency in ELA & Math by 3%.
CAASPP Math	ELA Not SES - 77% ELA Not EL - 75% ELA Not SWD - 73% Math No SES - 73% Math No EL - 66% Math No SWD - 67%	Students not identified as SES, SWD and/or EL will increase proficiency in ELA & Math by 3%

Metric/Indicator**Baseline****Expected Outcome**

STAR Renaissance IRL

124 7th graders and 107 8th graders currently read at an instructional level below middle school.

Reduce the number of students below middle school by 25%.

Reading Lab

Student enrolled in Reading Lab have entered multiple years below grade level in their reading skill.

Make more than one year's growth for all students enrolled by the end of the year.

Planned Strategies/Activities

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Proposed Expenditure and Funding Source	
1.	Library Media Tech support for all students.	All Students	Aug - June	LCAP B	\$11,000
2.	PLC Facilitator Coach	Math	Aug - June	Gift	\$7,000
3.	Title I Support Personnel	Instructional Assistants to support students in: Guided Studies, Reading Lab, Math Lab, Math 8, Science 7, Science 8, Sheltered History, Sheltered ELA	Aug - June	Title I	\$5,900
4.	ELL Support Personnel	Instructional Assistants to support students in: Science 7, Science 8, Sheltered History, Sheltered ELA, PE	Aug - June	LCAP B	\$5,000
5.	Title I Teacher/Classes	Students in Guided Studies 7&8, Math Lab 7&8, Reading Lab 7&8, Math 8 Co-teach	Aug - June	Title I	\$25,000
6.	Summer Release Days for PLC teams	All PLC teams	June - Aug	LCAP S	\$32,000
7.	Department Chair Stipend	All subject areas	Aug - June	LCAP B	\$83,300
				LCAP B	\$7,000
				LCAP B	\$2,800

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Proposed Expenditure and Funding Source
8.	Coordinator Stipends for: ELD/ELAC , Title I, Intervention Lead Teacher	Students designated as EL and/or SES, or At-Risk	Aug - June	Dist. \$4,500
9.	Purchasing for Snap N'Read License for all students (text-speech) & lexile leveled reading novels	All Students	Aug - June	Lottery \$2,500
10.	Purchasing for BrainPop license to use for introduction, re-teach and/or review of curricular content.	All Students	June	Title I \$1,795

Describe how the above actions/services will support the school in meeting this goal.

Additional support in the classroom will help to provide additional academic, behaviors and emotional support for all students. Technology purchase will help in building student fluency skills, Other leadership actions will help SLMS continue to monitor, reflect, and adjust needs of specific subgroups of students and/or all students throughout the year.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

In order to address social/emotional & positive behavior student needs identified in the climate survey, SLMS will increase student engagement through use of cross-curricular conversational discourse in class.

- South Lake will use PBIS structures, MTSS support for Tier 2 & 3 interventions, and common school-wide behavior expectations to minimize disruptions and/or meet the needs of students experiencing crisis/trauma.
- South Lake will use resources in the classroom to support student engagement (ie. furniture, technology)

Select from New, Modified or Unchanged

New

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
- LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
- X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
- X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Basis for this Goal – Describe how the goal and actions support the identified “Key Areas of Need” in Section 2 – Needs Assessment.

Climate Survey data about classroom disruptions, student engagement, and stress.

PBIS FIA - South Lake identified need to formalize Tier 3 intervention plan and explore school-wide social/emotional learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Climate Survey		
Student Intervention Team		
SWISS (PBIS data)	PBIS identified the following areas to target this year - academic honesty, language, & classroom disruptions as areas to gather data on.	Reduction in the frequency of student classroom disruptions and violations of academic honesty.
MTSS	According to FIA assessment, SLMS is in need of developing and implementing formal Tier 3 Intervention plans for students in need.	Develop & implement formal Tier 3 Intervention plan for students in need.

Planned Strategies/Activities

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Proposed Expenditure and Funding Source (itemize for each source)
1.	Wellness Counselor	Students/Families in need of Tier 3 Intervention for social/emotional needs	Aug - June	Title I \$5,000
2.	PBIS Coordinators	All students and staff	Aug - June	Dist. \$1,500
3.	Parent Outreach (Tuesday Talks, Title I Parent Night etc.)	All students and families	Aug - June	Title I \$2,200
4.	MTSS Release Days	All students and teachers	Aug - June	LCAP B \$1,000
5.	Professional Development Conferences - Mindfulness, Engagement	All staff	Aug - June	Gift \$2,000
6.	Title I Counselor	Title I students/families in need of Tier 2 and Tier 3 social/emotional intervention and support	Aug - June	Title I \$50,000
7.	Flexible Furniture - desks/stools/chairs	All students	Aug - June	Title I \$39,500
8.	Sole Sisters & Guys Got Game	Students in either program	Sep - May	LCAP B \$3,000
9.	Incentives/Resources for students through PBIS	All students	Aug - June	LCAP B \$2,000
				Title I

Describe how the above actions/services will support the school in meeting this goal.

Additional counseling (Title I & Wellness) supports Tier 2 & Tier 3 intervention options for students with emotional needs. Incentives, Tuesday Talks and furnishings support both student and parent engagement.

Section 4: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

- English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
- Activities, strategies, and Professional learning are designed to:
 - Create a culturally and linguistically responsive learning environment
 - Include parent and family engagement that enhances learning support for their children
 - Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
 - Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
 - Provide authentic practice and application for oral and written language skills development
- Staff use formative assessment to:
 - Understand, monitor, support, and report student learning and acquisition of language
 - Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

ELL students are one of the targeted subgroups identified through CAASPP data.

Specific intervention outlined in this plan include:

- Instructional Aid support in core classes (ie, Math, Science, ELA, & History)
- School-wide focus on cross-curricular conversational dialogue
- Supported classes in English Language Arts & History
- Snap N'Read (text-speech software)
- Lexile leveled reading texts
- EL Coordinator

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

- Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
 - The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
 - The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

SES students are one of the targeted subgroups identified through CAASPP data.

Specific intervention outlined in this plan include:

- Intervention classes ie. Reading Lab 7&8, Math Lab 7&8, Guided Studies 7&8
- Co-teach Math 8

- Instructional Aid support in Math & Science
- Parent Engagement - Tuesday Talks
- Wellness Counseling
- Title I Counseling
- Flexible furniture options (engagement)
- Tier 3 supports
- Title I Coordinator & Intervention Lead Teacher

Section 5: Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed on the following page reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

State Programs	Preliminary Allocation (Fall)	Final Allocation (Spring)	Amount Allocated in SPSA	Unallocated Balance
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$97,765.00		31,800	65,965
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$49,989.00		32,000	17,989
Lottery Funds Purpose: Purchase site instructional materials	\$7,380.00		2,500	4,880
Total amount of state categorical funds allocated to this school	\$155,134		66,300	88,834
Federal Programs	Preliminary Allocation (Fall)	Final Allocation (Spring)	Amount Allocated in SPSA	Unallocated Balance
Title I, Part A: Allocation (USD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$207,472.00		213,695	-6,223
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$			0
Total amount of federal categorical funds allocated to this school	\$207,472		213,695	-6,223
Total amount of state and federal categorical funds allocated to this school	\$362,606	\$	\$279,995	\$82,611

2018-19 IUSD Professional Learning Plan

2018-19 Contractually Required Professional Learning

Sites need to identify 12 hours of additional professional learning that is developed in alignment with ITA contract 10.7.5. If your site has approved waiver day(s), record 6 hours each day. Some boxes may be left empty but hours must equal 12.

ITA Agreement, Section 10.7.5:

In addition to the calendars referenced in 10.7.2, 10.7.3, and 10.7.4, there shall be an **additional twelve hours** of mandatory staff developments for all bargaining unit members.

- 10.7.5.1: The additional mandatory staff of:
 - Two (2) six (6) hour days or
 - One (1) six (6) hour day and six (6) distributed hours or
 - Twelve (12) distributed hours or
 - Other structures equivalent to twelve (12) hours
- 10.7.5.2: The plan for and structure of the additional mandatory staff development time shall be decided upon collaboratively between the site administrator and the bargaining unit members at the site.
- 10.7.5.2.1: The agreed upon structure of the staff development for the subsequent year shall be submitted to the Irvine Teachers Association by the site administrator or designee no later than May 1 of each year.
- 10.7.2.2.2: Any site plan and/or structure for the staff development that requires a work year of other than those referenced in 10.7.2, 10.7.3 and 10.7.4 shall require a Contract Waiver through the Irvine Teachers' Association.

Number of Hours	Waiver Day or PL Session	Date/Time	Content/Outcomes Identify which SPSA goal this PL supports.	Person Responsible
2	PL	9/22/18 12pm	Technology in classroom & Classroom Management Goal #1 & #2	PBIS TOSA, TAC TOSA
2	PL	9/23/18 1pm	PBIS & Behavior Expectations Goal #2	PBIS Coordinators, Asst Principal
6	PL	10/8/18	Site PLC: Review of School Data (CAASPP, Climate Survey, STAR) to identify & prioritize schoolwide needs Goal #1 & #2	Principal & PLC FC's
1	PL	10/24/18	Suicide Prevention	Counselors
1	PL	12/4/18	Student Shadowing Share-out Goal #2	Teachers
Total: 12	MUST EQUAL 12 HOURS			

Section 6: Stakeholder Engagement

SPSA Development

Involvement process for SPSA development and Annual Evaluation:

How, when and with whom did the school consult as part of the planning process for the SPSA development?

All stakeholders had the opportunity to provide feedback through completion of the annual Climate Survey to gather input about SLMS's instructional program, climate, facilities, resources, etc. (January)

South Lake staff participated in process to review school-wide data (ie. CAASPP, Climate Survey) and local data (STAR Renaissance) to identify and prioritize school needs. (October)

South Lake PLC teams identified specific goals within each subject area during summer release days. (June - Aug)

South Lake parents through PTSA and SSC provide feedback and input about goals. (Sep - Nov)

South Lake MTSS Team used PBIS & FIA assessment/rubric to identify MTSS needs. (September)

How did these consultations impact the development of the SPSA for the upcoming year?

All processes contributed to the identification of academic, behavior and social/emotional learning goals.

School Site Council Membership

The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Belinda Averill	1				
Adrienne Miyadi			1		
Denise Espinosa			1		
Komal Achhnani		1			
Jason Genier		1			
Melanie Forehan-Kelly		1			
Chris Shea				1	
Kristin Gudmundsdottir				1	
Cindy Walters				1	
Nanami Yamakawa					1
Mia Phelps					1
Keren Brown					1
Bryn Mathison (alt voting member - Parent)					
Wendy Cao (alt voting member - Student)					
Numbers of members of each category	1	3	2	3	3
(Totals of Group A and Group B must equal)	Total Group A: 6			Total Group B: 6	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
 - a. The development of the section in the SPSA pertaining to EL students' education
 - b. The development of the school's needs assessment
 - c. Implications of language census for translation requirement
 - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

☒ Site has chosen to combine SSC and ELAC using the above guidelines.

OR

Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Section 7: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

X Special Education Advisory Committee

X Gifted and Talented Education Program Advisory Committee


Other committees established by the school or district (list):



Signature



Signature



Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/14/2018

Attested:

Belinda Averill

Typed Name of School Principal



Signature of School Principal

11/14/18

Date

Adrienne Miyadi

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/15/2018

Date

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

1. Executive Summary

Story: Briefly describe the students and community and how the school serves them. What makes this school unique?

SPSA Highlights: Once you have completed the SPSA, provide a brief summary of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals. This is your “elevator speech”.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

CA Dashboard (Required)

Universal Screening Assessments (K-8)

District End of Course Exams

Common Formative Assessments

Questions to Consider:

Are there any content areas or grade levels that may benefit from additional support?

Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

BrightBytes Survey

School technology access

Professional Learning Plan

Questions to Consider:

What additional tools, resources, or trainings might be needed?

What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Goal History: Select if the goal is "New", "Modified" or "Unchanged".

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

Basis for this Goal: Describe the basis for establishing the goal. The goal should be based upon one or more of the key areas identified in needs assessment.

Expected Annual Measurable Outcomes: In the table, identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Planned Strategies and Activities:

- Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)
 - ***Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.
- Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
- Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

- **Proposed Expenditure and Funding Source:** For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

4. Supporting Targeted Groups

Directions included in the document.

5. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

- **Preliminary Allocation:** This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
- **Final Allocation:** Adjustments will be completed when final allocations for State and Federal programs have been determined. (Completed by the district in spring)
- **Funds Allocated in Plan:** Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)
- **Unallocated Balance:** Remaining funding available that has not been allocated in the SPSA. The total reflects the difference between the Preliminary Allocation and the Funds Allocated in Plan.

Planned Strategies and Activities:

Contractually Required Professional Learning Plan: Indicate in this section the date, time, content, outcomes, SPSA goal(s) supported and the person responsible as related to each professional learning event. Include professional learning in this plan to meet the 12 hours of contractual professional learning only.

6. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: Directions included in document.

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

7. Recommendations and Assurances

Recommendations and Assurances Attestation: Completion of this section indicates to the IUSD Board of Education that the School Site Council and Principal acknowledge the components of the attestation.

8. Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes: For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities: Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

For additional questions or technical assistance related to completion of the SPSA template, please contact the Student Support Services Department or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.5%	0.27%	3	4	2
African American	3.7%	4.6%	4.61%	26	34	34
Asian	32.3%	31.1%	32.43%	228	232	239
Filipino	2.7%	3.4%	3.66%	19	25	27
Hispanic/Latino	14.9%	13.5%	14.65%	105	101	108
Pacific Islander	0.3%	0.3%	0.14%	2	2	1
White	41.5%	40.7%	37.58%	293	304	277
Multiple/No Response	4.1%	0.1%	0.14%	29	1	1
Total Enrollment				706	747	737

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	0		0
Grade 7	366	364	355
Grade 8	379	383	382
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	745	747	737