

The Single Plan for Student Achievement



School: Nellie N. Coffman Middle School

CDS Code: 33-67173-6059091

District: Palm Springs Unified School District

Principal: Carlos Flores

Revision Date: 7/1/17 - 6/30/18

X This certifies that updates to my SPSA are completed

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Nellie N. Coffman Middle School's Vision and Mission Statements

School Vision

The purpose of NNCMS is to provide our students with a stimulating interactive learning environment in which to thrive. An integrated effort by all stakeholders will ensure that students become lifelong learners and reach their academic, social, and emotional potential. Through assessment, collaboration, interventions, and enrichment students will be provided with multiple opportunities for excellence and to find a pathway toward their goals.

The Mission of Nellie Coffman Middle School is to promote bilingualism, college to career to readiness and the growth mind set all students need to persevere through their challenges.

School Profile

Nellie N. Coffman Middle School serves a diverse population of 1102 6th, 7th and 8th grade students. Situated on the boundaries of Cathedral City and Rancho Mirage, the campus boasts sweeping views of the surrounding mountains. NNC carries a proud tradition of academic excellence, pride in a bilingual student culture with strong connections to the community. Our efforts focus on assisting every student to reach their potential and to continuously improve our instructional approaches. We use district-approved curriculum to design instruction for our students in the California Common Core State Standards for their grade levels. We have a rich electives program designed to meet the adolescent learners need to explore. Students have multiple opportunities to experience a variety of integrated arts and fields of study that will lead them to high school academies that emphasize college and career readiness..

We provide Special Education services for students who qualify with special needs, including a program that teaches life skills and one that offers a 'Full Inclusion/Consult' delivery model that reflects grade level content and performance standards and ensures access to the core curriculum for all students. Students are then grouped for instructional purpose according to their assessed performance. Following assessment, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction collaboration, and a variety of differentiated instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.) Identified special education services are delivered through pull out programs or within the regular education classes through co teaching, classroom support and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the special education department and site funds.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent Title 1 Survey Results:

There was a decrease in the number of completed Title One Parent surveys this year to 256 surveys.

Communication:

100% of the parent responses included that they had communication of some sort with their child's teacher this year

100% of parent responses indicated at least one visit to the campus during this school year.

Parents prefer 3 methods of communication

40% auto dialer

62% Written Communication

38% Email

22% of Parents expressed concerns about their student not having internet at home or access to computers to complete homework as well as having too much homework to manage.

Parent training/education

52% of parents responding request training on how to help their students with homework

31% request support in helping with core content areas

18% request training on adolescent behaviors and or behavioral issues.

Parents favor early evening training times(39% being the majority)

Student support

20%of parents request additional tutoring for their students

7% request better classroom discipline, 13% marked 'more challenging classes'

1% Parents continue to be dis-satisfied with school safety issues in the locker room and front traffic congestion.

Parents responses indicated they are satisfied with the performance of the teaching staff and principal. They are interested in having more education classes on the CCSS State Standards and understanding the SBAC tests. They would like classes in how to teach their student to stand up to bullies, how to keep their students safe on the internet. There were many requests for English as a second language instruction on site so parents can easily attend classes.

Trends identified in the data include:

A need for more communication from school to home related to homework support .

64% of NNC parent respondents liked that NNC had "Excellent teachers", 36% felt they had a good principal, 38% believe our school is safe, 40% are satisfied with the school's technology, 45% believe the school wide belief is one that all students can and will learn..

Student Title 1 Survey Results:

Trends identified in the survey include: Students need additional opportunities for tutoring, one on one instruction and adults at home that can help them with homework (41%).

55% of our students reported they would do better in school if they tried harder, 52% if someone could help them with things they don't understand. An overwhelming number of students (87%) names a teacher that they said helped them academically and was there to listen to them about issues they had.

Teacher Title 1 Survey Results:

Teacher preference for staff development for next year

69% requested more training on implementing technology

42% requested more training on Project Based Learning

95% of the teachers say they use the Performance task assessment to plan future lessons/follow up

Use of Staff Meeting time:

94% of teachers report that staff meetings include Instructional practices, 83% on student needs and 58% on CCSS.

Collaboration:

25% of the staff report collaborating a few times a month, 33% once a week

42% report weekly collaboration on research based instructional strategies

Parent Communication:95

% of the teachers reports using parent teacher conferences and phone calls to communicate with parents. 82% communication using email as well.

Principal Effectiveness:

Some of the staff , felt their principal was caring, approachable and a good communicator. (48% Good communicator, 42% Caring, 53% Good manager, 27% Inspirational, 48% Instructional Leader, 43% Visionary, 43% Approachable)

Trends identified in the teacher survey data include:

A need for additional planning time, additional professional development to support the implementation of CCSS in content areas, especially Performance Tasks. Teachers indicate some frustration with the challenge of CCSS State Standard implementation without adequate technology. The data suggests a low level of frustration amongst staff and a level of satisfaction with the support provided them in CCSS and a collaborative culture.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Spring SBAC assessment data can be viewed in the following section. Although this SBAC assessment data will not be used to formulate an API rating, we are using the data to frame our instructional responses and programs. Common Core Instruction will continue to build the necessary skills and knowledge necessary for our students to perform well on a Common Core Assessment as rigorous as the SBAC.

In addition to the SBAC baseline data we collected narrative data from staff to assess student technology literacy. This information is being utilized this year in our Technology Plan, designed to ensure all students have equal access to computer and that all staff underscore technology skills in their instruction. NNC has 4 Computer labs and 10 Chrome 1:1 classrooms that ensure technology is used routinely in instruction. We will be transitioning to a school wide Chrome 1:1 in the next two years.

AMAO # 1 61.7% met this AMAO falling short of the Target = 63.5%

AMAO #2 less than 5 years = 6.3% met this AMAO falling short of the Target = 26.7%

AMAO #2 more than 5 years = 49.8% met this AMAO, exceeding the Target of 54.7%

While there was an increase in AMAO 1 and AMAO 2b, because of the increasing targets, we did not meet the AMAO. We did have an increase in the number of 'newcomers' which impacted scores. Many of the 32 students has been in this country for less than one year.

Staffing and Professional Development

2. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

PSUSD has strategically planned professional development courses to ensure teachers have access to results based instructional strategies in core curricular areas. These courses in-depth training in core ELA, Math, Social Studies and Science including Study Sync and Carnegie. Some teachers at NNC have been trained in "Thinking Maps" strategies to assist in moving all EL students toward mastery of academic English. All teachers have been trained in results based strategies such as Direct Instruction, Strategic Reading and most recently, Teach Like a Champion, 49 Techniques that supports School Wide Goals. This year's professional development focus will be on developing a common instructional language. We are in the beginning stages of implementing a new curriculum (StudySync) for English Language Arts. NNC has regularly scheduled staff, grade level, and leadership team meetings for the staff to work in professional learning communities to discuss curriculum alignment to standards, student assessment data and performance, student interventions, and successful research based teaching strategies.

3. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The schools/district provide instructional assistance and support to all teachers of English/reading/language arts and mathematics. 6th grade math teachers have access to in class supports, lesson planning guidance, and instructional coaching by a trained peer coach. In addition, social studies teachers receive job-embedded professional development on the literacy standards through a site literacy coach. Elementary, middle, and ninth and tenth grade English/reading/language arts and mathematics (Algebra 1, and remedial mathematics) teachers receive ongoing support offered by the school and district. Options for providing support include coaches/content experts who work inside the classroom to support teachers and deepen the knowledge about the content and delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. Professional Development days are part of the master calendar ensuring teachers have at least 2 days devoted to professional development that support their knowledge and expertise of CCSS and current best practices.

4. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school/district facilitates and supports teacher grade-level collaboration on a regular and frequent basis for elementary, middle, and high school for English Learners. Time is built into the calendar so that staff has regular opportunities to meet by department and subject matter, review the results of embedded assessments together, discuss the data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery (preferably two, one-hour meetings per month).

Teaching and Learning

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Palm Springs Unified School District has adopted State approved curriculum in ELA, Math, Social Studies and Science that focus on State adopted performance standards. Staff adheres to common pacing guides, the administration and use of common formative assessments, and adopted materials.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials adopted by PSUSD are standards based materials approved by the California Department of Education. Additionally, district funds pay for all consumable materials each year.

Opportunity and Equal Educational Access

7. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

This year's focus continues to be implemented and delivery a guaranteed and viable curriculum. The school provides an after, during lunch, school tutorial program for additional support; Saturday Academies; Pull out tutorials. Most teachers open their classrooms at the end of the day and at lunch for students who need assistance with homework and daily assignments. Special education students are grouped in grade level and content area classes with special education teachers. All RSP students are in 'push in' or Inclusion classes with general education students. SDC students are in self contained classroom for some subjects which guarantees small class sizes and the support of an instructional aide.

Parental Involvement

8. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District-Directors of Elementary Education and English Language Learners and Secondary Education, Director of State and Federal Programs, Coordinators for Professional Development and Assessment and Data Analysis, and Teachers on Special Assignment for Secondary Curriculum and ELL and BTSA supporting teachers. The District also pays for School City and provides training, library materials, professional development, Attendance, Safety and Drug Free, and various other programs. Student Services provides support for student attendance, using Community Aides, a newly added Homeless Community Aide, a Community Probation Officer, SARB and Health Services.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services are provided by both centralized and site-based categorical funds to help under-performing students meet standards. Centralized categorical funds are used to supplement professional development activities, services to English language learners, intervention classes, services to homeless students, childcare, and for testing services. Site-based categorical funds are used to provide extra staffing for an intervention class.

Description of Barriers and Related School Goals

Developing teacher capacity around lesson design, CCSS, frameworks.

CCSS lessons require additional time for effective implementation of project based learning; addressing student's social emotional needs that impact student learning.

As we align instructional practices designed to support the rigor of CCSS we expect student progress to be reflected in the 2017-18 scores.

Lack of technology that is accessible to ALL students on a daily basis.(We will soon be at 1 to 1 and 24/7 implementation).

Large class sizes in ELA, Science, Social Studies.

Need for homeroom and or advisory considered a best practice in adolescent education.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	355	351	358	338	341	345	338	339	345	95.2	97.4	96.4
Grade 7	398	349	351	389	338	341	388	338	341	97.7	96.8	97.2
Grade 8	359	401	343	346	389	333	339	387	333	96.4	97	97.1
All Grades	1112	1100	1052	1073	1068	1019	1065	1064	1019	96.5	97.1	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2480.7	2494.6	2488.9	6	6	7.54	23	31	29.57	32	30	28.12	39	33	34.78
Grade 7	2500.2	2510.6	2519.9	2	8	8.21	26	22	30.21	33	33	27.27	40	37	34.31
Grade 8	2530.6	2524.7	2520.7	5	2	5.11	28	34	27.63	33	30	32.13	32	34	35.14
All Grades	N/A	N/A	N/A	4	5	6.97	26	29	29.15	32	31	29.15	37	34	34.74

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	7	9	13.04	43	50	48.70	49	41	38.26	
Grade 7	8	12	17.94	45	43	42.94	47	45	39.12	
Grade 8	14	12	11.14	48	49	44.88	38	39	43.98	
All Grades	10	11	14.06	45	47	45.53	45	41	40.41	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	13	8.41	46	47	51.59	46	40	40.00
Grade 7	8	13	16.52	49	48	46.90	44	39	36.58
Grade 8	12	9	13.25	50	52	46.69	38	39	40.06
All Grades	9	11	12.70	48	49	48.43	42	39	38.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	10	12.46	69	69	58.84	24	21	28.70
Grade 7	7	8	8.53	64	68	62.65	29	23	28.82
Grade 8	8	7	8.13	66	69	65.96	26	23	25.90
All Grades	7	8	9.73	66	69	62.44	26	23	27.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	22	18.84	62	58	47.83	24	20	33.33
Grade 7	13	17	25.59	59	53	46.76	29	31	27.65
Grade 8	14	13	15.36	61	55	49.70	25	32	34.94
All Grades	14	17	19.96	60	55	48.08	26	28	31.96

Conclusions based on this data:

1. Students continue to struggle to meet proficiency on Claim #2 (writing)
2. 8th Mean Scale Score fell for the third year.
3. 7th Grade ELA is outperforming other grades, with scale scores increasing overall the last three years.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	355	351	358	346	344	353	346	343	352	97.5	98	98.6
Grade 7	398	350	351	392	342	339	392	342	339	98.5	97.7	96.6
Grade 8	359	402	343	348	395	329	345	394	328	96.9	98.3	95.9
All Grades	1112	1103	1052	1086	1081	1021	1083	1079	1019	97.7	98	97.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2454.1	2469.2	2473.5	5	8	7.95	11	13	13.92	29	31	33.24	55	48	44.89
Grade 7	2470.5	2478.4	2475.8	3	5	7.37	15	14	12.39	29	30	28.02	53	51	52.21
Grade 8	2472.9	2486.0	2465.8	5	6	6.10	10	11	9.15	22	25	16.77	62	58	67.99
All Grades	N/A	N/A	N/A	5	6	7.16	12	13	11.87	27	29	26.20	56	53	54.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	13	14.49	23	25	28.41	68	62	57.10
Grade 7	8	9	10.98	31	27	26.41	61	64	62.61
Grade 8	9	7	7.65	24	31	16.82	67	62	75.54
All Grades	9	10	11.12	27	28	24.02	65	63	64.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	3	8	7.10	41	38	40.63	56	54	52.27
Grade 7	5	7	8.28	40	34	42.60	55	58	49.11
Grade 8	7	7	9.17	43	46	25.38	49	47	65.44
All Grades	5	7	8.16	41	40	36.38	53	53	55.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	9	9.38	42	49	45.74	50	42	44.89
Grade 7	5	6	9.50	67	54	49.55	28	40	40.95
Grade 8	7	7	6.42	38	54	40.98	54	40	52.60
All Grades	7	7	8.46	50	52	45.47	44	41	46.06

Conclusions based on this data:

1. Our students are demonstrating a lack of skill in concepts and procedures that will require a focused targeted instructional response this year.
2. Majority of students are struggling with problem solving real world problems.
3. Mean scale scores 6th grade increased over the last 3 years. 7th grade scores held steady, but 8th grade scores took a significant dip.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	11	11	8	35	35	31	38	35	42	9	9	13	8	10	6
7	9	13	9	45	46	51	34	30	27	8	7	8	4	5	4
8	6	11	17	50	47	57	31	31	18	6	7	2	8	4	6
Total	9	12	11	42	42	44	35	32	31	8	7	9	7	6	5

Conclusions based on this data:

- As a result of this year's data we've enacted a school wide response plan to ensure NNC students are adequately prepared and motivated to perform on the language fluency exams. Be Bilingual Be Proud is a school wide mantra and goal.

CELDT 2017 Results

314 students were tested. Of those:

- 34 (11%) Advanced
- 137 (44% Early Advanced)
- 98 (31% Intermediate)
- 28 (9% Early Intermediate)
- 17 (5% Beginning)

AMAO # 1 61.7 % met this AMAO falling short of the Target set at 63.5%

AMAO #2 less than 5 years = 6.3% met this AMAO falling short of the Target set at 26.7%

AMAO #2 more than 5 years = 49.8% met this AMAO, falling short of the Target set at 54.7%

This is two consecutive years we have not met our AMAO's. We did have an increase in the number of 'newcomers' which impacted scores. Many of the 32 students has been in this country for less than one year.
43 students were reclassified fluent English in the 2016-2017

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	10	1	8	33	35	28	35	34	39	8	8	13	14	12	12
7	9	12	9	44	44	47	31	30	25	7	7	9	8	7	11
8	8	11	16	45	43	53	27	30	18	7	7	2	13	9	11
Total	9	11	10	40	40	41	32	31	29	7	8	9	12	10	11

Conclusions based on this data:

1. All of our students are not progressing as they should be in developing fluency in the English language.
2. Many students made no progress at all on the CELDT, others moved backwards, performing at a lower level on the test than the previous year.
3. Students may not realize the importance of testing fluent in English, which is something we have the power to change. WE need to teach our students the value of being bilingual in the 21st Century.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	306	327	325
Percent with Prior Year Data	100.0%	99.4%	100.0%
Number in Cohort	306	325	325
Number Met	179	187	192
Percent Met	58.5%	57.5%	59.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	32	285	32	312	31	306
Number Met	3	147	3	146	6	154
Percent Met	9.4%	51.6%	9.4%	46.8%	19.4%	50.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Sí	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Sí	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. We have 100% participation rate for CELDT.
We have more students taking the CELDT over a 3 year period.(over 5 year students)
2. Students with 5 or more years of instruction dropped in proficiency rates from 2014-2015. Students in the US less than 5 years declined slightly. .
3. EL students are not making adequate progress in ELA or Math.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	6561	6602	6,690
Percent with Prior Year Data	100.0		100
Number in Cohort	6560	6599	6,691
Number Met	3913	3859	3,942
Percent Met	59.6	58.5	58.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4755	2826	4857	2886	4,843	2,969
Number Met	1299	1317	1314	1388	1,284	1,473
Percent Met	27.3	46.6	27.1	48.1	26.5	49.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Si	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Si	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. District AYP percentages are similar to NNC 's.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement																		
LCAP GOAL:																		
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness																		
LCAP ALIGNED SCHOOL GOAL #1:																		
#1 Full CCSS, NGSS Integrated and Designated ELD Instruction will be supported with ongoing professional development for teachers.																		
#2 ELA and Math onsite coaching will be provided through release time.																		
#4 Supplemental support resources and materials for CCSS, NGSS ELD Implementation, Social Studies Framework (DBQ Project)																		
#5 Extended learning time for support in literacy.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT																		
A – CA School Dashboard Academic Indicator ELA	Orange (-39.9, -1.2)	7 to 20 points	-32.9	Yellow (-50.1, -0.5)	7 to 20 points	-43.1	Yellow (-41.6, -0.9)	7 to 20 points	-34.6	Yellow (-37.5, 9.5, n=19)	7 to 20 points	-30.5	Orange (-43.4, -1.0)	7 to 20 points	-36.4	Red (-151.9, -19.2)	20 or more points	-131.9
B – CA School Dashboard Academic Indicator Math	Red (-96.7, -8.5)	15 or more points	-81.7	Red (-111, -9.1)	15 or more points	-96.0	Red (-98.3, -6.8)	15 or more points	-83.3	Red (-112, -5.4, n=19)	15 or more points	-97.0	Red (-99.8, -6.8)	15 or more points	-84.8	Red (-194.6, -13.6)	15 or more points	-179.6
C – CA School Dashboard ELPI	Orange (73.4%, -6.7%)	increase 1.5% to 10%	74.9% or higher															
D – EL Reclassification Rate	16.5%	1.5%	18.0%															
H – 8th Grade Math SBAC (% meeting/exceeding)	15.2%	increase 4%	19.2%	1.4%	increase 6%	7.4%	15.2%	increase 4%	19.2%	0% (n=8)	increase 6%	6.0%	13.6%	increase 4%	17.6%	0.0%	increase 4%	4.0%
I – 8th Grade Math Interim Test KDS Blue (% meeting/exceeding)	baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018			baseline in 2017-2018		
J – Williams Textbook/Materials Compliance	100%	maintain or increase	100%															
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		

Associate Research Based Data:

CDE Website, Revisions to the ELA, Math, ELD 2014 Frameworks to reflect the rigor and align to the CCSS:
 "Professional development for teachers is the cornerstone of any full implementation of CCSS."
 "Teacher collaboration is needed to sanction time for teachers to learn from one another in all areas of Common Core State Standards." High Impact Instruction: A Framework for Great Teaching (2012), Instructional Rounds in Education (2014)

How the School will Evaluate the Progress of this Goal:

Reading Plus Insight Exam, ELA Key Data Interim Tests, Math Key Data Interim Tests, History DBQ Common Assessment, ELPAC Results, 17-18 SBAC/CAASPP Results, NGSS Assessments, Progress Advisor data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers in CCSS, NGSS, ELD, Instructional Rounds, Literacy, AVID	6/12/16-6/9/17	Principal AP's, Department leads	Collaboration, subs	1000-1999: Certificated Personnel Salaries	LCFF	3,600.00
			AVID Summer Institute	5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
Math/Literacy Coach- up to a 1.0 FTE to support teachers in meeting the needs of all learners (especially ELL and SPED populations), support Carnegie implementation (Guaranteed and Viable Curriculum), and monitor student progression towards meeting standards.	08/10/2017-06/10/2018	Principal	Math Literacy Coach (1 FTE)	1000-1999: Certificated Personnel Salaries	Title I	94,356
Provide Thinking Maps and Write From the Beginning Training for ELA. Carnegie Training Opportunities (MATH)	08/10/2017-06/10/2018	Principal Teacher	Consultants	5800: Professional/Consulting Services And Operating Expenditures	Title I	18,000
Collaboration Time through release time and Instructional Rounds (ELA and Math). Teacher will continue to work on the Instructional Rounds model to improve school-wide	08/10/2017-06/10/2018	Principal Teacher Leadership Team	subs	1000-1999: Certificated Personnel Salaries	Title I	12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
consistency around high-impact strategies, common problems of practice, and a common instructional language. Teachers visit classroom with a specific focus (problem of practice), and engage collective inquiry around the problem of practice during a school-wide debrief. Problems of Practice are developed by teachers through an exploration of data.						
Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (Key Data Systems), students will be identified after administration and rotate in for 4-6 weeks.	08/10/2017-06/10/2018	Principal	Staffing for after school and Saturday school.	1000-1999: Certificated Personnel Salaries	Title I	32,000.00
Provide students with Academic Tutoring in Math and ELA through AVID tutorials	08/10/2017-06/10/2018	AVID Coordinator	Hourly pay for tutors	2000-2999: Classified Personnel Salaries	Title I	5,500
AVID Coordinator Stipend	08/10/2017-06/10/2018	Principal	Stipend	1000-1999: Certificated Personnel Salaries	Title I	2500
.4 FTE to provide AVID EXCEL Elective to Long-Term English Language Learners.	08/10/2017-06/10/2018	Principal	additional .4 FTE	1000-1999: Certificated Personnel Salaries	LCFF	29543.86
Literacy and Math Base Field Trips- Including AVID Field Trips to Colleges, MATH DAY at the Jet Propulsion Lab (CalTech).	08/10/2017-06/10/2018	Principal	Student Admissions	5000-5999: Services And Other Operating Expenditures	Title I	4207

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.	08/10/2017-06/10/2018	AVID Coordinator	AVID EXCEL Materials and Supplies	4000-4999: Books And Supplies	LCFF	2100
			Student Admissions	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1500
			AVID Site Visits	5800: Professional/Consulting Services And Operating Expenditures	LCFF	6150
Increase Access to Technology (1 to 1). Funds will be used to replace chromebooks on a 5 year rotation, and to purchase additional classroom technology.	08/10/2017-06/10/2018	Principal		4000-4999: Books And Supplies	LCFF	25000
Certificated Professional Development: To include "Instructional Coaching by Jim Knight" for two staff members to be trained in the 5 day intensive training. Site coaches will be working with teachers on a daily basis in the areas of planning, assessments, and high-impact teaching. Additional professional development includes CABA to support teachers in meeting the needs of English Language Learners and develop parent capacity.	08/10/2017-06/10/2018	Principal	CABA/ASCD,	5000-5999: Services And Other Operating Expenditures	LCFF	14000
			CALSA/ASCD	5000-5999: Services And Other Operating Expenditures	LCFF	7500
			JKnight Inst. Coaching Group	5000-5999: Services And Other Operating Expenditures	Title I	5,000
Student College and Career Field Trips, district intramural sports transportation, and CTE Pathway related industries.	08/10/2017-06/10/2018	Principal	student transportation	5000-5999: Services And Other Operating Expenditures	LCFF	13010

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science Extension Trips	6/12/17-6/9/18	Principal	Catalina Marine Institute student admissions	5000-5999: Services And Other Operating Expenditures	LCFF	6000
			transportation	5000-5999: Services And Other Operating Expenditures	LCFF	3000
Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.	08/10/2017-06/10/2018	Principal	ELA Dept. Budget	1000-1999: Certificated Personnel Salaries	Title I	7000
			Math Dept. Budget	1000-1999: Certificated Personnel Salaries	Title I	4000
			ELA Dept. Budget	4000-4999: Books And Supplies	Title I	1000
			Math Dept. Budget	4000-4999: Books And Supplies	Title I	1000
Technology licenses to support literacy.	08/10/2017-06/10/2018	Principal	Classroom and student subscriptions (brainpop, flocabulary, etc)	5000-5999: Services And Other Operating Expenditures	Title I	6964

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Partnerships																		
LCAP GOAL:																		
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.																		
LCAP ALIGNED SCHOOL GOAL #2:																		
#2.1 Parent Liaison																		
#2.2 Continue to develop and support Parent Resource Center																		
#2.3 Develop and implement a Parent Education Plan based on parent assessed needs																		
#2.4 Develop and implement a Parent Incentive Plan to improve attendance at Parent Education and Family events																		
#2.5 Develop attendance incentives to decrease truancy and absenteeism																		
#2.6 Monitor student attendance and short term independent study contracts/work																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																		
PARTNERSHIPS																		
C - Student Attendance Rates	94.6%	increase 1%	95.6%	94.4%	increase 1%	95.4%	94.8%	increase 1%	95.8%	93.3%	increase 2%	95.30%	94.7%	increase 1%	95.7%	93.5%	increase 2%	95.5%
D - CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation - Chronic Absentee Rate (2016-2017)	17.8%	X	X	17.2%	X	X	16.3%	X	X	29.2%	X	X	16.8%	X	X	20.4%	X	X
F - Middle School Dropout Rate (2015-2016 shown)	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%	0.0%	< 0.5%	0.0%
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Additional school data used to form this goal included ...																		
Associate Research Based Data:																		
Family Engagement Framework, CDE, June 2014																		

The standards describe 7 areas of parent and family involvement that impact student achievement. The goals of the SPSA reflect these standards.

How the School will Evaluate the Progress of this Goal:

Parent attendance rates for school events/trainings, student attendance rates, chronic absenteeism rates, Parent conference attendance, Panorama survey response rate, Dropout rate.

Additional school tools used to evaluate the progress of this goal include ...

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.	6/12/17-6/9/18	Parent liaison and Principal	Office Tech Bilingual	2000-2999: Classified Personnel Salaries	LCFF	29,543.86
Parent Center Resources and Technology: Ensure parent center has supplies and materials available to educate parents.	6/12/17-6/9/18	Parent liaison and Principal	Resources and supplies, licenses	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1739.00
Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.	6/12/17-6/9/18	Principal , AP	Parent Workshops-conducted	5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
			Parent academic field trips- transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,500.00
			Parent Forum, Family Night resources and materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,264.00
			Parent Workshops		Title I	3,500
Parent education plan: Includes developing a knowledge and understanding of school procedures, policies, and communication approaches between parents and	6/12/17-6/9/18	Parent coordinator/liaison	Conferences, workshops	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	286.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers.						
Providing parents with resources and education on the importance of school attendance; with a specific focus on parents of Chronically Absent students	6/12/17-6/9/18	Parent Coordinator/liaison Certificated staff	Certificated hourly,(Cheryl Desch)	1000-1999: Certificated Personnel Salaries	LCFF	500.00

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environment																		
LCAP GOAL:																		
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.																		
LCAP ALIGNED SCHOOL GOAL #3:																		
#3.1 Update/improve communicate safety, emergency preparedness and response plans and supplies																		
#3.2 Professional development for assessed school safety and student health needs (Cyber Safety, Drug, Tobacco, Alcohol Awareness, E Cigarettes, Cutting, Bullying, Sexual harassment, Equity, Diversity Training.																		
#3.3 Monitoring of drug free campus (cameras, drug dogs,)																		
#3.4 Security visibility at after school events and family nights.																		
#3.5 Addition of a intervention course to address student safety and social/emotional needs.																		
#3.6 Develop and initiate school wide tolerance initiative to educate students on issues of racial bias, religious intolerance and sexual orientation, etc.																		
Expected Annual Measurable Outcomes:																		
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.																		
Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 - SAFE LEARNING ENVIRONMENT																		
A - CA School Dashboard Suspension Rate Indicator	Green (4.5%, -7.4%)	decrease 0.3% to 3.0%	4.2% or lower															
B - Expulsion Rate		< 0.5%			< 0.5%			< 0.5%			decrease 0.5%			< 0.5%				decrease 0.3%
C - Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D - Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
Data Used to Form this Goal:																		
Please see 16-17 results as noted in the matrix above.																		
Additional school data used to form this goal included ...																		

Associate Research Based Data:

The goals of the SPSA address the key components of a Safe School Environment that ensure our school is a place that is physically and emotionally safe, well disciplined, and conducive to learning.

A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically.

How the School will Evaluate the Progress of this Goal:

Suspension rates, expulsion rates, discipline referral rates, Panorama SEL survey results, Panorama Climate Survey Results

Additional school tools used to evaluate the progress of this goal include ...

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development for staff including RCOE trainings related to ELPAC, CCSS, NGSS, and student services	6/12/17-6/9/18	Counselor, AP	Workshops, conferences	5000-5999: Services And Other Operating Expenditures	LCFF	500.00
			Consultants	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,200.00
Monitoring of a drug free learning environment	6/12/17-6/9/18	AP	Drug dogs	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00
Increasing security visibility for after school events, family nights, Saturday school	6/12/17-6/9/18	AP	Additional security hours	2000-2999: Classified Personnel Salaries	LCFF	578.28
Increase Parent attendance at events (family nights, performances, etc)	6/12/17-6/9/18	Principal	materials and supplies (including food)	5000-5999: Services And Other Operating Expenditures	LCFF	2500
School-wide Organizational Tools (Agendas) provide students with character development lessons, promote tolerance and diversity, organize student assignments,	6/12/17-6/9/18	Principal	Student Agendas- REPO graphics 1200 @ 2.50	5000-5999: Services And Other Operating Expenditures	LCFF	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide agendas list school rules and discipline consequences. These include dress code, drug policies, district discipline policies, and sexual harassment policies.						
Attendance Monitoring and Incentives to reduce chronic absenteeism and provide attendance incentives for students.	6/12/17-6/9/18	Principal	Student Incentives	4000-4999: Books And Supplies	LCFF	2500
Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Clube (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program (3 sections of beginning band, two sections of advanced band)	6/12/17-6/9/18	Principal	Material and Supplies	4000-4999: Books And Supplies	LCFF	21,500
			Music Instruments	4000-4999: Books And Supplies	LCFF	10,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	205,027	0.00
Title I Part A: Parent Involvement	4,789	0.00
LCFF	186,726	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	186,726.00
Title I	205,027.00
Title I Part A: Parent Involvement	4,789.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	185,499.86
2000-2999: Classified Personnel Salaries	35,622.14
4000-4999: Books And Supplies	66,103.00
5000-5999: Services And Other Operating Expenditures	76,467.00
5800: Professional/Consulting Services And Operating	29,350.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	33,643.86
2000-2999: Classified Personnel Salaries	LCFF	30,122.14
4000-4999: Books And Supplies	LCFF	61,100.00
5000-5999: Services And Other Operating	LCFF	50,510.00
5800: Professional/Consulting Services And	LCFF	11,350.00
	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	151,856.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating	Title I	24,171.00
5800: Professional/Consulting Services And	Title I	18,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,003.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,786.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	312,930.86
Parent and Community Partnerships	39,332.86
Safe Learning Environment	44,278.28

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
Carlos Flores	X				
Yesenia Vazquez			X		
Jennifer Liebertz		X			
Maria Pimentel		X			
Melissa Geiger		X			
Lesley Snyder		X			
Mariah Dawson					X
Brianna Sanchez					X
Alexia Guzman					X
Jaclyn Mojica				X	
Alicia gomez				X	
Ross Mitchell (alternate)				X	
Numbers of members of each category:	1	4	1	3	3

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.

School Site Council Meeting Minutes

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)**:

- | | | |
|---|--|--------------------|
| X | English Learner Advisory Committee | _____
Signature |
| X | Special Education Advisory Committee | _____
Signature |
| | Gifted and Talented Education Program Advisory Committee | _____
Signature |
| | District/School Liaison Team for schools in Program Improvement | _____
Signature |
| X | Other committees established by the school or district (list):
Leadership Team
SAC
School Collaboration Teams | _____
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 05/10/17.

Attested:

Carlos Flores		
Typed Name of School Principal	Signature of School Principal	Date

Alicia Gomez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement
LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness
LCAP ALIGNED SCHOOL GOAL #1:
#1 Full CCSS, NGSS Integrated and Designated ELD Instruction will be supported with ongoing professional development for teachers. #2 ELA and Math onsite coaching will be provided through release time. #4 Supplemental support resources and materials for CCSS, NGSS ELD Implementation, Social Studies Framework (DBQ Project) # 5 Extended learning time for support in literacy.
Expected Annual Measurable Outcomes
Increase SBAC ELA (% Meets and Exceeds) + 4 Increase SBAC Math (% Meets and Exceeds) + 4% Increase AMAO 1 (% making annual progress in CELDT Level) to 63.5 or 2% Increase AMAO 2a (% attaining CELDT proficiency - less than 5 years) to 26.7% or 2% Increase AMAO 2b (% attaining CELDT proficiency - 5 or more years) to 54.7% or 2% Increase EL Reclassification Rate by 1.5%
How will the school evaluate the progress?
Key Data Systems assessments, sign in sheets for professional development, progress adviser walk through forms.

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 Professional Development for teachers in CCSS, NGSS, ELD, Instructional Rounds, Literacy, AVID				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.2 Math/Literacy Coach- up to a 1.0 FTE to support teachers in meeting the needs of all learners (especially ELL and SPED populations), support Carnegie implementation (Guaranteed and Viable Curriculum), and monitor student progression towards meeting standards.				
1.3 Provide Thinking Maps and Write From the Beginning Training for ELA. Carnegie Training Opportunities (MATH)				
1.4 Collaboration Time through release time and Instructional Rounds (ELA and Math). Teacher will continue to work on the Instructional Rounds model to improve school-wide consistency around high-impact strategies, common problems of practice, and a common instructional language. Teachers visit classroom with a specific focus (problem of practice), and engage collective inquiry around the problem of practice during a school-wide debrief. Problems of Practice are developed by teachers through an exploration of data.				
1.5 Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (Key Data Systems), students will be identified after administration and rotate in for 4-6 weeks.				
1.6 Provide students with Academic Tutoring in Math and ELA through AVID tutorials				
1.7 AVID Coordinator Stipend				
1.8 .4 FTE to provide AVID EXCEL Elective to Long-Term English Language Learners.				
1.9 Literacy and Math Base Field Trips- Including				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
AVID Field Trips to Colleges, MATH DAY at the Jet Propulsion Lab (CalTech).				
1.10 AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.				
1.11 Increase Access to Technology (1 to 1). Funds will be used to replace chromebooks on a 5 year rotation, and to purchase additional classroom technology.				
1.12 Certificated Professional Development: To include "Instructional Coaching by Jim Knight" for two staff members to be trained in the 5 day intensive training. Site coaches will be working with teachers on a daily basis in the areas of planning, assessments, and high-impact teaching. Additional professional development includes CAFE to support teachers in meeting the needs of English Language Learners and develop parent capacity.				
1.13 Student College and Career Field Trips, district intramural sports transportation, and CTE Pathway related industries.				
1.14 Science Extension Trips				
1.15 Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.				
1.16 Technology licenses to support literacy.				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
#2.1 Parent Liaison #2.2 Continue to develop and support Parent Resource Center #2.3 Develop and implement a Parent Education Plan based on parent assessed needs #2.4 Develop and implement a Parent Incentive Plan to improve attendance at Parent Education and Family events #2.5 Develop attendance incentives to decrease truancy and absenteeism #2.6 Monitor student attendance and short term independent study contracts/work
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.1 Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.				
2.2 Parent Center Resources and Technology: Ensure parent center has supplies and materials available to educate parents.				
2.3 Provide training and resources to parents, especially those serving on advisory committees, to				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.				
2.4 Parent education plan: Includes developing a knowledge and understanding of school procedures, policies, and communication approaches between parents and teachers.				
2.5 Providing parents with resources and education on the importance of school attendance; with a specific focus on parents of Chronically Absent students				

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
#3.1 Update/improve communicate safety, emergency preparedness and response plans and supplies #3.2 Professional development for assessed school safety and student health needs (Cyber Safety, Drug, Tobacco, Alcohol Awareness, E Cigarettes, Cutting, Bullying, Sexual harassment, Equity, Diversity Training. #3.3 Monitoring of drug free campus (cameras, drug dogs,) #3.4 Security visibility at after school events and family nights. #3.5 Addition of a intervention course to address student safety and social/emotional needs. #3.6 Develop and initiate school wide tolerance initiative to educate students on issues of racial bias, religious intolerance and sexual orientation, etc.
Expected Annual Measurable Outcomes
How will the school evaluate the progress?

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Professional development for staff including RCOE trainings related to ELPAC, CCSS, NGSS, and student services				
3.2 Monitoring of a drug free learning environment				
3.3 Increasing security visibility for after school events, family nights, Saturday school				
3.4 Increase Parent attendance at events (family nights, performances, etc)				
3.6 School-wide Organizational Tools (Agendas) provide students with character development lessons, promote tolerance and diversity,				

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
organize student assignments, School-wide agendas list school rules and discipline consequences. These include dress code, drug policies, district discipline policies, and sexual harassment policies.				
3.7 Attendance Monitoring and Incentives to reduce chronic absenteeism and provide attendance incentives for students.				
3.8 Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Clube (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program (3 sections of beginning band, two sections of advanced band)				

*Nellie Coffman***School Site Council (SSC) Agenda/Minutes**

Meeting Date: 09/22/2017	Meeting Location: Library
Starting Time: 2:45 pm	Ending Time: 3:45 pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Minutes
1. Call to Order (1 minute)	None	Chair/Principal	Carlos Flores called the meeting to order
2. Roll Call (1 minute)	None	Secretary designee	All members present
3. Additions/Changes to Agenda (10 min.)		Chair/Principal	Introductions of all council members
4. Reading and Approval of Minutes (0 min.)		Secretary Designee	No prior minutes for this school year 2015-2016
5. Reports of Officers/Committees (0 min.)			No Reports discussed during this meeting
6. Public Comment (0 min.)	*Not Applicable	Chair	none

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (_ min.)		Principal	None
8. New Business (45 min.)	SSC Training	Chair/Principal	a. Review SBAC Results, School-wide Goals, District Expectations for Achievement b. Review subgroup performance data including ELL and SPED
9. Adjournment (5 min.)	Next meeting 11/16/2016	Chair/Principal	

Prepared By: ASanchez (signature) _____

Date: 09/22/2016

Attach sign-in sheet

Keep completed Agenda/Minutes and sign-in sheet at your school site.

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE

Date Posted:

Nellie Coffman

School Site Council (SSC) Agenda/Minutes

Meeting Date: 02/23/2017	Meeting Location: Library
Starting Time: 2:45 pm	Ending Time: 3:45 pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Minutes
1. Call to Order (1 minute)	None	Chair/Principal	Carlos Flores called the meeting to order
2. Roll Call (1 minute)	None	Secretary designee	All members present
3. Additions/Changes to Agenda (1 min.)		Chair/Principal	None
4. Reading and Approval of Minutes (0 min.)		Secretary Designee	09/28/2016
5. Reports of Officers/Committees (0 min.)			ELAC Presentation regarding ELL needs: including tutoring, additional supports in Math, school safety and cameras, police presence during dismissal
6. Public Comment (0 min.)	*Not Applicable	Chair	none

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)		Principal	None
8. New Business (45 min.)	Review Year to Date Expenditures Review Evaluation of School Goal #1 Evaluation of School Goals #2 Evaluation of School Goal #3	Chair/Principal	a. Review the following budgets for balances: b. Title I c. LCFF
9. Adjournment (5 min.)	Next meeting	Chair/Principal	

Date Posted:

Prepared By: CFlores (signature)



Date: 02/23/2017

Attach sign-in sheet

Keep completed Agenda/Minutes and sign-in sheet at your school site.

Nellie Coffman

School Site Council (SSC) Agenda/Minutes

Meeting Date: Mar 16th, 2017	Meeting Location: Library
Starting Time: 2:45 pm	Ending Time: 3:45 pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Minutes
1. Call to Order (1 minute)	None	Chair/Principal	Carlos Flores called the meeting to order
2. Roll Call (1 minute)	None	Secretary designee	All members present
3. Additions/Changes to Agenda (10 min.)		Chair/Principal	Introductions of all council members
4. Reading and Approval of Minutes (0 min.)		Secretary Designee	Read and Approve Minutes from 02/23/2017
5. Reports of Officers/Committees (0 min.)			No Reports discussed during this meeting
6. Public Comment (0 min.)	*Not Applicable	Chair	none

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)		Principal	None
8. New Business (45 min.)	Review and Advise	Chair/Principal	<ul style="list-style-type: none"> a. Review student performance data (IABs) b. Debrief Instructional Rounds and Problem of Practice c. Review Integrated and Designated ELD expectations
9. Adjournment (5 min.)	Next meeting 05/09/2017	Chair/Principal	

Prepared By: CFlores (signature) 

Date: 03/09/2017

Attach sign-in sheet

Date Posted:

Keep completed Agenda/Minutes and sign-in sheet at your school site.

Nellie Coffman

School Site Council (SSC) Agenda/Minutes

Meeting Date: May 09th, 2017	Meeting Location: Library
Starting Time: 2:45 pm	Ending Time: 3:45 pm

Participants: Elected SSC Council Members. All staff, parents and members of the public invited.

Item/Time Limit	Actions Requested	Person Responsible	Minutes
1. Call to Order (1 minute)	None	Chair/Principal	Carlos Flores called the meeting to order
2. Roll Call (1 minute)	None	Secretary designee	All members present
3. Additions/Changes to Agenda (1 min.)		Chair/Principal	None
4. Reading and Approval of Minutes (0 min.)		Secretary Designee	03/16/2017
5. Reports of Officers/Committees (0 min.)			No Reports discussed during this meeting
6. Public Comment (0 min.)	*Not Applicable	Chair	none

*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

7. Unfinished Business (min.)		Principal	None
8. New Business (45 min.)	APPROVE SPSA and Expenditures	Chair/Principal	<ul style="list-style-type: none"> a. AVID EXCEL b. 1 FTE for Onsite Coaching (ELA/MATH) c. .4 FTE to offset reduced staffing and increase AVID EXCEL section (s) d. Technology Funding e. Professional Development for Teachers f. Approve SPSA for 2017/2018
9. Adjournment (5 min.)	Next meeting	Chair/Principal	

Prepared By: CFlores (signature)



Date Posted:

Date: 05/06/2017

Attach sign-in sheet

Keep completed Agenda/Minutes and sign-in sheet at your school site.



**STATE AND FEDERAL PROGRAMS
SCHOOL SITE COUNCIL (SSC) CHECKLIST
2017-18**

Information Must Be Uploaded In Your SPSA. To Be Uploaded In DTS

1

NAME OF SCHOOL:	Nellie N Coffman Middle School
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2

DATE, TIME, AND LOCATION OF FIRST SSC MEETING: (SSC REVIEW AND TRAINING WILL OCCUR AT THE FIRST MEETING OF EACH YEAR BY THE STATE & FEDERAL PROGRAMS OFFICE AND PSTA)
09/27/2017

3

DATE OF SSC ELECTION:	09/20/2017
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4

THE ELAC MAY DELEGATE AUTHORITY TO AN ESTABLISHED SSC (EDUCATION CODE 52870) PROVIDED THAT THE ELAC HAS BEEN DULY INFORMED OF THE OPTION, AND HAS DECIDED TO WAIVE ITS RIGHTS AND DELEGATE ITS AUTHORITY TO THE SSC. SUCH A DELEGATION CANNOT EXCEED TWO YEARS.	
DATE ELAC VOTED TO DELEGATE AUTHORITY TO SSC:	N/A

IF ELAC IS CONTINUING TO MEET SEPARATELY PLEASE LIST THE SCHEDULE OF MEETING DATES, LOCATIONS, AND TIMES FOR 2017-18:
9/29/17, 10/27/2017, 12/1/2017, 2/2/2018, 3/2/2018

5

SCHEDULE OF SSC MEETING DATES, LOCATIONS, AND TIMES FOR 2017-18:
(Information must be uploaded in DTS)
<ul style="list-style-type: none"> Review Uniform Complaint Procedures (UCP) at the first SSC and ELAC meetings 09/27/2017, 02/21/2018, 03/15/2018, 05/03/2018

6

ENSURE THE FOLLOWING ARE CURRENT AND ON FILE AT BOTH THE SITE AND THE DISTRICT	
✓	ON FILE AT THE DISTRICT OFFICE
✓	1) COPY OF SSC AND ELAC BYLAWS (English/Spanish)
✓	2) RESULTS OF SSC ELECTIONS AND PROCESS FOR HOLDING ELECTIONS (English/Spanish)
✓	3) TITLE I PARENT INVOLVEMENT MEETING AGENDA (English/Spanish)
✓	4) COPY OF PARENT INVOLVEMENT POLICY (English/Spanish)



STATE AND FEDERAL PROGRAMS
SCHOOL SITE COUNCIL (SSC) CHECKLIST
2017-18

✓	5) COPY OF SCHOOL-PARENT COMPACT (English/Spanish)
NOTE: Documents 1-5 need to be uploaded in the Google Doc Folder	

Budget By Expenditures

Nellie N. Coffman Middle School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (Key Data Systems), students will be identified after administration and rotate in for 4-6 weeks.

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: LCFF **\$186,726.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
additional .4 FTE	1000-1999: Certificated Personnel Salaries	\$29,543.86		.4 FTE to provide AVID EXCEL Elective to Long-Term English Language Learners.
Collaboration, subs	1000-1999: Certificated Personnel Salaries	\$3,600.00		Professional Development for teachers in CCSS, NGSS,ELD, Instructional Rounds, Literacy, AVID
student transportation	5000-5999: Services And Other Operating Expenditures	\$13,010.00		Student College and Career Field Trips, district intramural sports transportation, and CTE Pathway related industries.
Catalina Marine Institutestudent admissions	5000-5999: Services And Other Operating Expenditures	\$6,000.00		Science Extension Trips
transportation	5000-5999: Services And Other Operating Expenditures	\$3,000.00		Science Extension Trips
AVID EXCEL Materials and Supplies	4000-4999: Books And Supplies	\$2,100.00		AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.

Nellie N. Coffman Middle School

Student Admissions	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.
AVID Site Visits	5800: Professional/Consulting Services And Operating Expenditures	\$6,150.00	AVID EXCEL requires students to be exposed to College and Career exploration field trips. AVID EXCEL students are long term English Language Learners or those ELLs in danger of becoming long term English Language Learners.
	4000-4999: Books And Supplies	\$25,000.00	Increase Access to Technology (1 to 1). Funds will be used to replace chromebooks on a 5 year rotation, and to purchase additional classroom technology.
CABE/ASCD,	5000-5999: Services And Other Operating Expenditures	\$14,000.00	Certificated Professional Development: To include "Instructional Coaching by Jim Knight" for two staff members to be trained in the 5 day intensive training. Site coaches will be working with teachers on a daily basis in the areas of planning, assessments, and high-impact teaching. Additional professional development includes CABE to support teachers in meeting the needs of English Language Learners and develop parent capacity.
CALSA/ASCD	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Certificated Professional Development: To include "Instructional Coaching by Jim Knight" for two staff members to be trained in the 5 day intensive training. Site coaches will be working with teachers on a daily basis in the areas of planning, assessments, and high-impact teaching. Additional professional development includes CABE to support teachers in meeting the needs of English Language Learners and develop parent capacity.
Office Tech Bilingual	2000-2999: Classified Personnel Salaries	\$29,543.86	Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.
Parent Workshops- conducted	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.
Certificated hourly,(Cheryl Desch)	1000-1999: Certificated Personnel Salaries	\$500.00	Providing parents with resources and education on the importance of school attendance; with a specific focus on parents of Chronically Absent students

Nellie N. Coffman Middle School

Workshops, conferences	5000-5999: Services And Other Operating Expenditures	\$500.00	Professional development for staff including RCOE trainings related to ELPAC, CCSS, NGSS, and student services
Consultants	5800: Professional/Consulting Services And Operating Expenditures	\$1,200.00	Professional development for staff including RCOE trainings related to ELPAC, CCSS, NGSS, and student services
Drug dogs	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Monitoring of a drug free learning environment
Additional security hours	2000-2999: Classified Personnel Salaries	\$578.28	Increasing security visibility for after school events, family nights, Saturday school
materials and supplies (including food)	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Increase Parent attendance at events (family nights, performances, etc)
Student Agendas- REPO graphics 1200 @ 2.50	5000-5999: Services And Other Operating Expenditures	\$3,000.00	School-wide Organizational Tools (Agendas) provide students with character development lessons, promote tolerance and diversity, organize student assignments, School-wide agendas list school rules and discipline consequences. These include dress code, drug policies, district discipline policies, and sexual harassment policies.
Student Incentives	4000-4999: Books And Supplies	\$2,500.00	Attendance Monitoring and Incentives to reduce chronic absenteeism and provide attendance incentives for students.
Material and Supplies	4000-4999: Books And Supplies	\$21,500.00	Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Clube (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program (3 sections of beginning band, two sections of advanced band)

Nellie N. Coffman Middle School

Music Instruments	4000-4999: Books And Supplies	\$10,000.00	Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Clube (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program (3 sections of beginning band, two sections of advanced band)
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LCFF Total Expenditures: \$186,726.00

LCFF Allocation Balance: \$0.00

Funding Source: Title I

\$205,027.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
JKnight Inst. Coaching Group	5000-5999: Services And Other Operating Expenditures	\$5,000.00		Certificated Professional Development: To include "Instructional Coaching by Jim Knight" for two staff members to be trained in the 5 day intensive training. Site coaches will be working with teachers on a daily basis in the areas of planning, assessments, and high-impact teaching. Additional professional development includes CAFE to support teachers in meeting the needs of English Language Learners and develop parent capacity.
ELA Dept. Budget	1000-1999: Certificated Personnel Salaries	\$7,000.00		Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.
Math Dept. Budget	1000-1999: Certificated Personnel Salaries	\$4,000.00		Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.
ELA Dept. Budget	4000-4999: Books And Supplies	\$1,000.00		Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.

Nellie N. Coffman Middle School

Math Dept. Budget	4000-4999: Books And Supplies	\$1,000.00	Departmental budgets for ELA and MATH to include supplemental materials, supplies, sub-release time/additional work days for collaborative instructional planning, assessment development (common formative assessments), student notebooks, calculators.
Classroom and student subscriptions (brainpop, flocabulary, etc)	5000-5999: Services And Other Operating Expenditures	\$6,964.00	Technology licenses to support literacy.
AVID Summer Institute	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Professional Development for teachers in CCSS, NGSS,ELD, Instructional Rounds, Literacy, AVID
Math Literacy Coach (1 FTE)	1000-1999: Certificated Personnel Salaries	\$94,356.00	Math/Literacy Coach- up to a 1.0 FTE to support teachers in meeting the needs of all learners (especially ELL and SPED populations), support Carnegie implementation (Guaranteed and Viable Curriculum), and monitor student progression towards meeting standards.
Consultants	5800: Professional/Consulting Services And Operating Expenditures	\$18,000.00	Provide Thinking Maps and Write From the Beginning Training for ELA. Carnegie Training Opportunities (MATH)
subs	1000-1999: Certificated Personnel Salaries	\$12,000.00	Collaboration Time through release time and Instructional Rounds (ELA and Math). Teacher will continue to work on the Instructional Rounds model to improve school-wide consistency around high-impact strategies, common problems of practice, and a common instructional language. Teachers visit classroom with a specific focus (problem of practice), and engage collective inquiry around the problem of practice during a school-wide debrief. Problems of Practice are developed by teachers through an exploration of data.
Staffing for after school and Saturday school.	1000-1999: Certificated Personnel Salaries	\$32,000.00	Extended Day Learning Time (ELA and MATH) Mandatory tutoring for students who are not performing on district assessments (Key Data Systems), students will be identified after administration and rotate in for 4-6 weeks.
Student Admissions	5000-5999: Services And Other Operating Expenditures	\$4,207.00	Literacy and Math Base Field Trips- Including AVID Field Trips to Colleges, MATH DAY at the Jet Propulsion Lab (CalTech).
Hourly pay for tutors	2000-2999: Classified Personnel Salaries	\$5,500.00	Provide students with Academic Tutoring in Math and ELA through AVID tutorials
Stipend	1000-1999: Certificated Personnel Salaries	\$2,500.00	AVID Coordinator Stipend

Nellie N. Coffman Middle School

Parent Workshops	\$3,500.00	Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.
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Title I Total Expenditures: \$205,027.00

Title I Allocation Balance: \$0.00

Funding Source: Title I Part A: Parent Involvement \$4,789.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences, workshops	5000-5999: Services And Other Operating Expenditures	\$286.00		Parent education plan: Includes developing a knowledge and understanding of school procedures, policies, and communication approaches between parents and teachers.
Parent academic field trips- transportation	5000-5999: Services And Other Operating Expenditures	\$1,500.00		Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.
Parent Forum, Family Night resources and materials	4000-4999: Books And Supplies	\$1,264.00		Provide training and resources to parents, especially those serving on advisory committees, to include: content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers.
Resources and supplies, licenses	4000-4999: Books And Supplies	\$1,739.00		Parent Center Resources and Technology: Ensure parent center has supplies and materials available to educate parents.

Title I Part A: Parent Involvement Total Expenditures: \$4,789.00

Title I Part A: Parent Involvement Allocation Balance: \$0.00

Nellie N. Coffman Middle School Total Expenditures: \$396,542.00