

ADELANTO VIRTUAL ACADEMY

The Single Plan for Student Achievement Template



A Resource for the School Site Council
Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: Adelanto Virtual Academy

District: Adelanto School District

County-District School (CDS) Code: 36-67587-0138529

Principal: Sherelle Crawford

Effective date of this revision: 12/20/2018

A Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educator* Code Sections 507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sherelle Crawford

Position: Principal

Telephone Number: (760) 246-8691 x10550

Address: 17738 Nevada Avenue, Victorville, CA 92394-7802

Email Address: sherelle_crawford@aesd.net



Table of Contents

ate for the Single Plan for Student Achievement

A: Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

C: Programs Included in This Plan

D: School Site Council Membership

E: Recommendations and Assurances

Planned Improvements in Student Performance

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

Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers and students are provided standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to technology, and school facilities will be in good repair.

GOAL #1: Every student attending the Adelanto Virtual Academy is provided an appropriately assigned and credentialed teacher for general and special education. Instruction is provided through online, CCSS standards aligned curriculum for each content area to ensure students' readiness for high school by grade 8. All students have access to technology for instructional purposes. School facilities are maintained on a scheduled basis to remain in a good and safe condition.

Strategy: Students will receive instruction in a Blended Learning environment. They will use online standards aligned curriculum and technology. They will receive instruction from their teacher in small groups and 1:1 support.

What did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	Where can you find the plan of the expenditures for this goal?
Standards Priority, Supporting and Foundational standards Formative Assessments (CFAs) Accelerated Education On-line /IXL Intervention curriculum State STAR Reading and Math Repairs Technology Inventory	100% of the General Education and Special Education teachers are fully credentialed. All students have full access to the curriculum in all content areas embedded in Accelerate Education and IXL online curriculum. The ratio of student to technology is 1:1.	The school will monitor student utilization and data results through the online curriculum to ensure consistent access. Monitor teacher assignment and attendance by grade level. Review completion status of IT and M&O work orders.	In the Cost Allocation and Funding Section
Action/Date	Person(s) Responsible	Task	Cost & Funding
2018 – June 2019	CAO Principal	Review and purchase on-line curriculum and technology – Accelerated Education program	Title I -\$150,000

18-June 2019	CAO Principal Teachers	Chromebook carts and desktop computers to support online curriculum	Title I - \$10
--------------	------------------------------	---	----------------

Planned Improvements in Student Performance

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

GOAL #2: At least 10% of our students, including the subgroups of English Learners, African American, Hispanic and Economically Disadvantaged students, will achieve grade level equivalency in English Language Arts as measured by STAR Reading, STAR Math, AR, Lexia, Accelerate Education and IXL data will be reviewed for student progress towards proficiency. At least 10% of our students, including the subgroups of English Learners African American, Hispanic and Economically Disadvantaged students, will achieve grade level equivalency in Math as measured by STAR Math. CAASPP, Accelerate Education and IXL data will be reviewed for student progress towards proficiency.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>STAR Reading</p> <p>STAR Math</p> <p>Accelerate Education online curriculum</p> <p>Lexia</p> <p>Formative Assessments/CFAs</p>	<p>2018-19 Renaissance STAR Reading data shows 4th grade average IRL at GE 3.2; 5th grade average IRL at GE 3.9; 6th grade average IRL at GE 2.5; 7th grade average IRL at 3.9 and 8th grade average IRL at GE 3.9. Renaissance STAR Math data 4th graders at an average grade level equivalency of 3.6; 5th grade average GE is 4.0; 6th grade average GE is 4.4; 7th grade average GE is 4.1 and 8th grade average GE is 4.9.</p> <p>CAASPP 2017-2018 ELA Dashboard indicates 11 of the 12 students currently enrolled in 4th - 8th grade at AVA performed at Level 1, are in red. One current 4th grader performed at Level 2. For the Math CAASPP Dashboard, 10 of the current 4th through 8th students performed at Level 1 (red). Two students, one 4th grader and one 5th grader performed at Level 2 (yellow).</p>	<p>Through an analysis of Renaissance STAR Reading, Renaissance STAR Math, Accelerate Education, IXL, Lexia, ICA, CFA and ELPAC data</p> <p>Where can a budget plan of the expenditures for this goal be found?</p> <p>In the Cost and Funding Source section</p>

STRATEGY: Instructional Support through Data Chats, Professional Development, Online Curriculum

Date	Person(s) Responsible	Task	Cost & Funding
18- June	Principal Teachers	Daily Intervention scheduled within the school day. Teachers provide small group and 1:1 interventions with students performing below benchmark.	\$0
18-June 2019		Data Chats to review CFA and STAR data following scheduled assessments	\$0
18-June 2019		Supplemental ELA and Math Curriculum/Online program for intervention – IXL	Title 1 – \$62
18-June 2019		Professional Development for on-line curriculum training/review, workshop registration and substitute coverage	Title I - \$ Inc program purc
18-June 2019		Monitor student progress	\$0

Engagement: Increase student engagement by providing a safe school environment which fosters increased communication between students and staff, encourages parent and community involvement, and focuses on improving the school climate for all students. **Decrease suspension rates and increase attendance to over 98%**

GOAL #3: The Adelanto Virtual Academy will continue increasing student engagement with a well-established school community, effective Practices, relationship building between students, family, staff and the community, and an intensive level of counseling support. Student and parent contracts set high expectations for student and parent involvement in the daily learning environment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student discipline data Student attendance data Parent contracts Student contracts Counselor schedules Feedback from monthly meetings Notices	100% of the students and their parents have signed contracts as part of participating in the Adelanto Virtual Academy/Bridges to Success program. Counselors from AESD, DMSELPA and Victor Community Support Services provide group and individual counseling sessions on a weekly and monthly basis.	The school will evaluate the progress of this goal through monitoring parent attendance at the monthly meetings and analyzing the survey results. Where can a budget plan of the program expenditures for this goal be found? In the Cost and Funding Source section

--	--	--

Category: Safe Environment and Restorative Practice Professional Development

Action/Date	Person(s) Responsible	Task	Cost and Funding (Itemize for Each)
18-June 2019	Principal Teachers	Attend Restorative Practices workshops and trainings for on-going professional development. Workshop fees, registration and substitute costs	Title 1 - \$900.00
18-June 2019	Principal Teachers Counselors	Provide group counseling sessions on a weekly basis through: DMCC and AESD counselors.	\$0
18-June 2019	Principal Teachers Counselors	Support students with Individual counseling sessions through district counselors for Foster Youth and Homeless students	\$0
18-June 2019	Principal Teachers Probation Officer	Probation Officer provides weekly classes	\$0

Category: Parent and Student Engagement: At the Adelanto Virtual Academy, parents sign an agreement that includes completing monthly workshops. Parents demonstrate a high level of commitment through personally transporting their students to the academy. This provides daily opportunities for staff and parents to communicate

Action/Date	Person(s) Responsible	Task	Cost and Funding
18- June 2019	Principal Parents Teachers	Monthly parent workshops and refreshments	Title I - \$175.00
18-June 2019	Principal Teachers Parents	Intake meetings to establish positive relationship with students and parents; communicate academy expectations and orientation	\$0
18 – June 2019	Principal Teachers Parents	Initiate and maintain student and parent contracts	\$0

18-June 2019	Principal Teachers Parents	School-wide attendance incentive plan	\$0
--------------	----------------------------------	---------------------------------------	-----

Centralized Services for Planned Improvements in Student Performance

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

Centralized services may include the following direct services:

Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
 District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

After-School and Summer School programs funded by categorical programs

Assessment analysis services, software, and training for assessment of student progress

Centralized Services for Planned Improvements in Student Performance

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

#: 1 & 2 & 3

Actions to be Taken to Reach This Goal	Start Date Completion	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Implement all appropriate dimensions (e.g., Teaching and Staffing, and Professional Development) with District Coordinators of Curriculum	July 2018-June 2019	50% of salary for each of 3 Coordinators	25% of salary- 106570.93 106570.93	Title I Title II
With or add an Assistant Administrator of Instructional Improvement and Academic Coaching to 13 of the school sites	July 2018-June -2019	70% of salary for each of the 13 AAIACs	1,476604.04	Title I
With Site ELD Coordinators	Aug 2018-June 2019	Stipend for Teachers chosen for the position	\$60,000	Title III
Purchase of ELD instructional materials	Aug 2018-June 2019	Annual purchase of Ellevation	\$32800	Title III
Professional Development for ELD	Aug 2018-June 2019	Sub cost for Teachers and/or additional hours for beyond the contract time	\$35,000	Title III
Participation at local CAFE Conference	May 2019	Sub cost for Teacher/Instructional Aides Registration for Parents and Staff	\$800 \$22,000	Title III Title III
With Induction Program Reflective Coaches	Sep 2018-June 2019	Stipend for Induction Program Reflective Coaches	\$124616.43	Title II

#:3

Steps to be Taken to Reach This Goal (Include all appropriate dimensions (e.g., Teaching and Staffing, and Professional Development))	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Fingerprinting of District Parent Volunteers	Aug 2018- June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I
Teacher/Academies/Trainings	Sep 2018- June 2019	Cost of contracts/hourly pay for trainers & presenters Childcare Translation Liaison	\$17,000 \$5,000 \$8,000 \$60,000	Title I Title I Title I Title I

Programs Included in this Plan

box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program. 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 amounts on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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

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

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

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

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

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

Programs	Allocation	Consolidated SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Teacher Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	\$0	<input checked="" type="checkbox"/>

Total amount of state categorical funds allocated to this school

Programs	Allocation	Consolidated in SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$26,695	<input checked="" type="checkbox"/>
Title I, Part A: Parental Involvement (if applicable under Section 8[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation on the total Title I, Part A allocation).	\$2,695.00	<input checked="" type="checkbox"/>

Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds not be consolidated part of a SW
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		26695.00	

Amount of state and federal categorical funds allocated to this school

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

School Site Council Membership

Funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring. Do not delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the benefit of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Center at 316-319-0845.

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.² The current composition is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sherelle Crawford	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Numbers of members in each category	1				<input type="checkbox"/>
-------------------------------------	---	--	--	--	--------------------------

Recommendations and Assurances

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

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

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

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

Compensatory Education Advisory Committee Signature

English Learner Advisory Committee Signature

Special Education Advisory Committee Signature

Gifted and Talented Education Advisory Committee Signature

District/School Liaison Team for schools in Program Improvement Signature

Compensatory Education Advisory Committee Signature

Departmental Advisory Committee (secondary) Signature

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

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

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

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

_____ of School Principal

_____ Date

_____ of SSC Chairperson

Date _____
