



The Single Plan for Student Achievement

School: Environmental Charter Middle School

District: Environmental Charter Middle School

County-District School (CDS) Code: 19101990121772

Principal: Robert Gloria

Date of this revision: August 31, 2017

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.

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

Contact Person: Robert Gloria
Position: Principal
Telephone Number: 310-425-1605
Address: 812 W 165th Place, Gardena CA
E-mail Address: robert_gloria@ecsonline.org

ECMS-G School Site Council approved this revision of the SPSA on September 1, 2017.
ECS Board of Directors approved this revision of the SPSA on November 27, 2017.

School Profile

Environmental Charter Middle School – Gardena (ECMS-G) offers students a small, caring school environment that supports students' transition from elementary school, prepares them for success in a college preparatory high school and empowers them to become leaders in their community and world. ECMS-G is part of the Environmental Charter Schools network of free, public schools in south Los Angeles. Our mission is to create and deliver vibrant, innovative, interdisciplinary learning opportunities using the environment to engage students and connect them to the wider world. Our curriculum is a unique interdisciplinary and project-based exploration requiring students to perform in all four core subject areas (math, science, English, and history) in truly interdisciplinary projects. We emphasize differentiation and data analysis as school-wide goals and return to these topics in our regular professional development meetings. In addition, we use the Tribes curriculum¹, which teaches our students character development, community building, and collaborative learning. Student engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively on their environment.

Environmental Charter Middle School – Gardena (ECMS-G), authorized by the Los Angeles County Board of Education, serves 365 students in grades 6-8. We are located the Harbor-Gateway, an unincorporated, shoelace-shaped north-south residential and industrial neighborhood just east of Gardena.

The community that ECMS-G serves is a densely populated, ethnically diverse, urban, working-class locality challenged with underperforming schools, high poverty, low parent college attendance, and a dearth of services for the large youth population. During the 15-16 school year, 70% of our students resided in the city of Gardena, and 30% lived in the neighboring cities of Hawthorne and Los Angeles. During the 16-17 school year, the percentage of students who reside in Gardena increased to 76%. Our student population comprises 15% African American, 78% Hispanic, 5% Asian, and 2% white, and includes 12% special education students and 17% English Language Learners. Gardena is a high-poverty city with a minority population that totals over 92% of the residents. According to the latest U.S. Census, fully half of the residents speak a language other than English at home, 15.5% are living below the official poverty level, and of those residents over the age of 25, only 24.5% hold a bachelor's degree or higher. The population our school serves includes many children of immigrants who received little education in their home countries or in the U.S. and are without adequate information or resources regarding U.S. schools.

¹ Gibbs, J. (2007), *Tribe: Discovering gifts in middle school*, CenterSource Systems, CA

Vision

At Environmental Charter Schools, our vision is to create a vibrant school culture where students develop the skills, knowledge, and attitudes that prepare them for success in high school college preparatory courses as well as prepare them to be effective stewards of their community. Teachers act as facilitators of inquiry, seeking real-world examples and unique, hands-on learning opportunities that bring the subject matter to life for their students and giving students a window into what is possible for their future. The schools' physical environments – the classrooms, the buildings, and the grounds – will act as a teaching tool that connects students to the world around them. Students will be highly regarded as assets to the community due to their numerous service projects and collaborations with community partners. Each year, 100% of ECMS' students who go on to attend an ECS high school and graduate will be admitted to four-year colleges/universities and our graduates will thrive at their chosen postgraduate learning institutions. Colleges, universities, and employers will value our students for their knowledge of the world and how it works, for their collaborative and critical thinking skills, and for their highly developed sense of purpose. Because of the success of its programs, ECS will be viewed as a national model of educational excellence, evidenced by hundreds of educators seeking to replicate our educational model at their schools through the ECS Best Practices Lab.

Mission

The mission of Environmental Charter Middle School is to equip all students with the knowledge and skills to succeed in a college preparatory program, to inspire them to discover their own sense of purpose, and to empower them to become quality stewards of their community and world.

Teaching Best Practices

1. Small Learning Communities
2. Interdisciplinary Curriculum & Authentic Assessment
3. Relevant & Engaging Instruction
4. Environmental & Experiential Learning
5. Collaboration with Partners

SLOs

1. All students will think critically and demonstrate academic proficiency.
2. All students will practice community responsibility and environmental stewardship.
3. All students will develop their own sense of purpose.
4. All students will make choices which improve their physical health and emotional well-being.
5. All students will communicate clearly and build healthy relationships.

Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL: LCAP Goal Area 2: Best Practices & Academics SCHOOL GOAL: Improve outcomes for all students by improving instruction and programs		
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?
CAASSP NWEA MAP	<p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP Math assessment fell slightly from 2015-16 to 2016-17 by 8%. However, the percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly.</p> <p>As with our CAASPP results, the overall percentage of ECMSG students meeting or exceeding growth targets on the NWEA MAP Mathematics assessments declined from 2015-16 to 2016-17. However percentage of students in the class of</p>	<p>NWEA MAP tests will be administered three times a year to benchmark progress</p> <p>CASSPP scores from 2017 will be compared to scores from 2018 to evaluate any increase in student learning.</p>

	<p>2018 meeting or exceeding growth targets increased.</p> <p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP ELA assessment fell slightly from 2015-16 to 2016-17 by 2%. However, the percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly.</p> <p>As with our CAASPP results, the overall percentage of ECMSG students meeting or exceeding growth targets on the NWEA MAP ELA assessments declined from 2015-16 to 2016-17. However percentage of students in the class of 2017 meeting or exceeding growth targets increased in Reading, and the percentage of students in the class of 2018 meeting or exceeding growth targets increased in Language Use and Mathematics.</p>	
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SPSA costs and funding sources can be found in LCAP Budget and board-approved school budget.

STRATEGY:

<p>Action/Date (LCAP:Annual Measurable Outcome)</p>	<p>Person(s) Responsible</p>	<p>Task/Date (LCAP Planned Actions and Services)</p>	<p>Cost and Funding Source (Itemize for Each Source; LCAP Budgeted Expenditures)</p>																								
<p>a. For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a “high” status on the CA Dashboard that status shall be maintained.</p> <p>b. For each cohort and significant subgroup therein, the Distance from 3 in English Language Arts will improve by at least 7 points, and by at least 5 points in Math each year. If the distance from 3 for any cohort or subgroup therein reaches a “high” status on the CA Dashboard that status shall be maintained.</p>	<p>Principal, Assistant Principal, instructional coaches, Teacher leaders, Math Department, Director of Curriculum and Instruction, Data Coach, Counselors, Math Lab Teacher, School Site Council, Director of Strategic Initiatives</p>	<p>a. ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. (ECS Certificated)</p> <p>b. School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017.</p> <p>c. School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners</p> <p>d. Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will helps low income</p>	<p>a.</p> <table border="1" data-bbox="1457 505 1837 695"> <thead> <tr> <th colspan="2">ECS Certificated Staff</th> </tr> </thead> <tbody> <tr> <td>Budgeted expenditures:</td> <td>\$89,592</td> </tr> <tr> <td>Funding Source:</td> <td>Base</td> </tr> <tr> <td>Budget Reference:</td> <td>1311</td> </tr> </tbody> </table> <p>b.</p> <table border="1" data-bbox="1457 776 1837 966"> <thead> <tr> <th colspan="2">Professional Development</th> </tr> </thead> <tbody> <tr> <td>Budgeted expenditures:</td> <td>\$6,882</td> </tr> <tr> <td>Funding Source:</td> <td>Supplemental/ Concentration</td> </tr> <tr> <td>Budget Reference:</td> <td>5863</td> </tr> </tbody> </table> <p>c.</p> <table border="1" data-bbox="1457 1047 1837 1399"> <thead> <tr> <th colspan="2">ECS Salaries and Benefits</th> </tr> </thead> <tbody> <tr> <td>Budgeted expenditures:</td> <td>\$192,578 (Certificated Administrators, CMO Certificated & Math Coach) \$38,516 (Benefits) \$6000 (Coaching Stipends)</td> </tr> <tr> <td>Funding Source:</td> <td>Supplemental/ Concentration</td> </tr> <tr> <td>Budget Reference:</td> <td>1100-1311 3000-3900</td> </tr> </tbody> </table> <p>d.</p>	ECS Certificated Staff		Budgeted expenditures:	\$89,592	Funding Source:	Base	Budget Reference:	1311	Professional Development		Budgeted expenditures:	\$6,882	Funding Source:	Supplemental/ Concentration	Budget Reference:	5863	ECS Salaries and Benefits		Budgeted expenditures:	\$192,578 (Certificated Administrators, CMO Certificated & Math Coach) \$38,516 (Benefits) \$6000 (Coaching Stipends)	Funding Source:	Supplemental/ Concentration	Budget Reference:	1100-1311 3000-3900
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students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities.

e. Response To Intervention program to ensure struggling low-income students and English Learners can access curriculum.

f. School will use software to better understand how subgroups are performing and efficacy of best practices for those groups.

g. School will provide English Learner program, including targeted English Language Development services and professional development for all teachers in English Language Development in order to ensure access to curriculum for English Learners

Specialty Classes Expenditures

Budgeted expenditures:	\$219,263 (Certificated Specialty teachers) \$26,173 (Classified support staff) \$8200 (Instructional & PE Supplies) \$43,853 (Benefits)
Funding Source:	Supplemental/Concentration
Budget Reference:	1100 2904 4325-4335 3000-3900

e.

Response To Intervention Program

Budgeted expenditures:	\$91,264 (Certificated Intervention Teacher & Lab Teacher) \$5,360 (Achieve 3000 & Zeal intervention software) \$12,933 (Benefits)
Funding Source:	Title I-\$64,664 Certificated Intervention Teacher Supplemental/Concentration
Budget Reference:	1100 4320 3000-3900

f.

Educational Software

Budgeted	\$6,291.84
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Form B: Centralized Services for Planned Improvements in Student Performance

ECMS-Gardena is a single school district. Therefore, there are no “centralized services”. All services and expenditures of the school site are, by definition, services and expenditures of the district.

School Goal #:

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: 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
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the 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 (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

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

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

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<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"/>
<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"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<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"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 146,428	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For 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"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 16,398	
<input checked="" 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	\$ 18,861	Title III funds may not be consolidated as part of a SWP[3]
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For 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"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	181,687
Total amount of state and federal categorical funds allocated to this school		\$	181,687

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

Form D: 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.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ethan Kuhn, Chairperson		X			
Lakeisha Jerome, Vice Chairperson		X			
Jasmine Pacheco, Secretary			X		
Robert Gloria	X				
Maribel Ramirez				X	
Alisha Jones				X	
Maribel Ahumada				X	
Marjorie Bantad				X	
Number of members in each category	1	2	1	4	0

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee_____ Signature
- 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

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: September 1, 2017.

Attested:

Robert Gloria		
Typed name of School Principal	Signature of School Principal	Date

Ethan Kuhne		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
- Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
 - Based on this information, what might be some recommendations for future steps to meet this goal?

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

[4] EC Section 52852