

## Part II: The Single Plan for Student Achievement Template

School: Ridgecrest Intermediate School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6117584

Principal: Jaime Mancilla

Date of this revision: October 16, 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:

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The District Governing Board approved this revision of the SPSA on January 17, 2018.



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## 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 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness.**

**State Priority 1: Basic Necessities**

**State Priority 7: Course Access**

**SCHOOL GOAL:** Ridgecrest Intermediate School (RIS) will maintain 100% highly qualified teaching staff, and other certificated and classified employees. RIS will provide mentoring support for teachers clearing credentials, mentor assisting teachers and site administration hosting new teachers through a Beginning Teacher Assistance Support (BTSA) induction program. RIS will implement 6-8 newly adopted English Language Arts material in all ELA classes. Additionally, 100% of science and social studies teachers will continue to review, create, and evaluate instructional materials aligned to California State Standards to support curricular programs History Social Science and Next Generation Science Standards.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Highly qualified teaching staff: BTSA training, StudySync training, AR training, Achieve 3000 training, I-Ready, SRI	Ridgecrest Intermediate School currently serves roughly 940 students in grades 6-8. All staff members are HQT. In the previous year, all teachers participated in site and district-based professional development and trainings. The Language Arts Department evaluated and adopted a program to be implemented beginning in the 17-18 school year. The science department, in conjunction with other district schools decided on	No change in data	With the adoption of several new programs this year, the site will assess the strengths of each program. We will determine which elements of each program are most effective in meeting our site goals of raising achievement for our EL, students with disabilities and the economically disadvantaged.

	a science pathway, which included the intermediate schools transitioning to an integrated science model over the course of the next three years.		
NGSS Professional Development	Last spring, teachers chose a model for intermediate school science pathway. No data is available at this time.	Teacher training will be essential for all RIS science teachers as the integrated model will require they teach curriculum that they have not taught previously.	NGSS test in spring will provide baseline data for RIS to plan and align curriculum in the future.
Teachers will receive training in Instructional Strategies such as: Inquiry-Based Teaching/Learning, Project-Based Instruction, Direct Instruction (Universal Design for Learning), and Instructional Technology.	Teachers received training in several different areas such as PBIS, Collaborative Teaching, Guided Language Acquisition Design, Legal Aspects of an IEP document.		

**STRATEGY:** Ensure that all new teachers who qualify for Induction training are enrolled in the program. Provide all Language Arts, science and social science teachers with professional development in their subjects to align to the new state standards. Establish teacher leaders who will be able to mentor and teach colleagues in best instructional practices.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Teachers will participate in district-based and site-based professional development to use StudySync.	2017-18	District and site administration, teachers.	Substitutes for teachers	Certificated Personnel Salaries	Educators Effectiveness Grant	\$1,500
RIS will purchase 4 Chromebook Carts to	October 2017	PVPUSD, RIS PTSA, RIS Boosters	Chromebooks, storage carts, licences.	Books & Supplies	PTSA, Boosters. District	\$40,676 (- \$20,000)

<p>support StudySync adoption.</p> <p>One teacher will attend the annual California Math Council Conference to learn and share best practices with the department.</p>	<p>November 2017</p>	<p>Administration, Teacher</p>	<p>Mathematics professional development</p>	<p>Certificated Personnel Salaries</p>	<p>Educators Effectiveness Grant</p>	<p>\$500</p>
<p>Science teachers will be given release time to develop units aligned to the Next Generation Science Standards</p>	<p>2017-18</p>	<p>Administration, Teachers</p>	<p>Substitutes for teachers</p>	<p>Certificated Personnel Salaries</p>	<p>Educators Effectiveness Grant</p>	<p>\$1500</p>
<p>Social Studies teachers will be given release time to learn about the shifts in the newly adopted History Social Science Framework</p>	<p>2017-18</p>	<p>Administration, Teachers</p>	<p>Substitutes for teachers</p>	<p>Certificated Personnel Salaries</p>	<p>Ed. Services</p>	<p>\$0</p>
<p>The Administration will purchase and repair instructional materials to support student achievement in all subject areas.</p>	<p>2017-18</p>	<p>Administration, Teachers</p>	<p>General office/ classroom supplies, kiln repair, radio repair, instrument repair, NGSS supplies, scantrons, supplemental reading materials, and calculators.</p>	<p>Books &amp; Supplies</p>	<p>Site Discretionary PTSA Supplemental</p>	<p>\$23,600</p>
<p>Instructional Software (SMART, BrainPop, I-ready, SRI, RNN) will be used to support classroom</p>	<p>2017-18</p>	<p>Administration, Teachers</p>	<p>Software used for instruction and intervention.</p>	<p>Books &amp; Supplies</p>	<p>Supplemental, PTSA, Site Discretionary TUPE Grant,</p>	<p>\$4,300</p>

<p>interventions and increase access to instruction.</p> <p>Ridgecrest will update the School Library (furniture, media, and resources) in order to increase student access to resources before, during, and after school.</p>	<p>2017-18</p>	<p>Administration, Booster Club, PTSA</p>	<p>Media, flexible seating arrangements, paint, and other improvements</p>	<p>Books &amp; Supplies</p>	<p>PTSA Booster Club</p>	<p>\$15,000</p>
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**LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)**

**State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)**

**State Priority 4: Pupil Achievement**  
**State Priority 8: Other Pupil Outcomes**

**SCHOOL GOAL:** CAASPP reporting data shows 82.8% students meeting or exceeding ELA standards (-1.1% from Spring, 2016) and 77.1% students meeting or exceeding math standards (-1.4% from Spring, 2016) RIS will plan for a multi-year approach to implementation of Multi-Tiered Systems of Support (MTSS) inclusive of Response to Intervention and Universal Design for Learning in order to provide access to coursework with opportunities for success for all students with the goal of increasing the number of students meeting and exceeding standards in ELA and Math by at least 2.5% overall.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP Data	<p><b>Grade Cohort Comparisons:</b>  <b>CAASPP grade 6 2016 ELA</b> – 60.9% exceeding standards, 26.5% meeting standards.  <b>CAASPP grade 7 2017 ELA</b> – 34.9% exceeding standards, 40.3% meeting standards.</p> <p><b>CAASPP grade 7 2016 ELA</b> – 44.3% exceeding standards, 38.8% meeting standards.  <b>CAASPP grade 8 2017 ELA</b> – 46.5% exceeding standards, 40.8% meeting standards.</p> <p><b>CAASPP grade 6 2016 Math</b> – 49.5% exceeding standards, 27.5% meeting standards.  <b>CAASPP grade 7 2017 Math</b> – 51.3% exceeding standards, 26.4% meeting standards.</p> <p><b>CAASPP grade 7 2016 Math</b> – 59.4% exceeding standards, 17.2% meeting standards.</p>	<p>Overall, the number of students meeting and exceeding standards in ELA and Math has decreased by just over 1%. Data show that the current 8<sup>th</sup> grade class had far fewer students exceeding standard in ELA on 2017 test with more students not meeting and nearly meeting standard. When looking at subgroups, students with disabilities (-45.5% math, -34.2% ELA) and those at an economic disadvantage (-16.5% math. -20.9% ELA) scored far lower than overall school-wide averages in Math and ELA.</p>	<p>RIS will examine the effectiveness of UDL and other Tier I interventions for all students. RIS will also conduct longitudinal study of the different programs used for Tier I and II students such as Accelerated Reader, I-Ready and Scholastic Reading Index and assess their effectiveness.</p>

	<p><b>CAASPP grade 8 2017 Math</b> – 61.1% exceeding standards, 17.2% meeting standards.</p> <p><u>Subgroup Comparisons:</u>  55.4% low socio-economic meeting and exceeding in Math.  26.4% students with disabilities meeting and exceeding in Math.  40% of beginning EL students meeting and exceeding in Math.  61.9% low socio-economic meeting and exceeding in ELA.  48.6% of students with disabilities meeting and exceeding in ELA.  0% of beginning EL students meeting and exceeding in Math (students in US for less than 1 yr do not take this portion)</p>		
D, F, U Reports	There were 120 students with one or more D or F on the 2017-18 fall trimester progress report.	The student support team will continue to monitor students on the D,F,U list at each grading period.	Support the students through interventions decided by grade level teams, SST meetings, Admin, and AIMSWeb Screenings. Examples include: Behavior contracts, enrollment in Rtl math or language arts classes, group/individ. Counseling.
Reclassification data for EL students	Eleven students were reclassified from EL to RFEP in 2016-17	The team will examine the number of students who are in level 4 and 5 (early advanced and advanced) to determine those students who may be ready for reclassification as Fluent.	Site team will analyze SRI, ELPAC, and CAASPP data to determine EL placement/reclassification and supports such as Achieve 3000.

**STRATEGY: RIS faculty and staff will implement a variety of instructional strategies and instructional resources to support all students at the Tier I level of instruction. Using strategies such as Universal Design for Learning, Inquiry-based Instruction and Data-Based Instruction as well as a variety of tools such as Accelerated Reader, I-Ready, BrainPop and SMART technology, teachers will prepare all students to achieve in all core subject areas.**



Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Teachers will use the Accelerated Reader Program as Tier I supports for all students.	2017-18	Teachers	Teachers will use this tool as a Tier I support for students.	Books & Supplies	Supplemental	\$4,300
5 faculty/staff will attend PBIS training, then return to train entire faculty.	2017-18, 2018-19	Administration, Teachers	Substitutes and training at LACOE.	Certificated Personnel Salaries	Educational Services	\$0
Opportunity, special ed., collaboration and ELD teachers will receive training in the I-ready program to support students at levels Tier I and II.	2017-18	Administration, Teachers	Substitutes for teachers for pull-out training	Certificated Personnel Salaries	Educational Services Educator Effectiveness Grant	\$300
Teacher leaders will be trained in project-based learning, inquiry-based instruction, data-driven instruction, direct instruction (Universal Design for Learning), and instructional technology.	2017-18	Administration, Teacher Leaders	Teacher Professional Development and Substitutes	Certificated Personnel Salaries	Educator Effectiveness Grant Supplemental Site Discretionary	\$3,000

**LEA GOAL 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)**

**State Priority 4: Pupil Achievement**  
**State Priority 5: Pupil Engagement**  
**State Priority 7: Courses Access**

## State Priority 8: Other Pupil Outcomes

**SCHOOL GOAL:** Ridgecrest Intermediate School will evaluate and revise school-based supports for English Learners with the goal of 15% of EL students reclassifying as Fluent during 2017-18 school year. The school will also support the certification of one GATE side lead and expand the certification opportunity to a counselor. The GATE site leads will be a resource to other teachers, administrators, and parents at Ridgecrest. Ridgecrest will continue to support a collaborative teaching model to raise the achievement of students with disabilities as evidenced by an increase in CAASPP scores for this subgroup.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Reclassification data for EL students	Three students reclassified from EL to RFEP in 2015-16	Eleven students reclassified from EL to RFEP in 2016-17	Site team will analyze SRI, ELPAC, and CAASPP data to determine EL placement/reclassification and supports such as Achieve 3000.
CAASPP Data	When looking at subgroups, students with disabilities (-45.5% math, -34.2% ELA) and those at an economic disadvantage (-16.5% math, -20.9% ELA) scored far lower than overall school-wide averages in Math and ELA.	A performance gap exists between ALL students and those students identified as having a disability that affects their learning.	All teachers will continue to review and implement classroom-based interventions. Those students exhibiting a need for further intervention will receive increased levels of support. Teachers in the collaborative teaching program will receive further training to effectively implement this model.

**STRATEGY:** RIS faculty and staff will implement a variety of instructional strategies and instructional resources to raise the achievement of students in subgroups who are not meeting standard. Through professional development and collaboration, teachers will focus on strategies that directly support these groups of students.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount

Instructional Assistants will support Beginning English Learners in the ELD classroom and other core subjects.	2017-18	Administration	Aide support for beginning English Learners in ELA, Science, and Social Studies classes.	Classified Personnel Salaries	Supplemental	\$23,000
ELD teachers will introduce Scholastic Reading Inventory to all EL students for EL placement and reading lexile level.	October 2017 February 2018	Teachers of English Learners, Administration	SRI program to determine lexile level and use for reclassification	Books & Supplies	Ed. Services	\$0
ELD teachers will use Achieve 3000 as a supplemental curriculum to support.	2017-18	Teachers of English Learners, Administration	Supplemental Curriculum for ELD Students	Books & Supplies	Ed. Services Supplemental	\$0
RIS will purchase 4 Chromebook Carts to support online use of SRI and Achieve 3000.	2017-18	Administration	Technology to implement educational software	Books & Supplies	PTSA Booster Club Ed. Services	\$40,676 (tied to earlier goal)
One GATE Coach and One GATE certified counselor will train teachers on best practices for GATE students.	2017-18	Administration, Teachers	Site coaches will train teachers on effective instructional practices for GATE students.	Certificated Personnel Salaries	Ed. Services	\$0
The OLSAT test will be administered to identify grade 6 GATE students	October 2017	Administration	Gate Identification Test		Ed. Services	\$0

<p>Ridgecrest will continue to offer STEM pathways to support all students, especially those identified as GATE students, and increase the number of students enrolled in STEM courses.</p>	<p>2017-18</p>	<p>Administration, Teacher</p>	<p>Increase STEM enrollment and offerings</p>	<p>Books &amp; Supplies</p>	<p>Ed. Foundation</p>	<p>\$20,000</p>
<p>Social Studies and science departments will abridge units making them more accessible to EL students and students with disabilities.</p>	<p>2017-18</p>	<p>Administration, Teachers</p>	<p>Substitutes for teachers who will work on units.</p>	<p>Books &amp; Supplies  Classified Personnel Salaries</p>	<p>Educators Effectiveness Grant</p>	<p>\$1800</p>

**LEA GOAL 4: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

**State Priority 3: Parental Involvement**  
**State Priority 5: Student Engagement**  
**State Priority 6: School Climate**

**SCHOOL GOAL:** Ridgecrest will continue to implement Multi-tiered Systems of Support and revise classroom and school-wide systems to provide interventions and options for students who have medical and/or social and emotional needs in order to support students' academic and emotional well-being with 100% of teachers implementing. Additionally, Ridgecrest will remain in compliance with new legislation by utilizing a progressive discipline model that includes alternate means of correction, counseling support for students, and identify root problem(s) to correct behavior. Ridgecrest will develop a progressive plan to address attendance and reduce the number of students in the categories of Chronically and Severely Absent.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
<p>Aeries Assertive Discipline Data</p> <p>Attendance Data</p>	<p><u>2015-16 Discipline Data:</u>                      50 Violation of School Rules Incidents                      23 Teacher Referrals                      20 (48900) Education Code Violations (48900 – meet criteria for suspensions)                      3 Total Suspensions</p> <p><u>2016-17 Discipline Data:</u>                      24 Violation of School Rules Incidents                      5 Teacher Referrals                      25 Education Code Violations                      13 Total Suspension</p> <p><u>2015-16 Attendance Data</u>                      17 Chronically Absent Students                      0 Severely Absent</p> <p><u>2016-17 Attendance Data</u>                      20 Chronically Absent Students                      5 Severely Absent</p>	<p>From 2015-16 to 2016-17, the number of office referrals has decreased significantly due to the implementation of a school-wide progressive discipline plan. Other means of correction such as behavior contracts, SSTs, community service, and counseling have been implemented to reduce the number of students with repeat offenses on campus.</p> <p>Our attendance data show an increase in the number of students who are chronically or severely absent.</p>	<p>The staff will evaluate the current progressive discipline plan and gather community (parent) input regarding the effectiveness of correcting problem behaviors.</p> <p>Administration and counseling department will evaluate social emotional learning curriculum to be used for intervention.</p> <p>Weekly attendance reports are run and letters home are generated for students who fall below 90% attendance rate. Individual interventions are put into place to support student who are chronically absent.</p>

<p>SST Data</p> <p>Student Support Team meeting notes</p>	<p><u>2016-17 SST Data</u> 18 Continuing SSTs 35 New SSTs</p>		<p>Admin will implement a school-wide monthly positive attendance campaign.</p> <p>Admin will monitor new and continuing SSTs to ensure that supports are in place for students that need them and new supports are implemented as needed.</p> <p>The Student Support Team was created this year and has developed a system for tracking and monitoring student progress both academically and socio-emotionally. This data is reviewed weekly and action plans are developed for each student on a weekly basis as long as necessary.</p>
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**STRATEGY:** RIS will take a proactive approach to providing a safe and nurturing school climate for all of our students. By addressing issues early such as chronic absenteeism, we will be able to work with students and parents to ensure that students come to school daily. We will continue our progressive discipline model to reduce the number of office referrals and suspensions. Teacher leaders will be trained in PBIS to be able to teach and support the RIS team in implementing this model throughout the entire school.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount
Admin. will attend PBIS Training	2017-2019	Administration	Training	Certificated Personnel Salaries	Ed. Services	\$0
Teacher Leaders will attend PBIS Training/Meetings	2017-2019	Administration, Teachers	Training		Ed. Services	\$0

Counseling Intern will support the Schoolwide attendance campaign as well as the social emotional needs of students.	2017-18	Administration, Counseling team	N/A	Certificated Personnel Salaries	N/A	N/A
Counselors and admin will implement Social Emotional Learning Curriculum with students as a means of providing positive corrective interventions.	2017-18	Administration, Counseling team	Purchase of curriculum for supporting students social emotional needs	N/A	Supplemental	\$300
Admin., counselors and attendance clerk will initiate a Monthly Attendance Campaign	2017-18	Administration, Counseling team, attendance clerk	Incentives for attendance grade level friendly competitions	Books & Supplies	Supplemental	\$1500
Admin, counselors and school psych will meet weekly in Student Support Meetings to monitor and support students at risk (i.e.: attendance, behavior, academics)	2017-18	Administration, Counseling team School psychologist	N/A		N/A	N/A
Field Trips will allow hands-on access to curriculum						
The school will implement a PBIS incentive program to reward students for following classroom and school-wide behavioral expectations.	2017-18	Administration, Teachers	Field trips	Books & Supplies	PTSA, Boosters	\$21,300
	2017-18	Administration, Teachers	PBIS Incentives		Site Discretionary	\$3,000

<p>Ridgecrest will continue to offer lunch time activities for students: Raider Rampages, ASB, and Leadership class events.</p>	2017-18	Administration, All Staff		N/A		
<p>Ridgecrest will continue to provide after school enrichment and athletic activities through Booster Club.</p>	2017-18	Administration, Booster Club				
<p>Ridgecrest will update school safety procedures and participate in monthly drills (fire, evacuation, lock down, etc.)</p>	2017-18	Administration, All Staff				
				Certificated Personnel Salaries		
				Books & Supplies		



## Form B: Centralized Services for Planned Improvements in Student Performance

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

### LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

<sup>1</sup> 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.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

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

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

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

<sup>3</sup> 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.

## 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.<sup>4</sup> 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
Jaime Mancilla	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Holloway	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott Ellis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Dell'Eva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samantha Weiss	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Douglas Esparza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Chan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Deborah North	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Maloney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Wan-Ping Yu (ELAC)				<input checked="" type="checkbox"/>	
Kris Bernhardt				<input checked="" type="checkbox"/>	
William Deley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Riley Yang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nicholas Lew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Joan Lewis			<input checked="" type="checkbox"/>		
Numbers of members in each category	1	4	2	5	3

<sup>4</sup> EC Section 52852

**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):

- Committee \_\_\_\_\_ State Compensatory Education Advisory Committee  
 Learner Advisory Committee Signature'
- Committee \_\_\_\_\_ Special Education Advisory Committee
- Signature \_\_\_\_\_ Signature
- Signature \_\_\_\_\_ Signature
- Signature \_\_\_\_\_ Signature
- Signature \_\_\_\_\_ Signature
- (list) Signature \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 16, 2017

Attested:

<u>Jaime Mancilla</u>		<u>10/16/17</u>	
Typed name of School	Principal	Signature of School Principal	Date
<u>Joseph Dell Eva</u>		<u>10-16-17</u>	
Typed name of SSC	Chairperson	Signature of SSC Chairperson	Date

SPSA Form F: Budget Planning Tool

School: **Ridgecrest Intermediate School**

District: **Palos Verdes Peninsula Unified School District**

CDS Code: **19648656117584**

Administrator: **Mr. Jaime Mancilla, Principal**

Date of Revision: **10-11-17**

Operating Schoolwide Program (SWP)? **No**

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 61,309.00	Supplemental	\$ 51,580.00	\$ 9,729.00
not applicable	Title I	not applicable	not applicable
\$ 4,560.00	Professional Development	\$ 3,300.00	\$ 1,260.00
\$ 29,201.00	Discretionary	\$ 14,600.00	\$ 14,601.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$6,800.00
Classified Personnel Salaries	2000-2999	\$ 23,000.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$37,000.00
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: **Ridgecrest Intermediate School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656117584

Administrator: **Mr. Jaime Mancilla, Principal**

Date of Revision: 10-11-17

Operating Schoolwide Program (SWP)? No

Goal 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 19,680.00	\$ -	\$ 2,000.00	\$ 10,600.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Study Sync Professional Development	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$ -	\$1,500.00
Math Conference	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$500.00	\$ -
NGSS Unit Planning	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$ 1,500.00	\$ -
Instructional Materials	Books and Supplies	4000-4999	\$15,380	\$ -	\$ -	\$9,100
Instuctional Software	Books and Supplies	4000-4999	\$4,300	\$ -	\$ -	



SPSA Form F: Budget Planning Tool

GOAL2

School: **Ridgecrest Intermediate School**  
 .....  
 District: Palos Verdes Peninsula Unified School District  
 .....  
 CDS Code: 19648656117584  
 .....  
 Administrator: **Mr. Jaime Mancilla, Principal**  
 .....  
 Date of Revision: **10-11-17**  
 .....  
 Operating Schoolwide Program (SWP)? **No**  
 .....  
 Goal 2: **Provide an instructional program which raises achievement for all students in the four core content areas**  
 .....

		Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
		Estimated Costs per Funding Source	\$ 5,300.00	\$ -	\$ 1,300.00	\$ 1,000.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Tier I Support Software	Books and Supplies	4000-4999	\$ 4,300.00	\$ -		\$ -	\$ -
			\$ -	\$ -		\$ -	\$ -
Tier I Professional Development	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$ 300.00	\$ -	\$ -
Instructional Strategies Professional Strategies	Certificated Personnel Salaries	1000-1999	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Ridgecrest Intermediate School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656117584

Administrator: Mr. Jaime Mancilla, Principal

Date of Revision: 10-11-17

Operating Schoolwide Program (SWP)? No

Goal 4: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 24,800.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
EL Instructional Aides	Classified Personnel Salaries	2000-2999	\$ 23,000.00		\$ -	\$ -
Substitutes for Social Studies and Science teachers writing abridged units for EL students	Certificated Personnel Salaries	1000-1999	\$ 1,800.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: **Ridgecrest Intermediate School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656117584

Administrator: **Mr. Jaime Mancilla**, Principal

Date of Revision: 10-11-17

Operating Schoolwide Program (SWP)? No

Goal 4: Ridgecrest will continue to implement Multi-tiered Systems of Support and revise classroom and school-wide systems to provide interventions and options for students who have medical and/or social and emotional needs in order to support students' academic and emotional well-being.

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 1,800.00	\$ -	\$ -	\$ 3,000.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Social-Emotional Learning Curriculum	Books and Supplies	4000-4999	\$ 300.00	\$ -	\$ -	\$ -
PBIS Attendance Campaign	Books and Supplies	4000-4999	\$ 1,500.00	\$ -	\$ -	\$ -
PBIS Incentives for students	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 3,000.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

## Form G: Single Plan for Student Achievement Annual Evaluation 2016-17

### School Priorities

- Implementation of Multi-Tiered Systems of Support – Year 1 implementation actions (Year 2 - 1<sup>st</sup> year after exploratory year) included implementation of school-wide and classroom specific behavioral expectations, progressive discipline plan, implementation of levels of intervention for academic and behavioral needs, school-wide incentive program, and community education on MTSS. Ridgecrest received a Gold Ribbon Award for the work completed in this area. Data were reviewed and revisions have been made by the leadership team for the year 2 implementation (year 3 of MTSS). This goal was met.
- 83% of Students Met or Exceeded ELA Standards meeting the goal of a 5% improvement from last school year (78%). ELA Indicators from the California dashboard place RIS in the color “blue” with an increase in performance in ELA. When broken into subgroups, English Learners and Hispanic Latino groups were in the “green”. Socioeconomically disadvantaged and students with disabilities were in the “yellow” group indicating an area for growth.
- Using the California Dashboard. An area of improvement is the English Learner progress. Ridgecrest is currently in the “Yellow” with a decline in EL progress. In 13/14 and 14/15 there were a total of 17 students Redesignated out of 71 students tested. This year RIS opened an EL Support class. All students in level 1 and 2 were enrolled in this class to support language acquisition in addition to core academic support. School-wide instructional strategies for PD will focus on EL and SPED strategies for a continued focus on growth and development.
- 78.5% of Students Met or Exceeded Math Standards meeting the goal of a 5% improvement from last school year (72%). On the California Dashboard, RIS was in the “blue” group indicating an increase or improvement in overall math performance. English Learners increased significantly in this area. Hispanic or Latino subgroup was in the “green” range indicating sufficient progress. Socioeconomically disadvantaged students were in the “red” band indicating a need for improvement. Students with disabilities are in the “yellow” also indicating a need for improvement. Overall, however, this goal was met. School-wide instructional strategies for PD will focus on EL and SPED strategies for a continued focus on growth and development.
- Ridgecrest has expanded course offerings to provide access and opportunity for all students. The additional courses include: Collaborative ELA and Math classes at each grade level, Reading Rtl, Math Rtl, and an ELD Support Class. The accelerated courses continue to be available for GATE and other students. Enrollment in the intervention courses (math, ELA, ELD) has increased significantly while the number of students with IEPs has declined. This goal was met.
- Additional Instructional technology has been added to support EL, SPED, and GATE learners. Title III and EL funds were used to purchase additional devices for student use. These funds have also been used to purchase District

approved intervention software (I-Ready) to support these special populations. This goal was met.

- Ridgecrest finished the second year of MTSS implementation (Exploratory year 2015/16 and Year 1 2016/17). (see info above) The leadership team will continue to analyze climate data to refine and revise PBIS processes. Aeries has been updated to align with intervention data collected. Teachers have successfully used the pre-referral data to communicate progress on interventions to better support students.
- RIS will actively work to include planning of major facilities upgrades to the school site through PVPUSD Master Facilities Plan. A facility master plan school committee has been created and Master Plan site visits are currently underway to gather stakeholder input.

### Plan Implementation

- Strategies that were fully implemented include: Building proficiencies in Response to Intervention and Positive Behavior Intervention Supports as they support MTSS. School wide and classroom expectations have been defined and clearly communicated to the entire school community. A consistent progressive discipline plan is being followed and all data are being monitored via Aeries.
- Solar and HVAC upgrades have been postponed due to budgeting and ongoing District Master Facilities Plan. Ridgecrest continues to explore other avenues of cooling such as ceiling fans, window tinting, and other shade structures. Ceiling fans have been installed in all east facing classrooms to help alleviate the high temperatures. PTSA funds were used to install ceiling fans in all west facing classrooms this past summer.
- ELA/ELD Standards framework and “Best Practices” instructional strategies continue to be a focus and have not been fully implemented across the site. Ridgecrest staff will clarify what are “best practices” and consistently implement a research based instructional program. ELA/ELD pilot and adoption is currently underway. GLAD strategies were introduced at the beginning of the school year, but did not gain traction to become fully integrated.
- Cognitively Guided Instruction is not occurring in all math classes as many teachers were unable to attend the trainings offered after school due to other commitments. Additional trainings were offered, but not required for math teachers to attend. Professional development continued this year for the newly adopted math curriculum/program.

### Strategies and Activities

- Data input and monitoring of Aeries pre-referral interventions has been an effective way for teachers to support individual students as well as communicate about beneficial interventions. Administration continues to inform aeries programmers regarding changes that would better support data collection, analysis, and communication across all grades.
- Additional pathways for students have been added and have been effective in providing support for students (collaborative classes, intervention classes, and ELD support class).
- Professional development related to CCSS has been effective as Ridgecrest met both student achievement goals (+5%) in Math and ELA.
- Ridgecrest received a Gold Ribbon Award for the work in the area of MTSS.
- Collaborative teaching model has been implemented and is working effectively in some, but not all, classes. This will continue to be a focus for 2017-18.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Instructional practices to support CCSS in Math and ELA were not implemented with fidelity
- Lack of follow up or coaching to support implementation of Math and ELA CCSS in light of continued adoptions
- Professional development in ELD standards and framework have not been continued though it was initiated
- Students with disabilities continue to struggle in the areas of ELA and Math. The collaborative teaching model has been implemented with fidelity by some classrooms, but not others, despite ongoing PD.
- Based on the analysis of this practice, would you recommend:
  - Focus on continuous improvement under MTSS
  - Continuation of professional development to support the implementation of best instructional practices with fidelity across the curriculum.
  - Focus on ELD supports across the curriculum.
  - Increase pathway options for students with disabilities. Continue implementation of collaborative model.

#### Involvement/Governance

- Input was sought and given by the School Site Council.
- Input was sought and given by the ELAC. Old goals were reviewed and new goals pertaining to English Learners were discussed.
- Input was sought and given by the Ridgecrest Leadership Team. Old goals were reviewed and new goals were discussed.

- The School Site Council discussed and reviewed progress towards goals throughout the year.

#### Outcomes

- 100% of the teachers have participated in professional development related to CCSS in Math and ELA
- 100% of the teachers have participated in professional development related to MTSS.
- Ridgecrest has a facilities master plan committee informing the PVPUSD Facilities Master Plan.
- Clear pathways have been created for intervention and acceleration including the addition of Math RtI, collaborative classes, and an ELD Support class.
- Training in current instructional strategies is ongoing and only partially met at this time.
- ELD Framework has not been implemented at Ridgecrest. There was an ELA/ELD pilot and adoption this school year. PD related to the new adoption will be an area of focus for next year.
- Future work in the area of ELD standards/framework will be essential.
- Future work in the area of effective instructional practices is recommended.
- Future work in the development and implementation of Next Generation Science Standards will be essential.
- Future work in the refinement of pathways for students with disabilities will be essential.