

Part II: The Single Plan for Student Achievement Template

School: Miraleste Intermediate School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021331

Principal: Mr. Frank Califano

Date of this revision: September 28, 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:	Mr. Frank Califano
Position:	Principal
Telephone Number:	310-732-0900
Address:	29323 Palos Verdes Dr., East Rancho Palos Verdes, CA
E-mail Address:	Califanof@pvpusd.net

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: Miraleste Intermediate School (MIS) will continue to implement professional development to identify and enhance instructional strategies to meet the needs of all students. Miraleste will initiate an instructional rounds practice in which 10% of the teachers will participate. MIS will continue to improve the infrastructure of instructional technology for students and staff by increasing availability and access. MIS will work to recruit and retain a highly skilled staff by increasing staff morale, building positive relationships, and seeking highly qualified staff that will fit with the culture of MIS. 2017-18 will be a continuation year for Naviance, college and career counseling program, in grades 6-8 at Miraleste Intermediate School. Counseling and guidance lessons for grade 8 on high school preparation, including understanding GPA, A-G requirements, scheduling, and counseling resources, etc. will offered to prepare students for the transition to high school.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Staff and Stakeholder surveys	LCAP Survey 2016	LCAP Survey 2017	Use of 2017-18 data to drive decision making for 2018-19 school year.
Instructional supplies and technology needs	N/A	Needs assessment 2017-18	Will review instructional supplies inventory, yearly
Professional development needs assessment	N/A	Needs assessment 2017-18	Monitor progress through surveys, leadership team, and SSC
Naviance	7 th and 8 th grade implementation year 2016-17	90% of all students 2017-18 will participate in a career/guidance lesson	2017-18 is the implementation year for Naviance in grade 6. Data collection from 2017-18 will be utilized for longitudinal data studies moving forward. Increase % of students exposed to college

			and career counseling.
SARC	Williams Compliance 100% Teacher Credentialing 100% Facilities: good	Williams Compliance 100% Teacher Credentialing 100% Facilities: good	Use F.I.T. to inform facility improvements.

STRATEGY: Miraleste Intermediate School will utilize staff development meetings, district resources, and conferences/trainings to enhance teachers' instructional strategies. MIS will actively work with the district office to focus on needed facility improvements and increased classroom technology. Counselors, the school psychologist, and classified staff will utilize staff development, district resources, and conferences/trainings to enhance personal performance.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Address facilities needs and prioritize site and classroom facilities needs as measured by School Accountability Report Card (SARC) and Williams's compliance.	August 2017-June 2018	Leadership Team, Teachers, Counselors, PTSA, Boosters, SSC	Chromebooks, Classroom Materials	District/Site	District PTSA Boosters Site Discretionary	Chromebooks PTSA/Booster: \$22,206, District: \$22,206 Supplies: PTSA, \$5000 Site \$3000
Implementation of college and career guidance lessons using Naviance for grades 6-8.	November 2017-May 2018	Counselors, Ed. Services	Curriculum and professional development	District	N/A	N/A
Implementation of site-based instructional rounds.	October 2017-May 2018	Principal, Assistant Principal	Substitutes	Site	Site Discretionary	\$1600
Teacher Induction Program - BTSA	August 2017-June 2018	Educational Services	Training, Substitutes	District	N/A	N/A

Continue to provide opportunities for growth at on-site and off-site trainings/conferences and provide substitute coverage. See goal 2	August 2017- June 2018	Principal, Assistant Principal, TOSAs	Conferences, Substitutes	District Site	Site Discretionary EEF District	See Goal 2
Evaluate and prioritize equipment needed to support STEM/STEAM program in order to maintain opportunities for Technology, Engineering, Arts, and Mathematics (STEAM) and Science, Technology, Engineering, and Mathematics (STEM) coursework.	August 2017- June 2018	Educational Services, Principal, Assistant Principal, STEM Teacher	Substitutes Equipment	District/Site	District Site Discretionary PTSA Boosters	\$1500
Academic and Safe Schools counselors to run informational sessions with grade 8 students on high school preparation, including understanding GPA, A-G requirements, scheduling, counseling resources, etc.	August 2017- June 2018	Academic and Safe Schools Counselors	Guidance sessions, classroom visitations and presentations	N/A	N/A	\$0
Campus updates and beautification including locker movement and new benches.	August 2017- June 2018	Principal, Assistant Principal, ASB, District	Move and replace lockers, add new benches near 600 building	Site	ASB	\$15,000
Access to clean and filtered water	August 2017	Principal, Assistant Principal, PTSA, Boosters, District	Water filling Stations	Site	PTSA Boosters	\$24,000
Develop and implement a site based needs assessment survey, inclusive of materials, technology, training, and	Spring 2017	Principal, Assistant Principal	N/A	N/A	N/A	\$0

climate						
<p>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)</p> <p>State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy) State Priority 4: Pupil Achievement State Priority 8: Other Pupil Outcomes</p> <p>SCHOOL GOAL: Overall CAASPP Math scores to increase 3% or more in the areas of met or exceeded the standard from 2017 to 2018. Overall CAASPP ELA scores to increase 3% or more in the areas of met or exceeded the standard from 2017 to 2018. Implementation of NGSS instructional strategies and lessons in all science classes. Social Studies teachers to become familiar with the new CA Social Science Framework.</p>						

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP Math Data (met or exceed the standard)	2016: Overall Math 67% 2017: Overall Math 63.07%	-3.93% from 2016 to 2017	Identify specific areas of deficiency utilizing Aeries Analytics. Department analysis including CAASPP Claims, SMP's, and standards pacing.
CAASPP ELA Data (met or exceed the standard)	2016: Overall ELA 71% 2017: Overall Math 69.95%	-1.05% from 2016 to 2017	Identify specific areas of deficiency utilizing Aeries Analytics. Department analysis including CAASPP Claims and standards pacing.
NGSS professional development time	Continued lesson design and training with all science teachers.	Increased professional development time by grade-level.	Increased NGSS classroom instructional practices at all grade levels.
Intermediate Social Science professional development time. (framework)	2016: Rollout training 2017: Site collaboration	Increased professional development time focused on the CA Social Science Framework.	Begin to implement classroom lesson strategies from the Instructional Strategies chapter of the CA Social Science Framework.

STRATEGY: MIS will continue to place students in classes which best reflect their ability to succeed with the goal to increased competency. Targeted interventions will be provided to students to support their learning and access to core curriculum. Training, data analysis, and professional development will continue throughout the 2017-18 school year for all staff to support the achievement all 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
Implement 6-8 newly adopted English Language Arts material.	August 2017- June 2018	Educational Services, ELA TOSA, Principal, Assistant Principal	Substitutes, materials,	District Site	District Site Discretionary	District: N/A Site: \$2000
Provide initial professional development to staff aligned to the California State Standards for History Social Science including the shifts in the newly adopted framework inclusive of diversity education at all grade levels	August 2017- June 2018	Educational Services	Substitutes, materials, conferences	District Site	District Site Discretionary	District: N/A Site: \$500
Begin to align science curriculum to the Next Generation Science Standards for grades 6-8 and implement units of study for grades 6-7.	August 2017- June 2018	Educational Services, Science TOSA, Principal, Assistant Principal	Substitutes, materials, conferences, training	District Site PTSA Supply Budget	District Site Discretionary EEF PTSA	PTSA: \$6000 District: N/A Site: \$3000 EEF: \$1500
Utilize 3 years of CAASPP data to drive instructional decisions including strategies and pacing for ELA and Mathematics.	August 2017- June 2018	Principal, Assistant Principal, ELA TOSA, Teachers/staff	N/A	N/A	N/A	\$0

Math teachers will continue to implement the math adoption with fidelity. Math teachers will attend professional growth opportunities and implement strategies in the classroom. The site will monitor and provide feedback on summative math assessments and teachers will participate in the annual revision, data analysis, and grading of the common assessment.	August 2017- June 2018	Principal, Assistant Principal, Ed. Services, Teachers/staff	Substitutes	District Site	District Site Discretionary	District: \$1700 Site Discretionary: \$1000
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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: Miraleste Intermediate School will meet the educational needs of student subgroups. Teachers, support staff, and the administration will target those students who are identified as being “at risk” or who scored below the national average for continued support in EL and Special Education and will show growth via SRI trimester assessments, ELPAC annual assessments, CAASPP subgroup scores, and annual IEP goals and objectives. In addition, the staff will continue to provide challenging and differentiated Math and ELA instruction and programs to meet the individual needs of GATE students. EL and SPED subgroups will show a 1% increase in math and ELA CAASPP scores (met or exceeding the standard). EL students will demonstrate an increase of 2% of their original Lexile scores on the SRI from trimester 1 to trimester 3. GATE strategies will be shared at a minimum of 2 staff meetings.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
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Annual EL Assessments	Previous Annual EL Assessment Outcomes for students	SRI, CELDT/ELPAC	Students who are not making progress will be referred to appropriate supports and interventions.
AIMSweb	N/A	AIMSweb implementation year	AIMSweb universal screening for reading fluency and comprehension to identify specific areas of need
OLSAT Results	MIS GATE identified for 2016: 114/912 = 12.5% of the student population	MIS GATE identified for 2017: 97/920 = 10.5% of the student population	GATE Coach will provide ongoing professional development for teachers and serve as a resource for GATE Instruction. Before/After school GATE opportunities will be offered.

STRATEGY:

MIS will continue to identify at-risk students who have not met or exceeded the standards in ELA and/or Math. Targeted interventions will be implemented to raise student achievement. MIS provides a comprehensive instructional program that meets the needs of all students, including accelerated course offerings and interventions.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Continue to provide professional development to certificated staff, as well as classified English Learner instructional aides, that is aligned to the California State Standards with an emphasis on Integrated and Designated English Language Development Standards to improve communication and collaboration which supports student	August 2017- June 2018	Educational Services, Principal, Assistant Principal, EL Site Lead	Substitutes	District	N/A	N/A

achievement.						
Continue to provide instructional activities, resources, and counseling for GATE students with an emphasis on their social/emotional learning and development as the students matriculate and keep them engaged through classroom guidance lessons and student activities	August 2017- June 2018	Principal, Assistant Principal, GATE Coach, Safe Schools Counselor, Academic Counselor	Materials	PTSA	PTSA	\$4000
Explore supplemental resources in EL class to support StudySync with leveled reading.	August 2017- June 2018	Educational Services and EL Teacher	Software	District	N/A	N/A
Targeted intervention for students in General Education and Special Education in math and ELA will be implemented through the use of Reading Plus, Read Naturally, Sondag, and iReady programs	October 2017- June 2018	Principal, Assistant Principal, Ed. Services, Student Services	Sondag System Reading Plus Read Naturally iReady Substitutes	District	N/A	N/A
District will provide three parent education opportunities to support the development of the whole person, as well as strategies to connect with gifted students and keep them engaged.	August 2017- June 2018	Ed. Services, GATE Coach	N/A	District	N/A	N/A

Afterschool homework support	September 2017-June 2018	Staff	Hourly pay	Boosters	Boosters	\$5000
Student support and intervention through a Learning Center model.	August 2017-June 2018	Staff	Certificated teacher/Learning Center	Site	Supplemental	\$34,000

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: Year 1 of PBIS training, Improve infrastructure to create a positive and safe school climate. Have 100% PTSA membership by certificated staff. Increase community involvement through PTSA boosters, and communication.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
California Healthy Kids Survey	CHKS 2016 results: 7th Graders: 46% indicated caring adult relationships, 32% experienced harassment or bullying, 10% indicated have been in a physical fight	Using data, Miraleste found a need to support PBIS	Site will analyze 2017-18 CA Healthy Kids Data to determine specific school needs
Attendance Data	Chronic Absenteeism 2016: 3.68% Approaching Chronic Absenteeism 2016: 14.5%	Decrease the percentage of “chronically absent” and by “approaching chronically absent” in 2017 by 5% of the 2016 percentages.	Site will regularly use attendance data to monitor student attendance.
Suspension Data	Suspension date 2016: 2.2% suspended	Decrease the number of suspended students by 2%	Implementation of PBIS to reduce discipline incidents
School Communication	Weekly email from administration	Weekly email from administration with updates and site administration	Qualitative analysis of phone calls to main office and parent feedback regarding communication and content.

STRATEGY: MIS will build a positive school culture and reduce student referrals and disciplinary action to students. Increased student activities, including a student and staff intramural lunch time sports program will be implemented in the 2017-18 school year. MIS will focus on the first year implementation of a Positive Behavior Interventions Supports (PBIS) program. Student data will continue to be monitored through Aeries Analytics to inform the decision making process for both support and interventions.

MIS will build a positive school culture and reduce student referrals and disciplinary action to students. Increased student activities, including a student and staff intramural lunch time sports program will be implemented in the 2017-18 school year. MIS will focus on the first year implementation of a Positive Behavior Intervention and Supports (PBIS) program. Student data will continue to be monitored

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
In compliance with new legislation, sites will utilize a progressive discipline model that includes alternate means of correction, counseling support for students and identify root problem to correct behavior. MIS will participate in year 1 Positive Behavior Intervention Supports (PBIS).	August 2017- June 2018 (Ongoing)	MIS PBIS Team	Substitutes	District	Professional Development , Educational Services	N/A
Implement SARB procedures and utilize analytics dashboard on the AERIES Student Information System to monitor student attendance. Increase use of attendance letters for both tardy and absent students.	August 2017- June 2018	Assistant Principal and Attendance Clerk	N/A	N/A	N/A	\$0
Train all teachers on the CA Healthy Schools Act	September 2017	Principal and Assistant Principal	N/A: Monday staff development time	N/A	N/A	N/A
100% teacher membership/participation	August 2017- September	MIS Stakeholder Groups	N/A	N/A	N/A	N/A

with MIS PTSA	2017					
Staff Appreciation	August 2017- June 2018	Principal, Assistant Principal, Counselors, Staff, PTSA, Boosters	Staff gatherings, MIS clothing	ASB, PTSA, Booster	ASB, PTSA, Booster	\$1500
Provide opportunities for intermediate school students to engage in the school community through electives and leveled course access.	August 2017- June 2018	Principal, Assistant Principal, Counselors, Staff	N/A	N/A	N/A	N/A
Donuts with Dad	October 2017 February 2018 April 2018	Principal, Assistant Principal, PTSA	Materials, Speakers	PTSA	PTSA	N/A
Administer the CA Healthy Kids Survey to grade 7 students	November 2017	Principal, Assistant Principal	N/A	N/A	N/A	N/A
Continue to implement, evaluate, and refine disaster and evacuation drill procedures	August 2017- June 2018	Principal, Assistant Principal, PTSA, Staff	Supplies	PTSA	PTSA	N/A
Student activities	August 2017- June 2018	Principal, Assistant Principal, Safe Schools Counselor, Staff	Supplies, assemblies	PTSA	PTSA	\$5000
Lunch time Intramurals	August 2017- June 2018	Principal, Assistant Principal, Staff	Supplies	Boosters	Boosters	\$1000

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 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)
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

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.

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"/>	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"/>	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 type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<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 type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<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 may not be consolidated as part of a SWP ³
<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"/>
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.

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.

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
Frank Califano	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Lehault	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Buresh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gretchen Carner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jamie Robertson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elizabeth Grau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ben Kroon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Rieder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fran Cross	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dan Hernandez	<input type="checkbox"/>	<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"/>
Numbers of members in each category	1	3	2	2	2

⁴ 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):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee R. Kieft _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee [Signature] _____ 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: October 30, 2017.

Attested:

Frank Califano
Typed name of School Principal

KAREN BURESH
Typed name of SSC Chairperson

[Signature]
Signature of School Principal

[Signature]
Signature of SSC Chairperson

Oct 30, 2017
Date

Oct. 30, 2017
Date

SPSA Form F: Budget Planning Tool

School: Miraleste Intermediate School

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486566021331

Administrator: Mr Frank Califano, Principal

Date of Revision: 10-30-17

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
\$ 42,994.00	Supplemental	\$ 34,000.00	\$ 8,994.00
not applicable	Title I	not applicable	not applicable
\$ 4,455.00	Professional Development	\$ -	\$ 4,455.00
\$ 39,142.00	Discretionary	\$ 14,100.00	\$ 25,042.00

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	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
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	

School: **Miraleste Intermediate School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486566021331

Administrator: **Mr Frank Califano**, Principal

Date of Revision: **10-27-2017**

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	\$ -	\$ -	\$ -	\$ 6,100.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Instructional rounds	Site Discretionary		\$ -	\$ -	\$ -	\$ 1,600.00
Facilities needs	Site Discretionary		\$ -	\$ -	\$ -	\$ 3,000.00
STEM	Site Discretionary		\$ -	\$ -	\$ -	\$ 1,500.00
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: **Miraleste Intermediate School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486566021331

Administrator: **Mr Frank Califano**, Principal

Date of Revision: 10-27-17

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	\$ -	\$ -	\$ -	\$ 8,000.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Site-based PD (Social Science)	Site Discretionary		\$ -	\$ -		\$ 500.00	\$ -	
ELA Implementation	Site Discretionary		\$ -	\$ -		\$ 2,000.00	\$ -	
NGSS	Site Discretionary		\$ -	\$ -	\$ -	\$ 3,000.00	\$ -	
NGSS Conferences	EEF		\$ -	\$ -	\$ -	\$ 1,500.00	\$ -	
Math Trainings/Professional Growth	EEF		\$ -	\$ -	\$ -	\$ 1,000.00	\$ -	

SPSA Form F: Budget Planning Tool

GOAL3

School: **Miraleste Intermediate School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486566021331

Administrator: **Mr Frank Califano**, Principal

Date of Revision: 10-27-17

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	\$ 34,000.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Student support and intervention through a Learning Center model.	Supplemental		\$34,000.00		\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Miraleste Intermediate School

District: Palos Verdes Peninsula Unified School District

CDS Code: 196486566021331

Administrator: Mr Frank Califano, Principal

Date of Revision: 10-27-17

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

Top priorities are :

Instructional technology and infrastructure availability for teachers and students

Academic and social emotional support and interventions

Major Expenditures:

Chromebook purchases, water filling stations, Learning Center model

Plan Implementation

- Strategies that were fully implemented:

Learning Center model

Professional development opportunities on and off site

Homework Club

Integration of technology into teaching practices

- Strategies that were not fully implemented:

All strategies identified in the 2016-17 SPSA were implemented with fidelity.

Strategies and Activities

Effective Strategies:

Intervention including the Learning Center model, HW club, and differentiated instruction. Evidence identified by student participation and qualitative observations of instructional delivery.

Ineffective or Minimally Effective Strategies:

Lack of ongoing use of data analysis to drive instructional decision making. Lack of a clear disciplinary plan and behavioral expectations led to confusion among staff and students.

- Limited or ineffective professional development to support implementation
- Lack of effective follow-up to support implementation
- Not implemented with fidelity

Recommendations:

- Continuing with the following modifications: Implementation of a year 3 PBIS roll-out including clear behavioral expectations and discipline procedures. Consistent follow-up to support all programs. Ongoing data analysis for content, pacing, and interventions.

Involvement/Governance

- How was the SSC involved in development of the plan?

SSC received monthly updates on implementation of the SPSA and provided feedback.

- How were advisory committees involved in providing advice to the SSC?

Ongoing feedback during SSC meetings.

- How was the plan monitored during the school year?

SSC members have copies of the plan to review ongoing implementation. SSC

received monthly updates on implementation of the SPSA and provided feedback. Individual aspects of the plan were discussed at weekly Cabinet meetings.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

None at this time.

Outcomes

- Identify any goals in the current SPSA that were met.

Instructional technology and infrastructure and best practice instructional strategies were used to ensure universal access and a positive school climate.

MIS provided all students with academic and social emotional support and interventions, to ensure an instructional program that promotes success for all students.

- Identify any goals in the current SPSA that were not met, or were only partially met.

Both Goals 2 and 3 were not met as we saw a decrease in overall CAASPP scores for both Math and ELA.

- Based on this information, what might be some recommendations for future steps to meet this goal?

Increased interventions in both ELA and Math. Ongoing data analysis. Identify students who have not met or exceeded the grade-level standards. Course placement is essential for student success.