

Single Plan for Student Achievement 2015-16

Vanden High School



Vanden High School Site Council

Vanden High School
2951 Markeley Ln.
Fairfield Ca, 94533
707-437-7333

School Site Council Approval Date: December 16, 2015

TRAVIS UNIFIED
SCHOOL DISTRICT



Reaching beyond the boundaries
to build a community of learners.

The Single Plan for Student Achievement

School: Vanden High School

District: Travis Unified School District

County-District School (CDS) Code: 48-70565-4838801

Principal: William Sarty

Date of this revision: December 9th, 2015

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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Position:	Principal
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E-mail Address:	wsarty@travisusd.org

The District Governing Board approved this revision of the SPSA on December 8, 2015 (pending).

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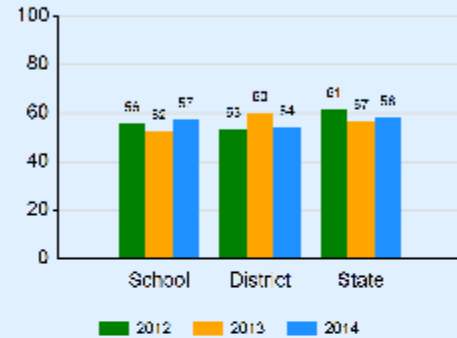


**Local Control Funding Formula (LCFF)
State Priorities Snapshot
2014-15 Reporting
Vanden High**

Address: 2951 Markley Ln., Fairfield, CA 94533
Grades Offered: 9-12
County-District-School Code: 48-70565-4838801

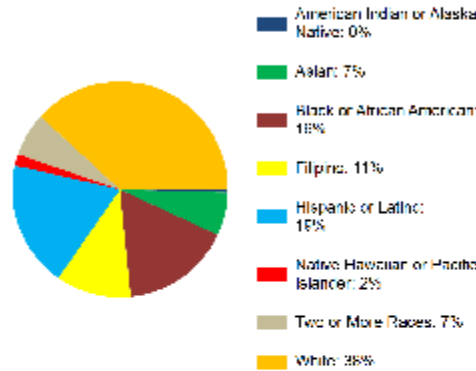
Student Achievement

Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency



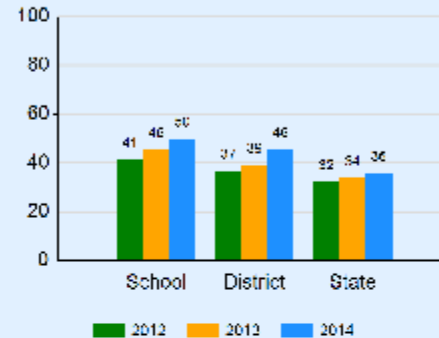
Enrollment (1645)

2013-14 Enrollment by Race/Ethnicity

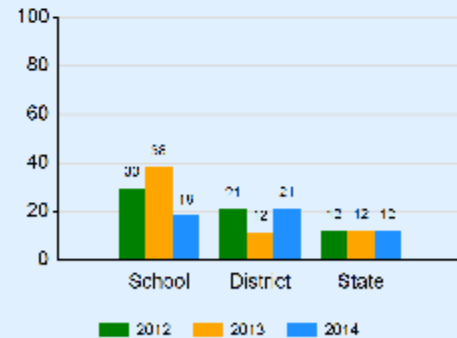


Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



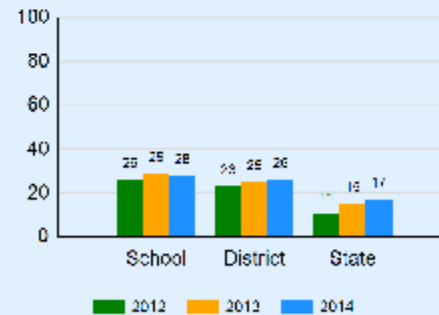
Percent of EL Students Who Were Reclassified



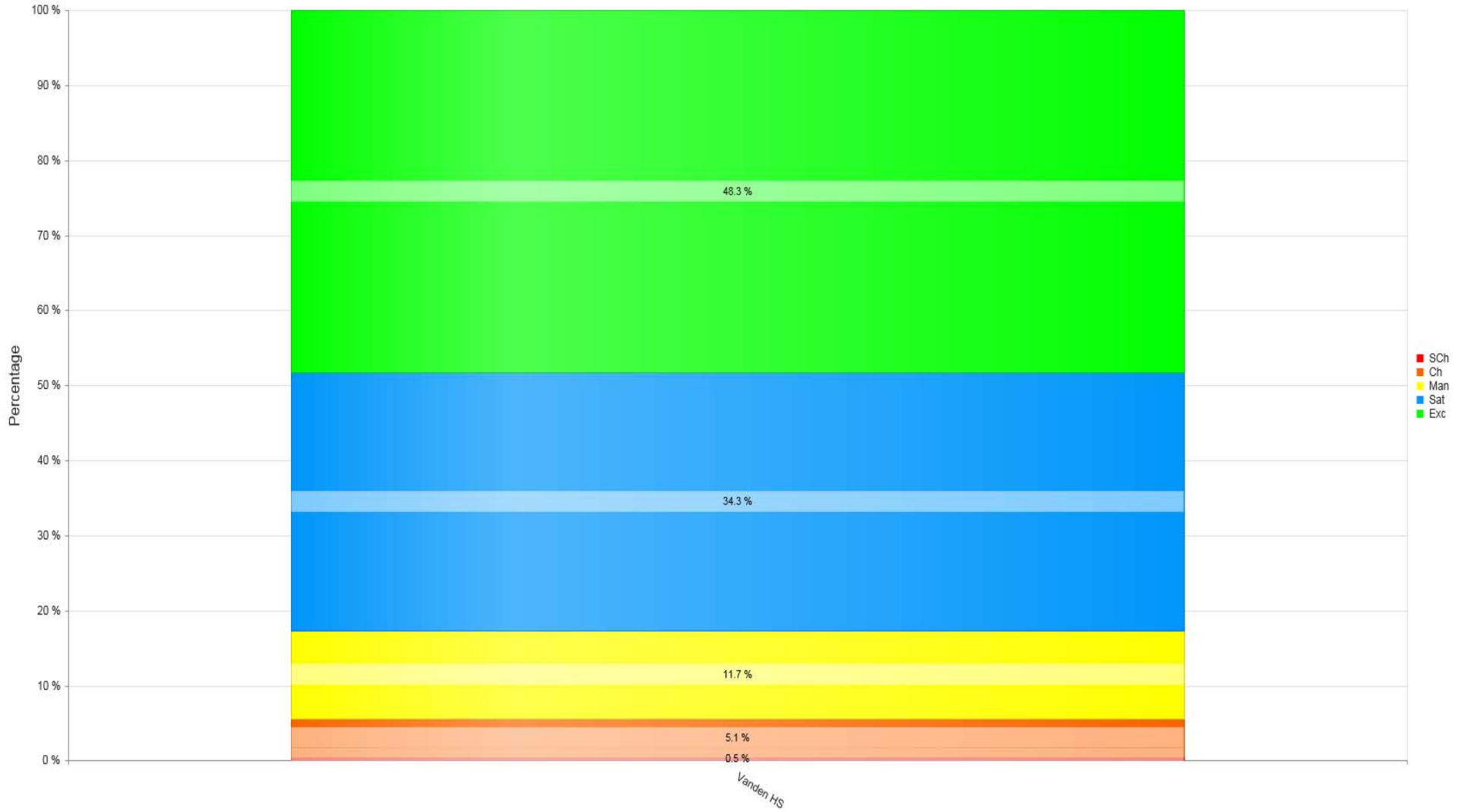
2013-14 Enrollment by Program Eligibility

English Learner (EL)	22 (1%)
Foster Youth (FY)	8 (0%)
Socioeconomically Disadvantaged (SED)	383 (23%)
Students With Disabilities (SWD)	151 (9%)

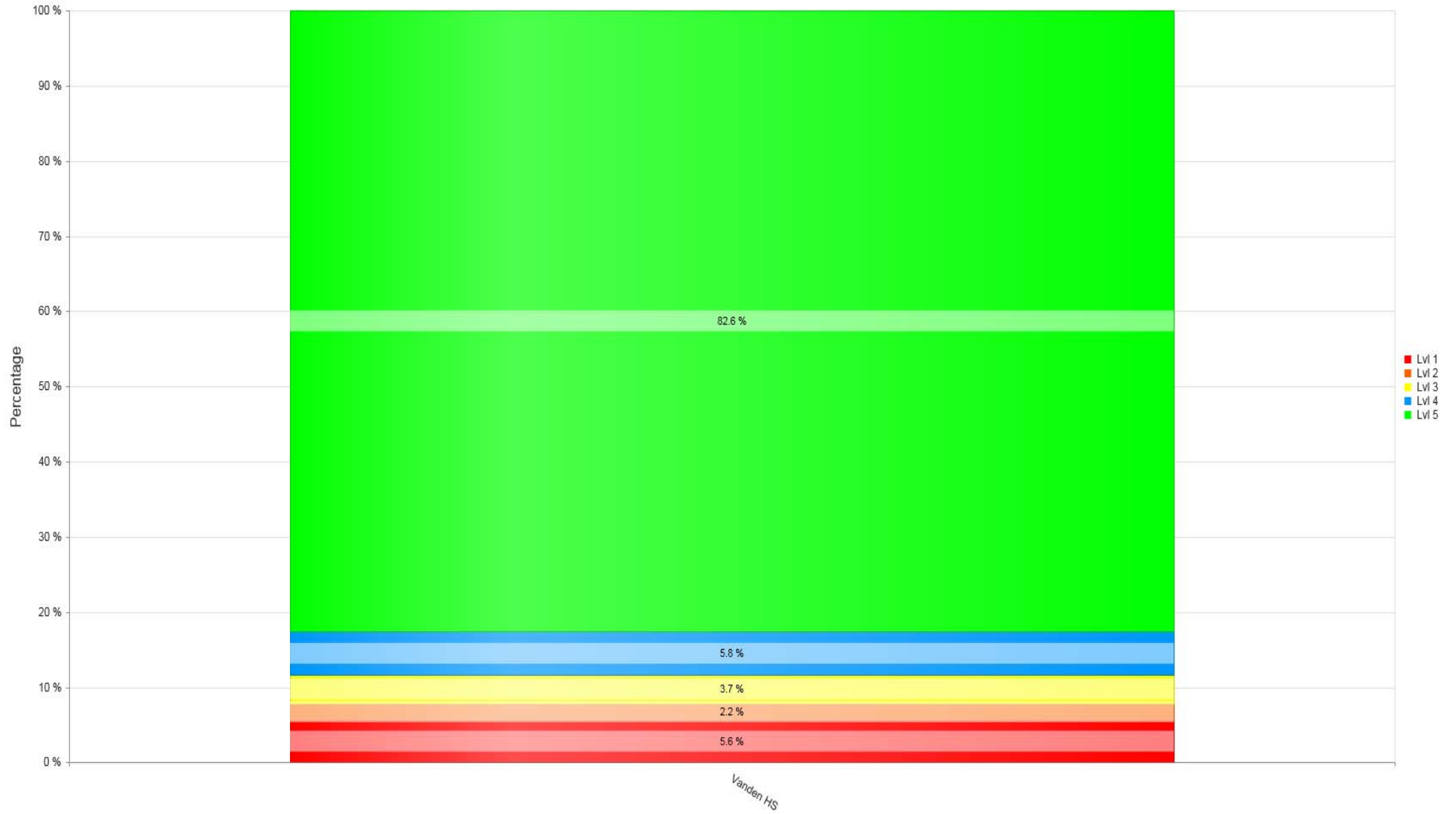
Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway

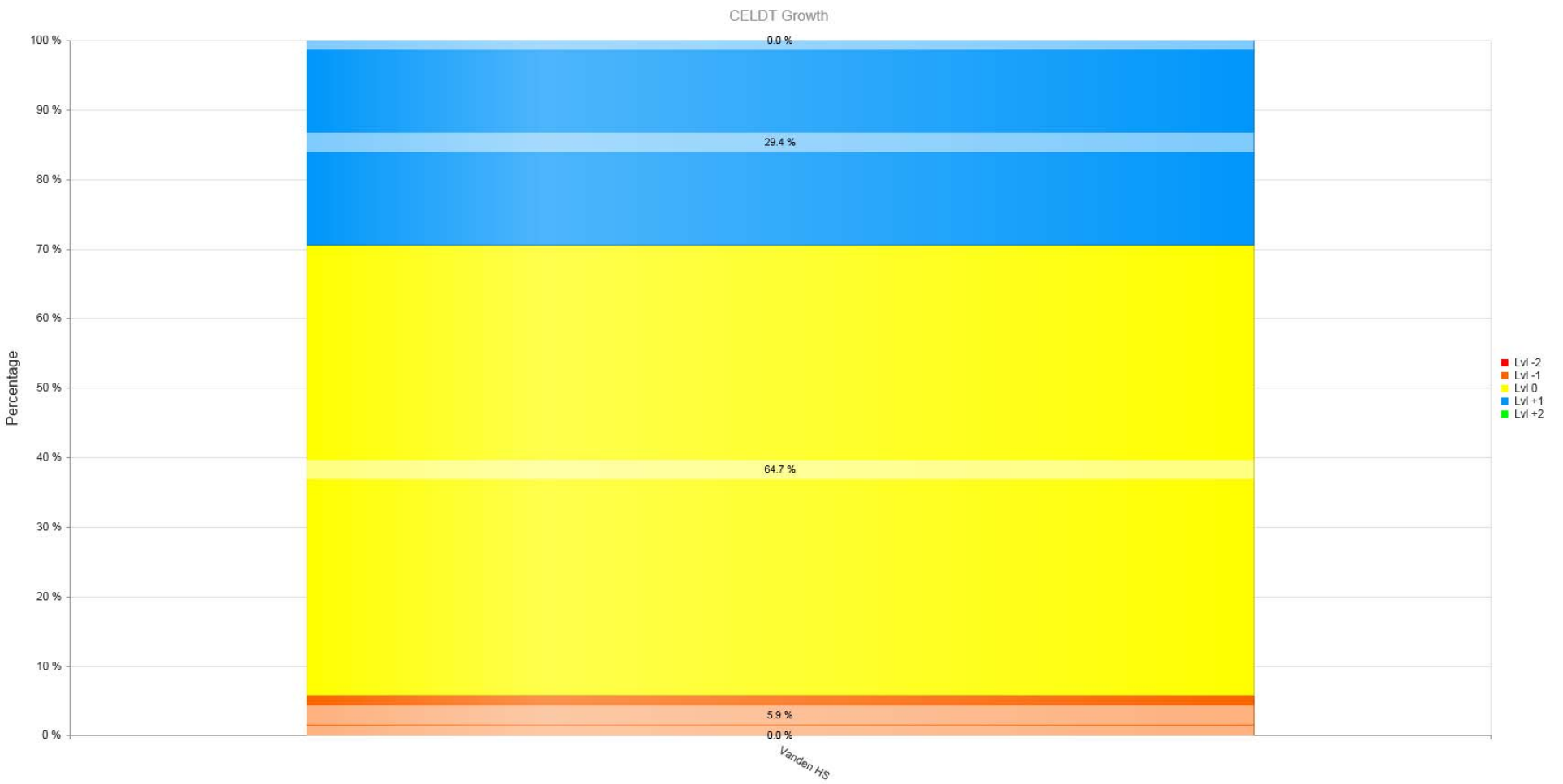


A2A Attendance %

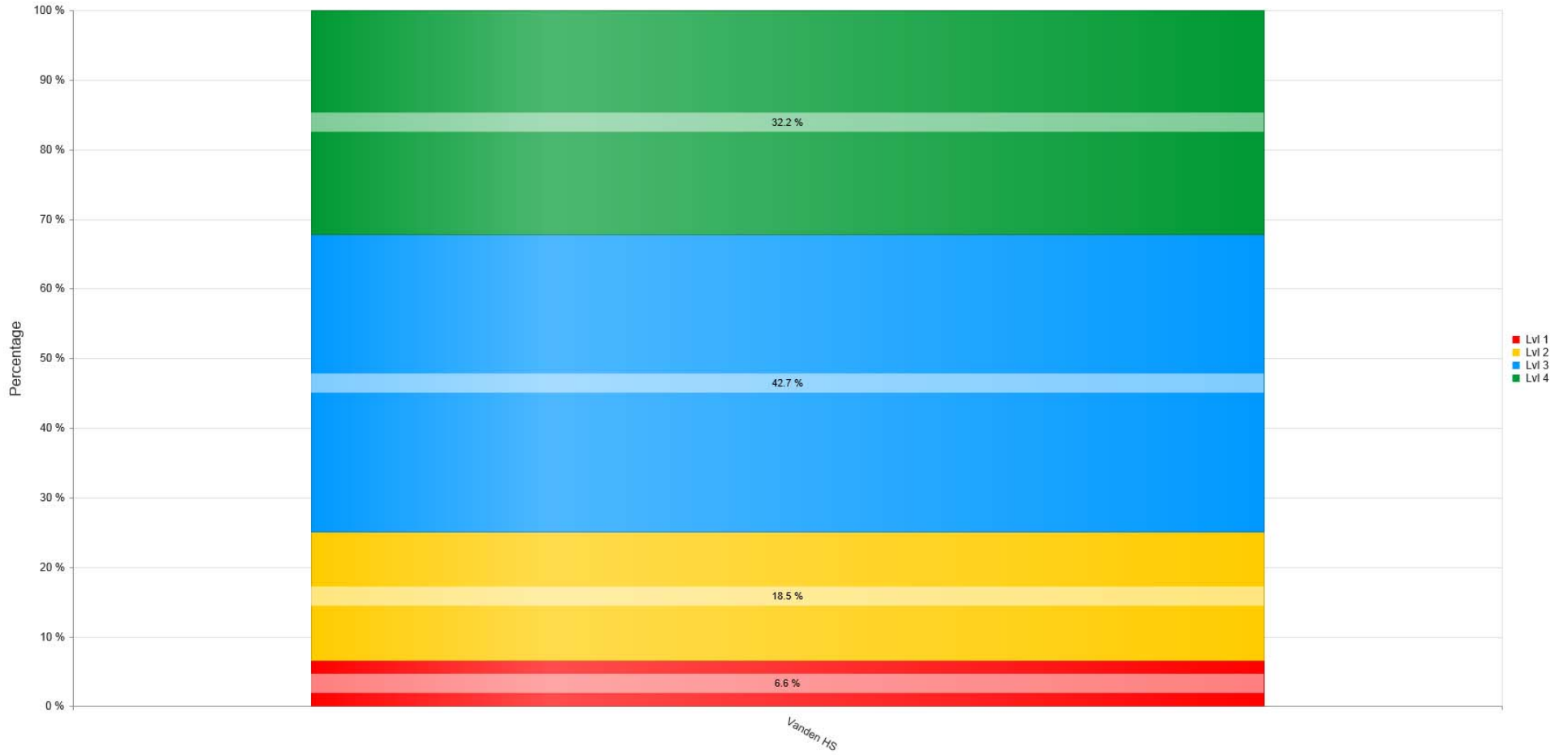


Chronic Absentees

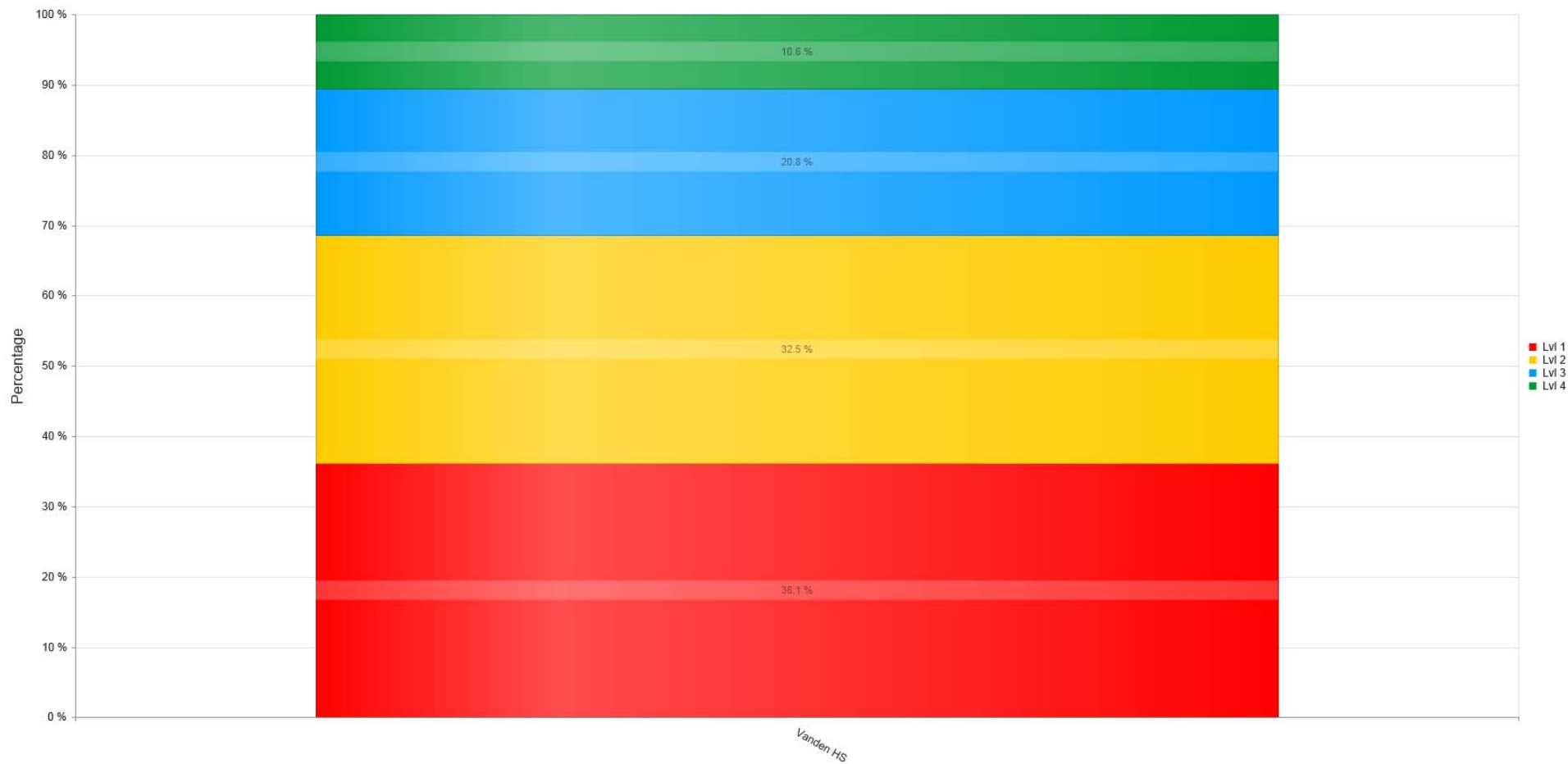




Smarter Balanced ELA 2015 by Secondary School



Smarter Balanced Math 2015 by Secondary School



Form A: Planned Improvements in Student Performance

Definitions: ELA = English language arts; ELD = English language development; LCAP = Local Control Accountability Plan; LCFF = Local Control Funding Formula, or unrestricted general fund dollars; PLC = Professional Learning Community, collaborative teacher work teams; RtI² = Response to Instruction and Intervention student academic support system; SGF = Supplemental Grant Funds

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:

LCAP Goal #1 (LEA Goal): Improve academic achievement for all students.

SCHOOL GOAL:

1. Provide guaranteed and viable curriculum for all students.
2. We will continue to work to reduce and eliminate the achievement gap between subgroups.
3. Increase ELA, CAASP Testing, EAP, and Department Benchmarks and Final Exams.
4. Develop and implement intervention programs for struggling students and credit recovery programs for failing students.
5. Improve student achievement on standardized tests including EAP and new testing by the state.
6. Improved attendance by students; improved administration of accommodations.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Smarter Balanced assessments in ELA and math • CELDT data (measure of English learner proficiency in English) • Course grades 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Data shows freshman D and F rate higher than other grade levels. • EL students making progress but still have areas of needed growth. • CAASP data show ELA above state standards and math below state standards. 	<p>How will the school evaluate the progress of this goal?</p> <p>Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from course grades and the Smarter Balanced Interim Assessment Blocks with progress benchmarks analyzed three times each year.</p> <p>The progress of English learners will be measured annually using the CELDT, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year.</p>
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		<p>Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGIES: 1) Implement a guaranteed and viable curriculum and monitor student progress. 2) Provide time for professional learning through PLCs and relevant training opportunities. 3) Extend learning time through after school and summer tutoring and programs. 4) Establish Vanden Tutorial Center

Action/Date	Person(s) Responsible	Task (Date)	Cost and Funding Source (Itemize for Each Source)
1.1 Implement a guaranteed and viable curriculum where all students have the time and opportunity to learn essential content and skills. Develop common pacing guides and instructional schedules, key assignments, and assessments. Provide teachers with actionable student performance data. Focus on CA math standards in 2015-16.	Principal, PLC facilitators, teacher teams revising pacing guides	<ol style="list-style-type: none"> 1. Implement pacing guides for ELA and math (Fall, 2015 and Spring, 2016) 2. Administer common assessments, including Smarter Balanced Interim Assessment Blocks. (As shown on pacing guides, 2015-16) 3. Provide teachers with actionable student performance data through PLC work and use data to group students for instruction and to adjust instruction to improve results. (Each PLC meeting, 2015-16) 4. Pacing guides and assessments will be refined by May, 2016 in order to allow a focus on ELA for 2016-17. 	Cost from district SGF budget as shown in the LCAP, approximately \$9,130.
1.5 Develop progress monitoring assessments for English language development in order to	Principal, teachers	Administer progress monitoring and ELD assessment according to schedules established by teacher teams and the state. (2015-16 school year)	\$2,652 from SGF (2015-16 only). 01-0002-0-4760-2130-1115-632-SU32 \$1,326 01-0002-0-4760-2130-1118-632-SU32

provide timely support to students not making adequate progress.			\$1,326
1.10 Provide Algebra I Lab, Geometry Lab, and Algebra 2 Lab classes to provide concurrent strategic support for students struggling in math.	Principal, teachers	Fall 2015 - Spring 2016	1.0 FTE, 5 sections, \$93,802 from SGF. 01-0002-0-1490-1000-1110-321-SU42
1.11 Provide English language development classes to provide a minimum of 220 minutes per week targeted instruction for English learners to improve their mastery of the English language (ELD and ELA standards): 2 sections (0.40 FTE) at Vanden.	Teachers	Fall and Spring 2015-16	Vanden: \$37,133 from SGF. 01-0002-0-4760-1000-1110-321-SU42
1.12 Hold regular, facilitated PLC meeting, English 1, English 2, Algebra 1, and Geometry teachers where teachers have time to analyze data, group students according to learning needs, delve deeply into the math and ELA standards, engage in cycles of collaborative inquiry into best practice, and plan effective instruction for upcoming lessons, including instruction to close learning gaps.	PLC Lead Teachers, Teachers	Fall and Spring 2015-16	Vanden: \$37,620 from SGF. 01-0002-0-0000-2140-1115-321-SU32 01-0002-0-0000-2130-1118-321-SU32

<p>1.14 Establish the Vanden Tutoring Center, to operate M-Th, with a focus on math while also providing tutoring in other subjects; flexible schedule will meet the unique needs of foster youth as well as other students.</p>	<p>Administrators, teachers.</p>	<p>February 1st 2016</p>	<p>\$46,577 from SGF. 01-0002-0-1110-2490-1118-321-SU32</p>
<p>1.18 Provide training for administrators, PLC facilitators, and teacher leaders in effective facilitation techniques to advance team development, with collaborative protocols for implementing an inquiry cycle, including tools for analyzing student work, creating common assessments, and developing student-centered inquiries into practice.</p>	<p>PLC facilitators, teachers, administrators</p>	<p>Fall 2015 - Spring 2016</p>	<p>\$51,779 from Title II, \$ 1,800 from Educational Services funds. 01-4035-0-0000-2700-5812-600-0032 01-4035-0-0000-2140-1118-600-0032 01-0210-0-0000-2700-5812-600-6032</p>
<p>1.21 Provide a week-long ELA summer institute for all secondary English teachers that is focused on the standards in English language arts and newly adopted ELA instructional materials.</p>		<p>Summer 2016</p>	<p>\$52,437 from one time mandated cost funds. 01-0010-0-1350-2140-1118-321-0032</p>

LCAP Goal #2: (LEA GOAL): Engage students in standards-based core curriculum and rich, relevant experiential learning.

SCHOOL GOAL: Improve student, teacher and class access to current instructional technology and increase professional development opportunities for its use, and expand CTE course electives offerings.

<p>What data did you use to form this goal? In addition to the academic performance data from Goal #1, we used data about existing programs to form this goal. We also used information from LCAP consultation with stakeholders, which indicated that art, music, and STEM education are priorities for our community.</p>	<p>What were the findings from the analysis of this data? In our analysis, we found a gap between existing program offerings and stakeholder requests.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGIES: 1) Expand on robotics programs. 2) Provide teachers with professional development in technology. 3) Reduce class size in math classes at this school.

Action/Date	Person(s) Responsible	Task (Date)	Cost and Funding Source (Itemize for Each Source)
2.1 Provide high school summer school for ELD and credit recovery	Administrators, Participating teachers.	Summer 2016	\$99,997 from LCFF. 01-0000-0-1656-1000-1118-321-0080
2.2 Provide online learning courses for credit recovery	Educational Services Staff, Counselors	Fall 2015 - Spring 2016 - Summer Session 2016	\$25,000 for Cyber High, and other online learning licenses from LCFF. 01-1100-0-3551-1000-5835-322-0009 01-0000-0-1110-1000-5835-632-0032
2.3 Improve access to UC a-g courses, credit recovery, STEM, and the arts by providing Vanden students with the opportunity to take one additional class beyond the standard six-course schedule by taking a 7 th period	Administrators, Counselors	Fall 2015 - Spring 2016	\$204,231 for 2.2 FTE (11 class sections) from LCFF. 01-0001-0-1110-1000-1110-321-0042

<p>2.6 Enhance K-12 robotics programs, including after school/competitive programs, classes during the school day, and the integration of robotics and programming into mathematics instruction. Provide students with instruction in computer science, computational thinking, programming, and control systems.</p>	<p>Participating teachers, Educational Services support, PRISM Project Director support</p>	<p>Fall 2015 - Spring 2016</p>	<p>\$35,000 for robotics equipment and teacher time from LCFF. 01-0001-0-1669-1000-4300-321-0009 01-0000-0-1669-4100-1118-321-0042 Most software available at no cost; for C/C++ programming software for PRISM schools, \$300 for each participating elementary school and \$600 for Golden West (\$2,100 total); \$2,652 PRISM cost share for California Science and Math Partnership grant, \$4,752 total from LCFF.</p>
<p>2.9 Implement Biomedical Sciences CTE programs, with the Medical Science program beginning in 2015-16, and Biotechnology beginning in 2016-17.</p>	<p>Administrators, Director of HR, Participating teachers</p>	<p>2015- 2016</p>	<p>\$35,000 from a Specialized Schools Program planning grant for Biotechnology and \$50,000 for Medical Science equipment from the Northern California Career Pathways Alliance grant. In future years, a limited amount of Perkins funding may be available for new equipment. \$100,000 grant from ...</p>
<p>2.10 Implement Naviance college and career readiness system in middle and high schools to help align student strengths and interests to post-secondary goals in order to improve student outcomes.</p>	<p>Administrators, Counselors, Student Services staff and Educational Services staff.</p>	<p>2016-17</p>	<p>\$13,000 ongoing from LCFF starting in 2016-17, with initial training in 2015 funded through the DoDEA Virtual Learning grant.</p>
<p>2.11 Coordinate technology training for teachers</p>	<p>Educational Services staff coordination, teacher</p>	<p>1. Collaborate with TUTA leadership to survey staff on technology training needs. (August, 2015)</p>	<p>\$30,397 from Title II districtwide, all district teachers invited to</p>

<p>focused on strategies to improve communication with families and to close the digital divide experienced by children from environments less rich in technology; and technology skills supporting mastery of the California State Standards with a particular emphasis on enhancing student motivation and closing learning gaps.</p>	<p>trainers, participating teachers</p>	<ol style="list-style-type: none"> 2. Develop a planning team which will use the survey data to schedule training. (August and September, 2015) 3. Select trainers, advertise opportunities, and hold training sessions. (2015-16 school year) 4. Continue to collect data on teacher technology training needs. (March, 2015) 	<p>attend. Includes compensation for teachers attending training and for trainer planning and presentation time.</p>
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LCAP GOAL #3 (LEA GOAL): Provide basic services and manage resources responsibly.

SCHOOL GOAL: Ensure all students, teachers and classrooms are equipped to offer students full educational opportunities inside the classroom and out. Provide students necessary curriculum, materials (books) and technology tools needed for student success.

<p>What data did you use to form this goal? Williams Act and other legal requirements, class size regulations, instructional materials needs, data from FIT facilities condition instrument, information about technology needs.</p>	<p>What were the findings from the analysis of this data? We are compliant with Williams Act requirements and will maintain that status. There are areas where the condition of our facilities can be improved. Teachers report that we need new ELA materials that are aligned to new California ELA standards. Although we made great strides last year in improving technology available to students, we have more needs in this area.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGIES: 1) Provide students with required instructional materials. 2) Select new ELA materials for 2016-17 implementation. 3) Purchase technology for classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.6 Select and purchase new ELA materials that are aligned to the CA standards, provide for differentiation, and contain embedded support for English learners. Provide professional development to support implementation. Selection in early 2016 for implementation in the 2016-17 school year.	Educational Services staff, teachers	Order sample materials, plan and implement review process, teachers recommend materials to Board for approval, order materials, teacher representatives plan summer training (January to June, 2016; with implementation with students in August, 2016).	Materials and training costs from instructional materials funds, state one-time allocations, and professional development funds are estimated for our school. The exact cost will not be available until after teachers have recommended a program and the Board has voted to approve the recommendation.
3.7 Continue to upgrade technology.		Complete classroom coverage of projection units. Spring 2016	\$1,000.00

LCAP GOAL #4 (LEA GOAL): Provide positive, nurturing environments in all schools.

SCHOOL GOAL: Improved attendance by students; improved administration of accommodations, Create and manage a complete and functioning safety plan.

<p>What data did you use to form this goal? We used attendance and discipline data to form this goal.</p>	<p>What were the findings from the analysis of this data? Although our school is safe and attendance is generally good, we have some areas where we can improve. There is always room for growth in bullying reduction, behavior improvement, and support for students who struggle with socio-emotional wellness.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial information is shown in each row of the table of actions below.</p>
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STRATEGIES: 1) Continue anti-bullying and socio-emotional learning efforts. 2) Provide teachers with training to enhance their ability to support students who struggle with behavior.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3 Explore cyberbullying curricula and programs, make selection, and plan implementation (leadership from middle and high school Assistant Principals).	Principals, teachers	Allocate 30 minutes per week for socio-emotional learning to provide time to implement Second Step and to provide instruction related to implementation of PBIS Tier I.	Most cyberbullying curricula are available at no charge.
4.5 Provide a two-day Kagan cooperative learning training to support teachers in increasing their use of instructional strategies that engage all students.	Kagan and classroom management trainers (district teachers)	Kagan training took place in August, 2015. A team to plan classroom management training was formed in September, 2015, with training taking place throughout the 2015-16 school year.	\$37,818 from SGF for 2-day training for the district; our teachers are invited to participate. \$12,924 from SGF is budgeted for trainers and participants in classroom management training (after school).

LCAP GOAL #5 (LEA GOAL): Involve parents as partners.

SCHOOL GOAL: Improve communication regarding school events; involve parents in decision-making processes and provide information regarding school programs.

<p>What data did you use to form this goal? We used information about parent participation at school and on district advisory groups to form this goal.</p>	<p>What were the findings from the analysis of this data? We found that we have many parents involved at school, but we believe we can increase participation at school and on district advisory groups.</p>	<p>How will the school evaluate the progress of this goal? Data will be collected as part of LCAP progress monitoring on a districtwide and school site basis.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? The budget for this goal, including accounting information, is shown in detail in the district's LCAP and our school budget. Summary financial</p>
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		information is shown in each row of the table of actions below.
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STRATEGIES: 1) Provide parents access to educational programs at Vanden HS through Open House Night for parents and students. 2) Ensure our school is represented on district advisory groups. 3) Enhance our website for better communication with families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.1 Refer parents to Parent Project.	Principal, teachers	Spring 2016	No cost; provided by local communities.
5.4 Continue to involve the Superintendent's Parent Advisory Group (SPAG), the Foster Parent SPAG subgroup, and the District English Learner Advisory Group (DELAC) in LCAP development, data analysis, and revision.	Principals, participating teachers	Fall 2015 - Spring 2016	No cost.
5.7 Provide translators for family-school communication.	Principals	Fall 2015 - Spring 2016	
5.9 Provide improved outreach to parents of unduplicated students and other families where current communication needs enhancement (personal phone calls, personal invitations to participate in meetings and events, home visits).	Principals, teachers	Fall 2015 - Spring 2016	\$1,000 from SGF. 01-0002-0-0000-2110-5899-600-SU32

<p>5.11 Provide teachers with training in the use of Schoolwires to develop informative websites for parents and students. Update website with information for families.</p>	<p>Teachers, office staff</p>	<p>Teacher training in August, 2015. Website updated throughout the 2015-16 school year.</p>	<p>About \$6,000 for district elementary schools for trainers and participant compensation from the Title I Professional Development set-aside.</p>
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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.

School Goal #: Improve academic achievement for English Learners through centralized services provided by Educational Services.

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)
<p>1. Assess all English Learners to determine levels of English proficiency (CELDT), analyze data, provide feedback to site regarding student needs, and purchase instructional materials.</p> <p>2. District Language Learner Coordinator will provide appropriate services to support English Learner students.</p>	<p>July 1, 2015 through June 30, 2016</p>	<p>1. Purchase supplementary instructional materials and technology.</p> <p>2. 5% of salary funded from Title III – LEP and Immigrant</p>	<p>\$1,100.00</p> <p>\$5,206.00</p>	<p>Title III: LEP and Immigrant (for all actions)</p>

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.

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: (N/A: this is not a Title I school)

- 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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<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"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<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 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 checked="" 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 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	\$	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		\$	
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
William Sarty	X				
Kirk Parrott		X			
Jordann Ford					X
Cory Coleman					X
Navi Dhillon					X
Tracy Young				X	
Aimee Korynata			X		
Brenda Vinet		X			
Aron Hale		X			
Jacqueline Johannessen		X			
Marleen Hurst			X		
Eric Williams				X	
Numbers of members in each category	1	4	2	2	3

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 _____ In progress 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: December 16th 2015.

Attested:

William Sarty
Typed name of School Principal



Signature of School Principal

12/16/15
Date

Marleen Hurst
Typed name of SSC Chairperson



Signature of SSC Chairperson

12/16/15
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.

SPSA ANNUAL EVALUATION: 2014-15 Plan

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
 1. Technology Needs.
 2. At risk freshman students
- Identify the major expenditures supporting these priorities.
 1. Projectors
 2. Books for Freshman Choices course.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

The school will be replacing teacher computers, and standardizing office programs. Teacher access to needed Internet resources will be formalized and standardized. The school will develop and implement a Medical Sciences program, as well as advanced Robotics instructions.

- 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?

One strategy that was not fully implemented/successful was the Freshman Choices course. Although we did create a section to help at risk freshman, and did modify the curriculum during the school year as needed, we were not successful in getting all at risk freshmen students credit complete. We attempted to address this problem by changing the curriculum, classroom incentives, communication inside and out of the classroom. We used semester grades, attendance and discipline data to evaluate the student performance throughout the school year to help guide our evaluation of the success or lack of for the course.

Another strategy that was not fully implemented was CAHSEE prep class. We used previous years CAHSEE data to evaluate the need and identify the students in need of extra help in preparing for the exam. However, the state of California removed the test as a requirement for graduation and as a result, the CAHSEE prep class was dissolved.

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?

Effective strategy	Evidence of effectiveness
School Messenger System / Communication	All Call logs - parental feedback
A2A Attendance / ID of at risk students	SARB / Attendance records

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - o 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 _____
 - o Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year’s plan
 - Continuing it with the following modifications: _____

Ineffective strategy	Reason this was ineffective	Recommendation for 2015-16
Freshman Choices Course	Curriculum not relevant	Creation of a more relevant and supportive curriculum
CAHSEE Prep Class	Cancelation of test by state	Focus on Smarter Balance Testing

Involvement/Governance

- How was the SSC involved in development of the plan?
Our SSC was involved by reviewing CAASP, CAHSEE, EAP, ELA, Benchmark assessments, final exams, semester grades data to help guide decision making.

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

Our SSC was involved by reviewing CAASP, CAHSEE, EAP, ELA, Benchmark assessments, final exams, semester grades data to help guide decision making.

- How was the plan monitored during the school year?
The SSC received periodic reports. Department Chairs and Leadership Teams reviewed data with input from staff members to help decision making process.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
We plan to merge the monitoring of the SPSA with the monitoring of the LCAP and to produce data reports throughout the year to monitor implementation of both plans. We plan to review the monitoring data with teachers at Common Planning Days, Leadership meetings and Department Chair meetings. SSC will also review SPSA throughout the year.

Outcomes

- Identify any goals in the current SPSA that were met.
These goals were met:
 - The school will continue its use of the School Messenger system as well as the school's Website to inform parents of upcoming events. The school will hold an 8th grade outreach program to inform incoming students of the school's programs.
 - Continued attention to A2A reports; active participation in SARB process; training for teachers in student accommodations; streamlined 504 process with parental and teacher input.
 - Identify any goals in the current SPSA that were not met, or were only partially met.
 - o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Goals not met	Strategies that were ineffective or not implemented
Closure of achievement Gap	CAHSEE Prep Course
Complete Technology coverage	Freshman Choices Course

- Based on this information, what might be some recommendations for future steps to meet this goal?
Based on this information, we recommend 1) the creation of a more relevant and supportive curriculum for the freshman choices course. 2) Survey of all teachers and their technology needs to help support the classroom learning environment.

