

Single Plan for Student Achievement

Baker High School



Baker Valley Unified School District
Creating Excellence, Whatever It Takes.

2017-2018

Single Plan for Student Achievement

School: Baker High School

District: Baker Valley Unified School District

County-District School (CDS) Code: 36-73858-3630076

Principal: Ronda Tremblay

Date of this revision: October 11, 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 11/16/17.



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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:

Goal #1: English Language Arts

LCAP GOAL: 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 3) Build literacy skills for all students and enhance pupil literacy appreciation. 11) Successful implementation of State Standards.

SCHOOL GOAL #1: By the conclusion of the 2017/18 school year, 80% of the students will complete and pass their ELA class.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • CAASPP Data, including EAP data • CELDT data • Local ELA assessments and student grades in Quarter 1 of 2017/2018 	<ul style="list-style-type: none"> • 86% of students achieved passing grades (D or higher) in Winter 2017. • 86% of students achieved passing grades (D or higher) in Spring 2017. • 87% of students achieved passing grades (C or higher) in Quarter 1 of 2017/2018. 	<p>The teachers through Professional Learning Communities for individual students will analyze formative and summative assessments, by class, and by grade level for academic gains in ELA.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

Strategy: The teachers will focus on improving reading levels of students and assist them to meet the California Common Core State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Purchase and train teachers on HMH California Collections Grades 9, 10, 11.	Principal, English Teacher, Business Manager	Purchase California Collections from HMH and schedule training sessions for the ELA teacher. (August 2017)	\$7000 LCFF

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Implement and utilize HMH California Collections as the main instructional tool for the ELA population.	English teacher	The students follow classroom routines defined by the program, which include whole class lesson, independent reading and students' application. (Throughout the year)	None
Continued emphasis on ELA instruction completely aligned with the Common Core State Standards in all grades.	English Teacher, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students. (Throughout the year)	None
Increased emphasis and focus on College and Career Readiness Anchor Standards in all grades.	English Teacher, Principal	Teachers would focus on lesson planning with emphasis on Unit by Design in order to align them with the CCSS and CCR standards. (Throughout the year)	None
Enhance professional development for teachers and develop a process to share these strategies with a systematic implementation plan.	English Teacher, Principal	Teachers will use the professional development template and share the highlights of the trainings they attend so all staff may benefit from them. A plan to implement and monitor these strategies will be place. (Throughout the year)	None
Continue to use performance-based instruction in all grades.	English Teacher, Principal	Teachers would enhance the lessons with the frequent use of performance-based activities and focus on increasing students' critical thinking skills. They will use Depth of Knowledge level of questioning for the assessments to determine their mastery. (Throughout the year)	None
Teachers will use the PLC time to plan and discuss the implementation of various strategies.	English Teacher, Principal	Teachers will meet during the PLC time every two weeks to discuss and plan various teaching strategies teachers tied to student achievement and progress. (Twice Monthly)	None
The Principal would conduct formal/informal observations to ensure that students receive standards based instructions.	Principal	Principal will use the knowledge and skills gained in materials-based training to ensure full implementation of the CCSS ELA adopted programs and instruction of the grade level content standards. (Throughout the year)	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Consistent monitoring of the student's progress will be done using Engrade, the online grading system and inform students and parents about their progress.	English Teacher, Principal	Inform the student about the academic standards and expectations at that beginning of each unit of study. (Every three to four weeks)	\$700 LCFF
Design effective assessments to gauge student learning and provide support as needed to students who may struggle with concepts.	English Teacher, Principal	Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency. (Throughout the year)	None
Support student learning by providing avenues for them to recover credits and help them receive their high school diploma.	English Teacher, Principal	Provide credit recovery classes for graduation as needed for identified students through Odysseyware Online classes. Students can use this class to accelerate their learning or to recover credits as needed. (Throughout the year)	\$12,000 LCFF
Provide instruction to small groups of students.	English Teacher, Principal	Continue to provide daily small group targeted instruction by grade level based on student's instructional need. (Throughout the year)	None
Plan intervention strategies based on students' reading levels.	English Teacher, Principal	Determine the needs of students reading below 6 th grade level to create an appropriate intervention program to meet their needs. (Throughout the year)	None
Increase collaboration among disciplines to integrate CCSS standards and make the content relevant to student learning.	English Teacher, Principal	Maximize and improve integration among disciplines to provide students with cross-curricular learning opportunities. Teachers would use their PLC time to plan collaborative units, which would integrate the CCSS standards. (Throughout the year)	None
Continue to provide county training to the ELA teacher in the latest developments related to the CCSS.	English Teacher	Professional development about the most recent educational trends would benefit the students by providing them exposure. (Throughout the year)	\$4,000 LCFF
Improve students' academic performance by providing extra time after hours to support their learning.	After school tutoring teacher	Provide opportunities to the students to enhance their skills by supporting their learning during the after school program.	\$1000 LCFF

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Continue to provide parents with information on grade level standards and expectations for learning in parent's language.	English Teacher, Principal	Hold special assemblies for parents and inform them about Common Core State Standards expectations and the manner in which they may be able to support their student at home.	None
Improve and encourage parental and community involvement in the refinement and revision of the school's statements and SPSA.	High School Teachers, Principal	The SSC meetings would other assemblies would be used to inform parents about the revisions needed to be made to the SPSA and provide them the opportunities to provide feedback to this process. (Quarterly)	None
Improve parental access to the Engrade grading system by providing access to computers and training on how to access the system.	High School teachers, Principal, Office personnel	The teachers would use Back-to-school-Night and parent teacher conferences to inform parents about the online grading system and provide them access to their students' grades. (Throughout the year)	\$700 LCFF
Improve communication with local businesses regarding student work eligibility.	Principal, Office personnel	The office will use work permits to inform businesses about the student's' grades and their eligibility requirements for applying for work. (Throughout the year)	None
Keep parents inform of their child's progress continually.	High School teachers, Principal, Office Personnel	Parents would receive frequent updates regarding the assessment results of their student and all CAHSEE and CELDT test scores would be released to them in a timely manner. (Throughout the year)	None
		Mail progress reports. (Monthly)	None
Use the School Site Council meetings to share ongoing student progress in ELA (assessment data) and discuss what needs to be implemented to make greater progress.	Principal, SSC Members	Ongoing discussions on the existing programs and researching the need for new programs to enhance student achievement would be the focus of these meetings. (Quarterly)	None
Continue to provide the Senior Portfolio as transitioning from high school to postsecondary education or career.	All teachers, Principal	Teachers would assist and provide the guidelines necessary to complete the Senior Portfolio process, which would be assessed towards the end of the school year. The students would demonstrate the mastery of skills accomplished throughout their high school years and would allow them to exhibit mastery each discipline they studied. (Throughout the year)	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Familiarize the students with the 21 st Century skills and themes needed to meet the demands of the global economy.	All teachers, Principal	The lessons would be focused on the preparing the students with the 21 st Century skills and themes so that they can meet the demands of the colleges and careers they pursue. Emphasis would be on the global themes and integration of disciplines in order to make the content relevant to them. (Throughout the year)	None
Continue to use the CAASPP and local assessment results to make instructional decisions for each student in ELA.	All teachers, Principal	Monitor students progress every quarter and ensure students are supported with the necessary skills needed to succeed. (Throughout the year)	None

Goal #2: Mathematics

LCAP GOAL: 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 11) Successful implementation of State Standards.

SCHOOL GOAL #2: By the conclusion of the 2017/18 school year:

- 85% of the students will complete and pass their math class with a **D or higher**.
- 65% of the students will complete and pass their math class with a **C or higher**.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • CAASPP Data, including EAP data • CELDT data • Local Math assessments and student grades 	<ul style="list-style-type: none"> • 81% of students completed and passed (D or higher) their math class in the Spring 2017. • 55% of students completed and passed their math class with a grade of C or higher. • EAP: 60% of students tested at ready or conditionally ready for college level work (5 student tested) in math. 	<p>The teachers through Professional Learning Communities for individual students will analyze formative and summative assessments, by class, and by grade level for academic gains in Math.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

Strategy: The students will recognize mathematical concepts in the real world and be able to model with mathematics to solve real life situations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.	Math Teacher, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students. (Throughout the year)	None
Increase focus on the Math Practice Standards to address the skills student need to meet the demands of the 21 st century global economy.	Math Teacher, Principal	Teachers would focus on lesson planning with emphasis on Unit by Design in order to align them with the CCSS and CCR standards. (Throughout the year).	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Enhance professional development for teachers and develop a process to share these strategies with a systematic implementation plan.	Math Teacher, Principal	Teachers will use the professional development template and share the highlights of the trainings they attend so all staff may benefit from them. A plan to implement and monitor these strategies will be place. (Throughout the year)	None
Continue to use performance-based instruction in all grades.	Math Teacher, Principal	Teachers will enhance the lessons with the frequent use of performance-based activities and focus on increasing students' critical thinking skills. They will use Depth of Knowledge level of questioning for the assessments to determine their mastery. (Throughout the year)	None
Teachers will use the PLC time to plan and discuss the implementation of various strategies.	Math Teacher, Principal	Teachers will meet during the PLC time every two weeks to discuss and plan various teaching strategies teachers tied to student achievement and progress. (Twice Monthly)	None
The Principal would conduct clinical observations to ensure that students receive standards based instructions.	Principal	Principal will use the knowledge and skills gained in materials-based training to ensure full implementation of the CCSS Math adopted programs and instruction of the grade level content standards. (Throughout the year)	None
Consistent monitoring of the students' progress will be done using Engrade, the online grading system and inform students and parents about their progress.	Math Teacher, Principal	Inform the student about the academic standards and expectations at that beginning of each unit of study. (Monthly)	\$700 LCFF
Design effective assessments to gauge student learning and provide support as needed to students who may struggle with concepts.	Math Teacher, Principal	Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency. (Twice per month)	None
Support student learning by providing avenues for them to recover credits and help them receive their high school diploma.	Math Teacher, Principal	Provide credit recovery classes for graduation as needed for identified students through Odysseyware Online classes. Students can use this class to accelerate their learning or to recover credits as needed. (Throughout the year)	\$12,000 LCFF

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Provide instruction to small groups of students and address individual needs.	Math Teacher, Principal	Continue to provide daily small group targeted instruction by grade level based on student's instructional need. (Throughout year)	None
Increase collaboration among disciplines to integrate CCSS standards and make the content relevant to student learning.	Math Teacher, Principal	Maximize and improve integration among disciplines to provide students with cross-curricular learning opportunities. Teachers would use their PLC time to plan collaborative units, which would integrate the CCSS standards. (Throughout the school year)	None
Continue to provide county training to the ELA teacher in the latest developments related to the CCSS.	Math Teacher	Professional development about the most recent educational trends would benefit the students by providing them exposure. (Throughout the school year)	\$4,000 LCFF
Improve students' academic performance by providing extra time after hours to support their learning.	Math Teacher	Provide opportunities to the students to enhance their skills by supporting their learning during the after school program.	\$1,000 LCFF
Continue to provide parents with information on grade level standards and expectations for learning in parent's language.	Math Teacher, Principal	Hold special assemblies for parents and inform them about Common Core State Standards expectations and the manner in which they may be able to support their student at home.	None
Improve and encourage parental and community involvement in the refinement and revision of the school's statements and SPSA.	All teachers, Principal	The SSC meetings would other assemblies would be used to inform parents about the revisions needed to be made to the SPSA and provide them the opportunities to provide feedback to this process. (Quarterly).	None
		Hold regularly scheduled SSC meeting to provide parents with an opportunity to voice their concerns about their child(ren)'s education. (Quarterly)	None
Improve parental access to the Engrade grading system by providing access to computers and training on how to access the system.	All teachers, Principal, Office personnel	The teachers would use Back-to-school-Night and parent teacher conferences to inform parents about the online grading system and provide them access to their students' grades. (September to May).	None
(Throughout the year) Improve communication with local businesses regarding student work eligibility.	Principal, Office Personnel	(Quarterly) The office will use work permits to inform businesses about the students' grades and their eligibility requirements for applying for work.	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Keep parent informed of student performance on a consistent basis.	All teachers, Principal, Office Personnel	Parents would receive frequent updates regarding the assessment results of their student and all CAASPP and CELDT test scores would be released to them in a timely manner. Send home progress reports. (Monthly)	None None
Use the School Site Council meetings to share ongoing student progress in Math (assessment data) and discuss what needs to be implemented to make greater progress.	Principal, SSC Members	Ongoing discussions on the existing programs and researching the need for new programs to enhance student achievement would be the focus of these meetings. (Quarterly)	None
Continue to provide the Senior Portfolio as transitioning from high school to postsecondary education or career.	All teachers, Principal	Teachers would assist and provide the guidelines necessary to complete the Senior Portfolio process, which would be assessed towards the end of the school year. The students would demonstrate the mastery of skills accomplished throughout their high school years and would allow them to exhibit mastery each discipline they studied. (September to May 2017)	None
Familiarize the students with the 21 st Century skills and themes needed to meet the demands of the global economy.	All teachers, Principal	The lessons will be focused on the preparing the students with the 21 st Century skills and themes so that they can meet the demands of the colleges and careers they pursue. Emphasis would be on the global themes and integration of disciplines in order to make the content relevant to them. (Throughout the year)	None
Continue to use the CAASPP and local assessment results to make instructional decisions for each student in Math.	All teachers, Principal	Monitor students progress every quarter and ensure students are supported with the necessary skills needed to succeed. (Throughout the year)	None

Goal #3: English Language Development

LCAP GOAL: 1) Support and enhance student achievement and educational opportunities for all students, including ELs. 3) Build literacy skills for all students and enhance pupil literacy appreciation. 11) Successful implementation of State Standards.

SCHOOL GOAL #3: English Language Learners: All EL students will meet the following Annual Measurable Objectives (AMO) in English language development and in ELA and Math:

- AMO 1: EL students will make a 4.5% point gain in their overall score on CELDT against the previous year.
- AMO 2:
 - By the conclusion of the 2017-18 school year, 70% of the EL students will complete and pass their ELA class with a grade C or higher.
 - By the conclusion the 2017-18 school year, 70% of the EL students will complete and pass their math class with a grade C or higher.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • CAASPP Data, California English Language • Development Test (CELDT), and district Math and ELA local assessments. • Local Assessment data and grades from Quarter 1 of 2017/2018 school year. 	<ul style="list-style-type: none"> • 75% of EL students earned a C or higher in ELA in Quarter 1 of 2017/2018 school year.. • 63% of EL students earned a C or higher in math in Spring 2017 semester. • 74% of EL students scored EA or higher on 2016 CELDT test. • The average increase in the overall score on the 2016 CELDT was 4.67%. 	<ul style="list-style-type: none"> • Language development will be monitored and evaluated using results from CELDT testing. • Math and ELA progress will be monitored and evaluated using local formative and summative assessments. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

Strategy: The students will make progress in their English development as measured by state testing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Increase focus on the Math Practice and CCR Anchor Standards to address the skills students need to meet the demands of the 21 st century global economy.	All teachers, Principal	The teachers will ensure that all instructional activities are aligned to CCSS standards and SDAIE teaching strategies are used to scaffold learning for all students.	None

Develop the EL's academic English language proficiency by providing them ELD instruction for 1 period a day.	English teacher, Principal	<p>Kate Kinsella's English 3D and Vocabulary Toolkit will be used for ELD instruction. The students would receive one period of ELD instruction on a daily basis.</p> <p>Provide professional development to the teachers on the updated version of Kate Kinsella's English 3D and Vocabulary Toolkit.</p>	<p>None</p> <p>\$4,000 LCFF</p>
Principal will use the knowledge and skills gained in materials-based training to ensure full implementation of the CCSS Math and ELA adopted programs and the appropriateness of instruction regarding EL's and the content standards.	All teachers, Principal	Principal will conduct classroom observations quarterly to ensure that the curriculum is CCSS aligned and rigorous for the students.	None

Goal #4: College and Career Readiness

LCAP GOAL: 4) Exposure to broader environments outside of the Baker area. 8) Enhance student-counseling services to promote educational achievement. 10) Increase district wide activities for student engagement.

SCHOOL GOAL:

- Grades 9-12: 100% of the students will receive individualized academic/college guidance at least once per semester.
- Grade 11-12: All students in grades 11 and 12 will be given the opportunity to visit one or more colleges or universities.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Survey data about college knowledge. • WASC Self-Study 2014-2015: Recommendation may be the visiting committee • CAASPP EAP Performance Data 	<ul style="list-style-type: none"> • Students are not aware of the requirements for admission to colleges and universities, including the A-G requirements. • Students do not feel like they are ready for postsecondary educational opportunities. • EAP: 60% of students tested at ready or conditionally ready for college level work (5 student tested) in both ELA and math. 	<ul style="list-style-type: none"> • Survey students about A-G and CCR once per semester. • Log participation in college guidance sessions and college trips. <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Form B: Centralized Services for Planned Improvements in Student Performance (Page 19)</p>

Strategy:

- Teachers will meet with the students to discuss college plans and to answer and college and/or career related questions.
- The school will seek opportunities to expose the students to postsecondary opportunity events.

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Create a comprehensive college guidance program.	Teachers, Principal	<p>Create a four-year college plan for all incoming freshmen with steps to follow in order to be ready for college upon graduating. (Fall 2017)</p> <p>Provide college guidance to all students in grade 9-12 on the requirements for college admission, including A-G, and on the importance of maintaining high grades across all subject areas. (Minimum of once per semester)</p> <p>Provide the seniors assistance with submitting a college application. (October 2017)</p>	None

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
		Aid students in registering for the SAT. (Per student interest)	
Partner with BCC counselors to provide students guidance.	Principal	Principal will use her contacts with Barstow Community College to inquire about enrollment, admissions and financial aid. (Ongoing, as needed)	None
Increase the number of college field trips and student participation.	Teachers, Principal	<p>Set up a trip to University Nevada Las Vegas for students in grades 11-12 to get a tour of the campus and talk to students and staff. (September 2017)</p> <p>Set up a trip to Cal State San Bernardino for students in grades 11-12 to get a tour of the campus and experience the university life. (October 2017)</p> <p>Set up a trip to Barstow Community College for students in grades 9-12 to get a tour of the campus and talk to students and staff. (Fall 2017)</p> <p>Set up a trip to Victor Valley College for students in grades 9-12 to get a tour of the campus and talk to students and staff. (Fall 2017)</p>	~\$700 LCFF
Encourage alumni to visit the school and talk to the students about their experiences in college and career.	Teachers, Principal	Contact Baker High School alumni to invite them to come and talk with current students about their postsecondary experiences. (Ongoing, full year)	None
Increase student awareness of A-G requirements.	Teachers, Principal	<p>Through specifically designed lessons, the teachers will provide students with A-G information during regular college guidance sessions. (At least once per semester)</p> <p>Create and post posters in strategic and visible locations throughout the school detailing A-G requirements. (September 2017)</p>	<p>None</p> <p>None</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Source
Increase student and parent awareness of the College and Career Readiness (CCR) skills and standards.	Teachers, Principal	Through specifically designed lessons, the teachers will provide students with CCR information during regular college guidance sessions. (At least once per semester)	None
		Create and post posters in strategic and visible locations throughout the school detailing CCR requirements. (September 2017)	None
		Create and distribute brochures to parents during parent events detailing CCR skills and standards. (September 2017)	None

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.

All School Goals

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost & (Funding Source)	Applicable Goal
HMH California Collections Grades 9, 10, 11	S: August 2017	14 sets of textbooks, benchmarks, and consumables per Grade (9, 10, 11)	\$7000 (LCFF)	1, 3
Renew contract with Engrade Online Grading System for the 2017-2018 school year.	S: August 2017	100 student licenses for the online software at \$7 per license.	\$350 for district (LCFF)	1, 2, 3
Continue to provide credit recovery through Odysseyware online instruction.	S: August 2017 E: May 2018	20 licenses to Odysseyware online instruction platform	~\$12,000 (LCFF)	1, 2, 3, 4
Professional Development Contract with SBCSS and other.	S: August 2017 E: May 2018	ELA and Math Teacher ongoing trainings. History/Science teacher trainings on support CCSS.	\$4,000 (LCFF)	1, 2, 3
After school tutoring to support student learning, achievement and performance.	Weekly Sep. 2017 through May 2018	Teacher salaries at \$30 per hour per person	\$333 (LCFF)	1,2,3
College field trips.	Fall 2017	Transportation, food, teacher/sub pay	\$1500 (LCFF)	4

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at

<http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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

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

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>

<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$	
Federal Programs	Allocation	Consolidated in the SWP
<input 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
<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	\$25,183	

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. The current makeup of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ronda Tremblay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alan Acosta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jay Michalsky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Clifford	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paul Bachman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocio Farias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mari Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luz Teresa Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angel Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alex Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keyla Macias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	5	1	3	3

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)**:

Signature/Date

- | | | |
|-------------------------------------|---|-------|
| <input type="checkbox"/> | State Compensatory Education Advisory Committee | _____ |
| <input checked="" type="checkbox"/> | English Learner Advisory Committee | _____ |
| <input type="checkbox"/> | Special Education Advisory Committee | _____ |
| <input type="checkbox"/> | Gifted and Talented Education Advisory Committee | _____ |
| <input type="checkbox"/> | District/School Liaison Team for schools in Program Improvement | _____ |
| <input type="checkbox"/> | Compensatory Education Advisory Committee | _____ |
| <input type="checkbox"/> | Departmental Advisory Committee (secondary) | _____ |
| <input type="checkbox"/> | Other committees established by the school or district (list) | _____ |
| <input type="checkbox"/> | Other committees established by the school or district (list) | _____ |

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: 10/24/17.

Attested:

Ronda Tremblay

School Principal



Principal Signature

10/24/17

Date

Alan Acosta

SSC Chairman



SSC Chairman Signature

10/24/17

Date