

Single Plan for Student Achievement

# Baker High School

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

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

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: January 26, 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:	Ronda Tremblay
Position:	Superintendent/Principal
Telephone Number:	760-733-4567
Address:	72100 School House Lane, Baker, CA 92309
E-mail Address:	ronda_tremblay@baker.k12.ca.us

The District Governing Board approved this revision of the SPSA on 02/16/2017.



Table of Contents

**II. Template for the Single Plan for Student Achievement**

Form A: Planned Improvements in Student Performance----- 1

    Goal #1: Student Performance and Progress in ELA----- 1

    Goal #2: Student Performance and Progress in Math----- 7

    Goal #3: EL Performance and Progress----- 12

Form B: Centralized Services for Planned Improvements in Student Performance- 15

Form C: Programs Included in This Plan----- 17

Form D: School Site Council Membership----- 20

Form E: Recommendations and Assurances----- 21

Form F: Budget Planning Tool ver. 2.2 (revised)----- 22

Form G: Single Plan for Student Achievement Annual Evaluation----- 28

## 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:** Support and enhance student achievement and educational opportunities for all students, including ELs.

**SCHOOL GOAL #1:** *By the conclusion of the 2016-17 school year, 85% of the students will complete and pass their ELA class.*

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>CAASPP Data, California English Language Development Test (CELDT), and local English Language Arts (ELA) assessments.</p>	<p>School Wide: 80% students proficient or above in ELA in mainstream courses and course for SWD's.</p>	<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><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Form F below.</p>

**STRATEGY:** During the school year 2016-2017, the teachers would focus on improving reading levels of students and assist them to meet the CCSS standards.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
(Throughout the school year) 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.	None
(Throughout the school year) 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
(Throughout the school year) 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 school year)	None
(Throughout the school year) 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

(Throughout the year) 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
(Throughout the year) 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 ELA adopted programs and instruction of the grade level content standards. (Throughout the year)	None
(Throughout the year) Consistent monitoring of the students 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 from Unrestricted General
(Throughout the school year) Design effective assessments to gauge student learning and provide support as needed to students who may struggle with concepts.	English Teacher, Principal	Twice Monthly Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency.	None
(Throughout the school year) 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.	\$12,000 from Unrestricted General

(Throughout the school year) 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.	None
(Throughout the school year) Plan intervention strategies based on students' reading levels.	English Teacher, Principal	Determine the needs of students reading below 6 <sup>th</sup> grade level to create an appropriate intervention program to meet their needs.	None
(Throughout the school year) 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 school year)	None
(Throughout the school year) 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 school year)	Up to \$10,000 SBCSS Contract from Unrestricted General
(Throughout the school year) Improve students' academic performance by providing extra time after hours to support their learning.	English Teacher	Provide opportunities to the students to enhance their skills by supporting their learning during the after school program.	\$15,000 from Unrestricted General

(Throughout the school year) 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
(Throughout the school year) 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. (Four times a year).	None
(Throughout the school year) 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.	\$700 from Unrestricted General
(Throughout the year) Improve communication with local businesses regarding student work eligibility.	Principal, Office personnel	The office will use work permits to inform businesses about the students' grades and their eligibility requirements for applying for work. (October to May 2016).	None
(Throughout the school year) Send home student assessment results in a timely manner including CEDLT and CAASPP test results, report cards and ongoing assessment results in parent's language and in a format that is easily understood by parents.	High School teachers, Principal, Office Personnel	Quarterly 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. (October to May 2016).	None

<p>(Quarterly)</p> <p>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.</p>	<p>Principal, SSC Members</p>	<p>Ongoing discussions on the existing programs and researching the need for new programs to enhance student achievement would be the focus of these meetings.</p>	<p>None</p>
<p>(Throughout the school year)</p> <p>Continue to provide the Senior Portfolio as transitioning from high school to post-secondary education or career.</p>	<p>All teachers, Principal</p>	<p>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.</p>	<p>None</p>
<p>(Throughout the year)</p> <p>Familiarize the students with the 21<sup>st</sup> Century skills and themes needed to meet the demands of the global economy.</p>	<p>All teachers, Principal</p>	<p>The lessons would be focused on the preparing the students with the 21<sup>st</sup> 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)</p>	<p>None</p>
<p>(Throughout the year)</p> <p>Continue to use the CAASPP and local assessment results to make instructional decisions for each student in ELA.</p>	<p>All teachers, Principal</p>	<p>Monitor students progress every quarter and ensure students are supported with the necessary skills needed to succeed.</p>	<p>None</p>

**LEA GOAL:** Support and enhance student achievement and educational opportunities for all students, including ELs.

**SCHOOL GOAL #2:** *By the conclusion of the 2016-17 school year, 85 % of the students will complete and pass their Math class.*

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP Data, California English Language Development Test (CELDT), and local Math assessments.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>School Wide: 78% students proficient or above in Math in mainstream courses and course for SWD's.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <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><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>Form F below.</p>
--	---	--

**STRATEGY:** During the school year 2016-2017, the students will move from their current level of not understanding the concept of functions to being able to recognize functions in real-world and mathematical situations at a high school standard level.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>(Throughout the school year)</p> <p>Continued emphasis on Math instruction completely aligned with the Common Core State Standards in all grades.</p>	<p>Math Teacher, Principal</p>	<p>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.</p>	<p>None</p>

(Throughout the school year)  Increase focus on the Math Practice Standards to address the skills student need to meet the demands of the 21 <sup>st</sup> 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
(Throughout the school year)  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 school year)	None
(Throughout the school year)  Continue to use performance-based instruction in all grades.	Math 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
(Throughout the year)  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
(Throughout the year)  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

(Throughout the year)  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. (Every three to four weeks)	\$700 from Unrestricted General
(Throughout the year)  Design effective assessments to gauge student learning and provide support as needed to students who may struggle with concepts.	Math Teacher, Principal	Twice Monthly Continue to use professionally acceptable assessment strategies that align to essential standards so that there is grade level and school coherence and consistency.	None
(Throughout the year)  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 school year)	\$12,000 Unrestricted General
(Throughout the year)  Provide instruction to small groups of students and	Math Teacher, Principal	Continue to provide daily small group targeted instruction by grade level based on student's instructional need. (Throughout the school year)	None
(Throughout the year)  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

(Throughout the year) 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)	Up to \$10,000 from Unrestricted General
(Throughout the year) 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.	\$15,000 from Unrestricted General
(Throughout the year) 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
(Throughout the year) 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. (Four times a year).	None
(Throughout the year) 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
(Throughout the year) Send home student assessment results in a timely manner including CEDLT and CAASPP test results, report cards and ongoing assessment results in parent's language and in a format that is easily understood by parents.	All teachers, Principal, Office Personnel	(Quarterly) 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.	None
(Quarterly)  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.	None
(Throughout the year)  Continue to provide the Senior Portfolio as transitioning from high school to post-secondary 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 2016)	None

(Throughout the year) Familiarize the students with the 21 <sup>st</sup> 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 <sup>st</sup> 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
(Throughout the year) 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

**LEA GOAL:**

**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 20% point gain in their overall score on CEDLT against the previous year.
- AMO 2: By the conclusion of the 2016-17 school year, 80% of the EL students will complete and pass their ELA and Math classes.
- By the conclusion of the 2016-17 school year, the students will be able to use language and skills necessary for college and career ready standards and Math Practice Standards necessary for the English language learner to be successful in schools.

<b>What data did you use to form this goal?</b>  CAASPP Data, California English Language Development Test (CELDT), and district Math and ELA local assessments.	<b>What were the findings from the analysis of this data?</b>  School Wide: 78% of students proficient or above in Math in mainstream courses and course for SWD's, including English learners.	<b>How will the school evaluate the progress of this goal?</b>  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.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b>  Form F below.
--	---	---

**STRATEGY:** During the school year 2016-2017, the students will advance and make progress on the CLEDT level from the previous year.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
(Beginning of the year)  Purchase and train teachers on Read 180.	Principal, English teacher, Business manager	Purchase Read 180 from HMH and schedule training sessions for the ELD teacher.	\$35000
(Throughout the school year)  Implement and utilize Read 180 as the main instructional tool for the EL population.	English teacher	The students follow classroom routines defined by the program, which include whole class lesson, independent reading and students' application.	None
(Throughout the school year)  Increase focus on the Math Practice and CCR Anchor Standards to address the skills students need to meet the demands of the 21 <sup>st</sup> 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
(Throughout the school year)  Develop the EL's academic English language proficiency by providing them ELD instruction for 1 period a day.	English teacher, Principal	Kate Kinsella's English 3D and Vocabulary Toolkit would be used for ELD instruction. The students would receive one period of ELD instruction on a daily basis.  Provide professional development to the teachers on the updated version of Kate Kinsella's English 3D and Vocabulary Toolkit.	None  \$10,000 SBCSS Contract from Unrestricted General

<p>Throughout the school year)</p> <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.</p>	<p>All teachers, Principal</p>	<p>Principal will conduct classroom observations quarterly to ensure that the curriculum is CCSS aligned and rigorous for the students.</p>	<p>None</p>
---	------------------------------------	---	-------------

## 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 #: 1 (ELA), 2 (MATH), and 3 (ELD)

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Purchase of Engrade Online Grading System for the 2016-2017 school year.	July 2016	100 student licenses for the online software at \$7 per license.	\$700 total for district \$350 for school	Unrestricted General
Continue to provide credit recovery through Odysseyware online instruction.	Aug. 2016- May 2017	20 licenses to Odysseyware's online instruction platform	~\$12,000	Unrestricted General
Professional Development Contract with SBCSS and other.	Aug. 2016- May 2017	ELA and Math Teacher ongoing trainings.  History/Science teacher trainings on support CCSS.  College guidance professional development.	\$10,000 total for district ~\$3,333 for school	Unrestricted General
After school tutoring to support student learning, achievement and performance.	Aug. 2016- May 2017	Teacher salaries at \$30 per hour per person	\$15,000 total for district: ~\$5000 for school	Unrestricted General

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

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

School Goal #: 3 (ELD)

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>4</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Purchase access to the online platform for Read 180.  Read 180 teacher trainings.	Aug. 2016  Sep. 2016 to Apr. 2017	Purchase of a class set of license (student/teacher)  Total of four training throughout the school year.	\$35,000	Unrestricted General

<sup>3</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

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 checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$50,683	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$2,500	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b> 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	\$2,500	<input type="checkbox"/>
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Pupil Retention Block Grant (Carryover only)</b> Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.) ROP Program	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$55,683	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$3,209	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>5</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$3209	
Total amount of state and federal categorical funds allocated to this school		\$58,892	

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>6</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ronda Tremblay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Krystal Macias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elizabeth Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margarita Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brandi Packer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristy Chambers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tina Delgadillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eric Gold	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mari Munoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alyssa Bowman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keyla Macias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justin Bracken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	0	4	4	0

<sup>6</sup> EC Section 52852

**Form E: Recommendations and Assurances**

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

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

- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:12/04/16.

Attested:

Ronda Tremblay  
School Principal

R Tremblay  
Principal Signature

12-4-16  
Date

Eric Gold  
SSC Chairman

E Gold  
SSC Chairman Signature

12/4/16  
Date

## **Form F: Budget Planning Tool –Version 2.2 (revised)**

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F is available for download at <http://www.cde.ca.gov/nclb/sr/le/documents/spsaformf.xls> (XLSM; Revised Feb-2014)

### **System Requirements:**

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

### **Instructions for Use**

#### **Opening the Budget Planning Workbook for the First Time**

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.
2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select 'Enable Macros' and then save the document.
3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

#### **Setting-up School Information**

To set the school information in the tool, follow these steps:

1. Select the 'SPSABudget' sheet tab at the bottom of the workbook.
2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.

4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking of you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.
5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by the selecting 'Add School Information' button. Each time the 'Add School Information' button is selected, the date of revision will reset to '1/1/2000', therefore you will need to update the date of revision each time changes are made to the school information.

### **For Schools Consolidating Funds as Part of a SWP**

If the school is operating a SWP and is choosing to consolidate funds a funding source titled 'Consolidated SWP Funds' will appear on the 'SPSABudget' sheet. Any funding sources that are consolidated as part of the SWP will be added into the 'Consolidated SWP Funds' funding source. In addition, a new sheet named 'Consolidated SWP Funds' will appear in the workbook. By going to the 'Consolidated SWP Funds' sheet you will be able to see a list of all the funding sources that have been consolidated in the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

### **Adding a New Funding Source**

By default, the first funding source listed in the 'Funding Sources' column is 'Title I'. It has a default allocation of '\$0.00'. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Funding Source' button.
2. Enter the name of the funding source and the amount of the fiscal year allocation.
3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

## **For Schools Consolidating Funds as Part of a SWP**

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the 'SPSABudget' sheet. The fiscal year allocation will be added to the 'Consolidated SWP Funds' fiscal year allocation and the funding source will be added to the list previously referred to on the 'Consolidated SWP Funds' sheet.

### **Editing or Deleting a Funding Source**

To edit an existing funding source on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Funding Source' button.
2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.
3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.
4. To delete the funding source select the 'Delete' button. You will be asked if you want to delete the selected funding source. Select 'Yes' to delete the funding source or 'No' to cancel.

**Note:** Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

## **For Schools Consolidating Funds as Part of a SWP**

To edit the 'Consolidated SWP Funds' funding source go to the 'Consolidated SWP Funds' sheet, Select the 'Edit a Consolidated SWP Funding Source' button, and follow instructions 2–4 (above). To delete the 'Consolidated SWP Funds' funding source, select the 'Add School Information' button and uncheck the box labeled 'This site consolidates funding sources as part of operating its schoolwide program'.

### **Adding a Budget/Resource Code**

By default, the first budget code listed in the 'Budget/Resource Code Descriptions' column is 'Unrestricted'. It has a default code of '0000'. To edit either the name of the budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Budget Code' button.
2. Enter the name and/or description of the budget/resource code and the code number.
3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

### **Editing or Deleting a Budget/Resource Code**

To edit an existing budget or resource code on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Budget Code ' button.
2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.
3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.
4. To delete the budget/resource code, select the 'Delete' button. You will be asked if you want to delete the selected budget/resource code. Select 'Yes' to delete the budget/resource code or 'No' to cancel.

**Note:** Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

### **Using 'Goal' Worksheets**

To use the 'Goal' worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, 'Goal 1', at the bottom of the workbook.
2. Double-select next to 'Goal' (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.

3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.
4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.
5. Enter the funding source for the proposed expenditure. In the 'Funding Source' row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the 'Remaining Fiscal Year Allocation' row immediately below the funding source.
6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

### **Adding and Deleting Rows and Columns on 'Goal' Worksheets**

To add or delete rows or columns on 'Goal' worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled 'Descriptions of Expenditures for Implementing this Goal' have been used.
2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!
3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled 'Funding Source' have been used.
4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

## Adding or Deleting a Goal

To add or delete a goal, follow these steps:

1. To add a goal, select the 'Add a Goal' button on the 'SPSABudget' page. The next goal in numerical order (up to number 10) will be added to the workbook.
2. To delete a goal, select the 'Delete this Goal' button found on all 'Goal' pages except 'Goal 1'. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

## Additional Information

Each 'Goal' worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and
2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The 'SPSABudget' worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;
2. The remaining balance for each funding source; and
3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the 'SPSABudget' sheet.

## Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

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

### SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

#### Plan Priorities

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

#### Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
  - What specific actions related to those strategies were eliminated or modified during the year?
  - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

**Strategies and Activities**

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

**Involvement/Governance**

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

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

**Outcomes**

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