

Single Plan for Student Achievement

Vanden High School



Vanden High School Site Council

Vanden High School
2951 Markeley Lane
Fairfield, CA 94533
December 12th 2017

The Single Plan for Student Achievement Template

School: Vanden High School

District: Travis Unified School District

County-District School (CDS) Code: 4838801

Principal: William Sarty

Date of this revision: December 12th 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:	William Sarty
Position:	Principal
Telephone Number:	707-437-7333
Address:	2951 Markeley Lane
E-mail Address:	wsarty@travisusd.org

The District Governing Board approved this revision of the SPSA on January 9th, 2018

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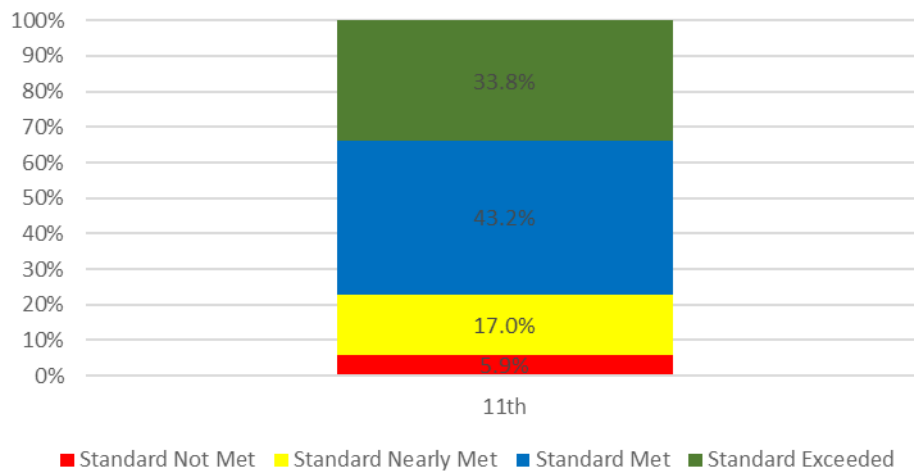
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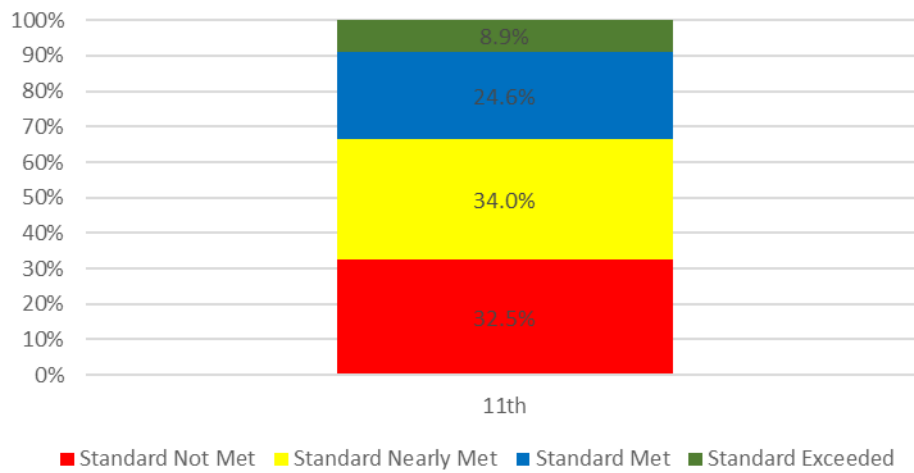
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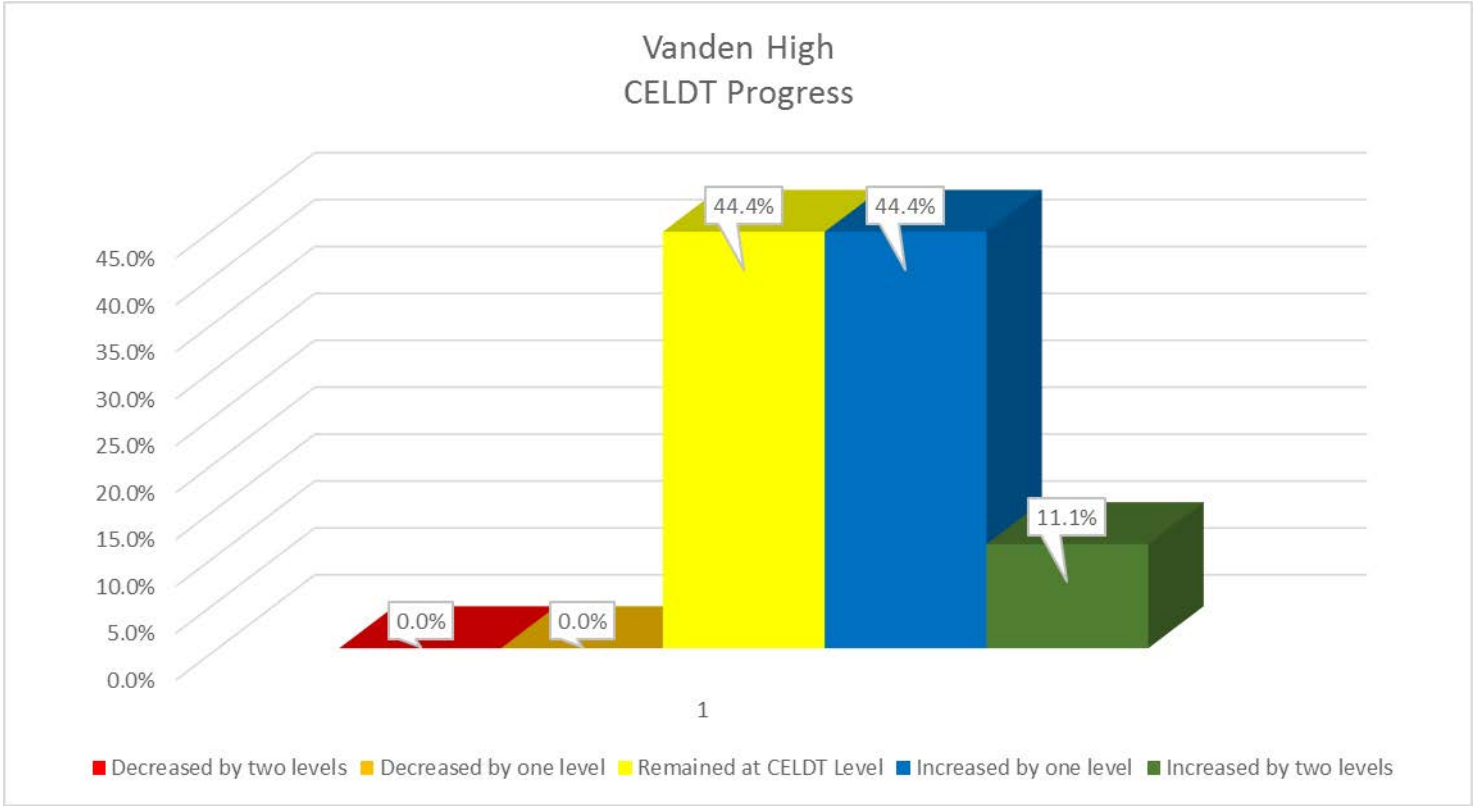
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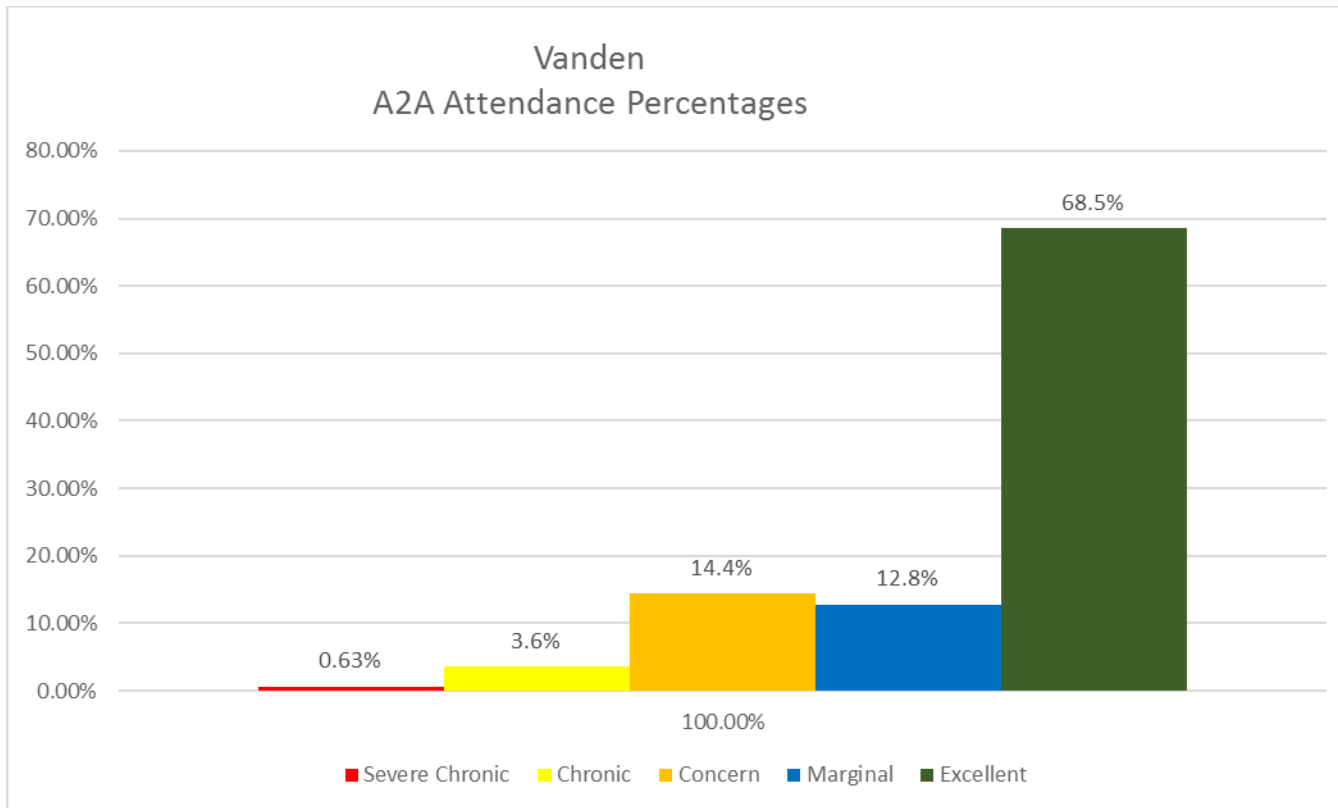
Vanden Smarter Balanced ELA



Vanden Smarter Balanced Math







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:

LCAP GOAL #1 (LEA Goal): Use Multi-Tiered Systems of Support (MTSS) to improve student learning and close the achievement gap.

SCHOOL GOAL:

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

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Smarter Balanced assessments in ELA and math • CELDT data (measure of English learner proficiency in English) • Course grades • Transcripts • Academic Probation list • GPAs • D/F rate 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Data shows freshman D and F rate higher than other grade levels. • EL students making progress but still have areas of needed growth. CAASP data show ELA above state Standards and math making significant Gains. 	<p>How will the school evaluate the progress of this goal?</p> <p>Progress will be evaluated based on student assessment data. Formative data to determine which students are on track to meet yearly reading and ELA progress will come from Benchmark Assessor Live!, STAR, and Smarter Balanced Interim Assessment Blocks, with progress benchmarks analyzed three times each year.</p> <p>The progress of English learners will be measured annually using the ELPAC, and Intervention Specialists will use tools available in our ELD curriculum for formative progress checks three times each year.</p> <p>Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed three times each year.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY: 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement an academic Response to Instruction and Intervention System (RtI2) to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.2.01 Providing designated English Language Development classes for all English learners (3 sections) to improve student mastery of ELD and ELA standards and to support success in subject area classes	Staff/Administration	Fall 2017 – Spring 2018 Advanced ESL 0.20 FTE EL support class 0.20 FTE Mindy Yu - Teacher	\$50,276 SGF
1.2.03 Reducing class size at Vanden High in English 1, Algebra 1, and Algebra 1 Lab to allow teachers more time to provide individual support to students who are struggling (0.80 FTE)	Staff/Administration	Fall 2017 - Spring 2018	\$57,656
1.2.04 <ul style="list-style-type: none"> • Refine placement systems and assessments to more accurately place students in support classes • Focus on the use of benchmark and progress monitoring assessments to drive instruction. 	Administrators Counselors	Fall 2017 - Spring 2018	District

<p>1.3.01 Improve SDC classes at the secondary level</p>	<p>Administration SPED Staff</p>	<p>Fall 2017 - Spring 2018</p>	<p>District</p>
<p>1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to establish instructional priorities, appropriately place students, and monitor student progress and achievement</p>	<p>Teachers Administrators Counselors</p>	<p>Fall 2017 - Spring 2018</p>	<p>District</p>
<p>1.4.01 The Vanden High Tutoring Center will operate four days a week with teachers and student tutors</p>	<p>Administrators Teachers</p>	<p>Teachers (4 teachers, 1 hour per day, 144 days or 4 days per week; 576 hours) Student tutors (16 student tutors, 1 hour per day, 144 days or 4 days per week; 2304 hours) Coordinator hourly (144 hours without students) Note: This is on top of the stipend because of recordkeeping Coordinator stipend in TUTA contract Materials, equipment, and supplies</p>	<p>\$62,412</p>

<p>1.6.01</p> <ul style="list-style-type: none"> Facilitate teacher collaboration on instructional strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction Appropriately place and exit students from intervention and support programs Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms 	<p>Administrators Teachers</p>	<p>PLC Meetings Fall 2017-2018</p>	<p><u>\$20,000 PLC</u> ELA PLC Math PLC Science PLC History/Social Science PLC</p>
<p>1.6.02</p> <p>Improve instructional strategies to engage students actively in learning:</p> <ul style="list-style-type: none"> ensuring that all students closely and critically read complex works of literature and informational texts ensure all students present analyses based on appropriate examples and evidence from the text; 	<p>Administrators Teachers</p>	<p>Fall 2017-Spring 2018</p>	<p>No Cost</p>

<ul style="list-style-type: none"> engage all students in rigorous, research - based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively 			
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Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

LCAP GOAL #2 (LEA GOAL): Prepare students for college and career

SCHOOL GOAL: : 1) Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to develop the essential components of a guaranteed and viable curriculum where all students have the time and opportunity to learn essential skills. 2) Implement an academic Response to Instruction and Intervention System (RtI2) to improve academic performance. 3) Develop systems to ensure all students graduate prepared for college and career.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Algebra 1 completion rate • CTE Pathway Completion • UC a-g rate 	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2.2.04 Implement additional electives and work with Vanden High to develop an Advanced Studies program where middle school students can take classes at the high school</p> <ul style="list-style-type: none"> these classes would not provide high school credit but would qualify as prerequisites and allow participating students to take more advanced courses starting in their freshman year 	<p>Administrators Teachers Counselors</p>	<p>Fall 2017-Spring 2018</p>	<p>District</p>
<p>2.3.01/.02 Increase and improve opportunities for students to recover credits, improve grades to complete UC a-g college entrance requirements, and/or improve GPA for athletic eligibility:</p> <ul style="list-style-type: none"> Provide Cyber High online learning for credit recovery and grade improvement Provide summer school for credit recovery and grade improvement 	<p>Administrators Teachers Counselors</p>	<p>ALEKS for Vanden summer school (100 @ \$20.00 for 1 month) Vanden 11 classes (11 teachers, 24 days, 5.5 hours/day; 132 hours) Campus Supervisor (1 person, 24 days, 6.5 hours/day; 156 hours) Clerk (1 person, 24 days, 6 hours/day; 144 hours) Supplies</p>	<p>Cyber High \$15,334 (with TEC) \$79,626 LCFF</p>

2.4.06 Provide staff with exploration visits, training, and planning time to implement project based learning,	Administration District Office	Fall 2017	High Tech GSE Fall Residency 7 Participants \$12,950 2 days – 14 Substitutes \$1,750

<p>2.5.02</p> <ul style="list-style-type: none"> Expand enrollment by identifying promising students and enrolling them in AP and Honors courses Regularly monitor and review participation rates of under-represented student populations 	<p>Counselors Teachers Administration</p>	<p>Fall 2017-Spring 2018</p>	<p>No Cost</p>
<p>2.6.01</p> <p>Help students navigate the complex path toward success in post-secondary education and living wage careers:</p> <ul style="list-style-type: none"> Provide the Naviance online college and career readiness program Provide transportation for student visits to regional universities, community colleges, and other post-secondary opportunities Transport and accompany students to Solano Community College to support students and families as they work through the matriculation process 	<p>Counselors Administration</p>	<p>Fall 2017-Spring 2018</p>	<p>\$15,145.34 (TEC/VHS/GW) DoDEA Project Operation Open Doors</p>

<p>2.7.01 Invite Solano Community College staff to our high schools to assess students and provide information about enrollment</p>		<p>Fall 2017-Spring 2018</p>	<p>No Cost</p>
<p>2.7.04 Transport biotechnology students to Solano Community College to take the first courses in their four-year degree in Bio-manufacturing</p>	<p>TUSD Transportation</p>	<p>Fall 2017-Spring 2018</p>	

LCAP GOAL #3 (LEA GOAL): Use Multi-Tiered Systems of Support (MTSS) to maintain calm classrooms focused on learning and enhance student socio-emotional wellness.

SCHOOL GOAL: : Improved attendance by students; improved administration of accommodations, Create and manage a complete and functioning safety plan. Continue anti-bullying and socio-emotional learning efforts. Continue to provide teachers with training to help identify and provide support for students who struggle with behavior and or need crisis intervention.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Attendance rates • Suspension rate indicator • Aeries discipline dashboard • California Healthy Kids Survey (CHKS) 	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY: PBIS Tier I and II training for the 2017-18 school year. Enhance the knowledge and skills of instructional staff related to PBIS, classroom management, and managing the behavior of challenging students. Implement a behavioral Response to Instruction and Intervention System (RtI2) to improve socio-emotional wellness and to maintain calm classrooms focused on learning. Provide enrichment and hands-on learning in the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>3.1.02 Implement PBIS in secondary schools; provide training and coaching through the SCOE 3-year PBIS implementation program to develop school capacity to lead implementation</p>	<p>PBIS Team Administration Teachers Counselors</p>	<p>Fall 2017-Spring 2018</p>	<p>District contract with SCOE for 2017-18 school year. \$5,500 4 training days 1 Substitute \$500 Additional costs \$500</p>
<p>3.1.03 Select/develop and implement a cyberbullying program for grades 4-12</p>	<p>Administration Counselors</p>	<p>Fall 2017-Spring 2018</p>	<p>No Cost</p>

<p>3.2.01 Increase and improve Tier II PBIS services, by providing four School Social Workers plus Social Worker Interns, with one Social Worker assigned to the high school.</p>	<p>PBIS Team</p>	<p>Fall 2017-Spring 2018</p>	<p>1.0 FTE Social Worker \$134,246 SGF</p>
<p>3.2.03 Increase and improve services to students needing Tier III behavior support by providing</p> <ul style="list-style-type: none"> • Three Behavior Intervention Specialists to support both Special Education students and students in the general program • Two mental health counselors for Special Education students 	<p>PBIS Team</p>	<p>Fall 2017-Spring 2018</p>	<p>District</p>

<p>3.3.02 Principals will</p> <ul style="list-style-type: none"> • Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates • Use services of the family liaison, the nurse and health technicians, social workers, and mental health coordinator services • Use the SART and SARB processes to improve the attendance of students with chronic absences 	<p>Administration Teachers Counselors</p>	<p>Rule of 85</p>	<p>No Cost</p>
<p>3.3.03 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to</p> <ul style="list-style-type: none"> • Review overall data on patterns of chronic absence • Oversee implementation of a school-wide approach to improving attendance • Ensure that students who are chronically absent receive needed supports • Hold parent conferences to develop plans and monitor 	<p>Administration Teachers Counselors</p>	<p>Fall 2017-Spring 2018</p>	<p>No Cost</p>

<p>student progress</p>			
<p>3.4.02</p> <ul style="list-style-type: none"> • Provide NCI training focused on de-escalating student behavior • Plan and implement a suicide prevention program at Vanden High 	<p>PBIS Team Teachers Counselors Administration</p>	<p>Fall 2017-Spring 2018</p>	<p>District</p> <p>No Cost</p>

<p>3.5.04 Promote high school student-led programs including Student2Student, and Link Crew programs to connect new students to the school community</p>	<p>Counselors Administrators</p>	<p>Counseling, Teachers, Administrators</p>	<p>\$16,733 S2S Project Connect</p>
<p>3.5.05 Provide competitive robotics programs at the high school level.</p>	<p>Doug Green John Poe Administration</p>	<p>Doug Green and John Poe</p>	<p>\$9,288 - Supplies, Instruction, Field trips</p>

LCAP GOAL #4 (LEA GOAL): Involve parents as active partners in their child’s education.

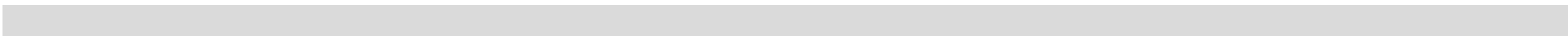
School Goal: Continue to improve communication regarding school events; involve parents in decision-making progress and provide information regarding school programs and activities.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • CERVIS data • Sign in sheets from <ul style="list-style-type: none"> ○ Family curriculum nights ○ Parent education programs 	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY: 1) Provide parents access to educational programs at Vanden HS through Open House Night for parents and students. 2) Ensure our school is represented on district advisory groups. 3) Enhance our website for better communication with families.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.1.04 Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA)</p>	<p>Administration Teachers Counselors</p>	<p>Monthly meetings to hear input on implementation and execution of educational plans.</p>	<p>No Cost</p>

4.2.01 Use CERVIS software to track volunteer hours and background clearances	Site secretaries		\$225 per school LCFF
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LCAP GOAL #5 (LEA GOAL): Provide basic services and manage resources responsibly

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

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> Williams textbook sufficiency Facility Inspection Tool 	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY: 1) Provide students with required instructional materials. 2) Select new ELA materials for 2017-18 implementation. 3) Purchase technology for classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>5.2.04 Select 9-12 Science materials aligned to the Next Generation Science Standards and the 2016 Science Framework during Spring, 2018 for implementation in the 2018-19 school year</p>	<p>Assistant Superintendent Science Teachers</p>	<p>Spring, 2018</p>	<p>District textbook funds will be used when purchase is made. Instructional materials not selected yet.</p>

<p>5.2.05 Select 9-12 History-Social Science materials aligned to the 2016 History-Social Science Framework during Spring, 2018 for implementation in the 2018-19 school year</p>	<p>Assistant Superintendent History/ Social Science Teachers</p>	<p>Spring, 2018</p>	<p>District textbook funds will be used when purchase is made. Instructional materials not selected yet.</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

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

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ul style="list-style-type: none"> • Ensure EL students make adequate yearly progress by providing supplemental instructional materials. • Provide technological supports for EL students to enhance language instruction. • Provide professional development that will facilitate learning and improve EL student proficiency in English. • Provide trainings for parents and activities at school sites. • Provide supplemental instruction for EL students. • Indirect costs 	July 1, 2017 through June 30, 2018	Supplemental instructional materials Supplemental technology support for EL students Professional development for adopted curriculum Materials for parent trainings and activities Before/After school tutoring for EL students Indirect costs	\$4,074.92 \$10,000 \$1,000 \$500 \$3,000 \$379.08	Title III LEP for all actions

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

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

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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"/>

Revised September 2015

<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 ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

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

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:


Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
William Sarty	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marleen Hurst	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Bernadette Aldrich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Katherine Beltramo	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Susie White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Samara Jefferson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Ashlyn Shook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Hannah Tyndall	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandy Phong	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norm DePonte	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Howell	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aimee Korynta	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	5	2	2	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 12th 2017

Attested:

William Sarty _____ Typed name of School Principal	<u></u> Signature of School Principal	<u>12/13/17</u> Date
Marleen Hurst _____ Typed name of SSC Chairperson	<u></u> Signature of SSC Chairperson	<u>12/13/17</u> 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 (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

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 if 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 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.

Plan Priorities

- Identify the top priorities of the current SPSA.
 1. Training and implementation of PBIS.
 2. PLC
 3. PBL
- Identify the major expenditures supporting these priorities.
 1. Training for staff and administrators for PBIS.
 2. Training for staff and administration for PBL
 3. Substitutes for PLC meetings

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
 1. Technology additions to classrooms was completed in August of 2017. Short Throw projection units were added to all classrooms.
 2. PLC collaboration between all departments.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 1. Freshman support course/curriculum.

- 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?
- PLC collaboration - analysis of bench mark, tests, quizzes, SBAC scores to determine student strengths and weaknesses.
- Tutoring center
- 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 teachers need to implement 9th grade intervention program.
 - Lack of PLC time with feeder school(s)
 - Based on the analysis of this practice, would you recommend:
PLC time with feeder school and high school.
9th grade data collection and communication.

Involvement/Governance

- How was the SSC involved in development of the plan?
The Vanden HS SSC was involved with the WASC report, CAASP, Safety Plan, to help guide the decision making process.
- How were advisory committees involved in providing advice to the SSC?
The SSC, Leadership Team and Department Chairs received periodic reports to help review data and guide the decision making process.
- How was the plan monitored during the school year?
All Vanden HS committees met on monthly schedules to review and discuss school plan.
- 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.
 1. Technology additions to classrooms was completed in August of 2017. Short Throw projection units were added to all classrooms.
 2. PLC collaboration between all departments.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 1. Freshman support course/curriculum
 2. PBL curriculum.
- Based on this information, what might be some recommendations for future steps to meet this goal?
 1. Continued data collection and analysis of freshman needs.
 2. Continued PBL training and analysis on how to implement into the Vanden HS master schedule.