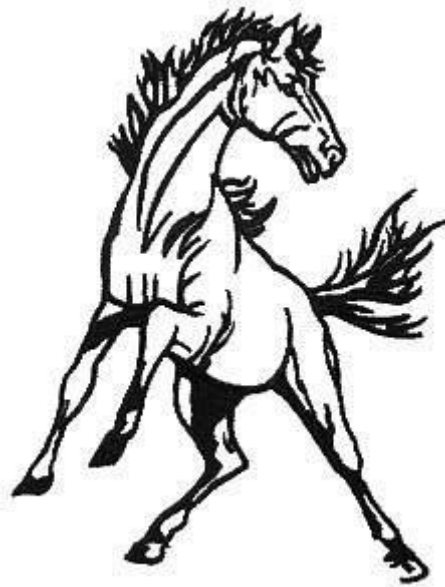


# Single Plan for Student Achievement

2017-18

Golden West Middle School



Golden West Middle School Site Council

Golden West Middle School

2651 De Ronde Dr.

Fairfield, CA 94533

December 13, 2017

# Part II: The Single Plan for Student Achievement Template

School: Golden West Middle School

District: Travis Unified School District

County-District School (CDS) Code: 6051262

Principal: Jackie Tretten

Date of this revision: December 13, 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: Jackie Tretten

Position: Principal

Telephone Number: 707-437-8240

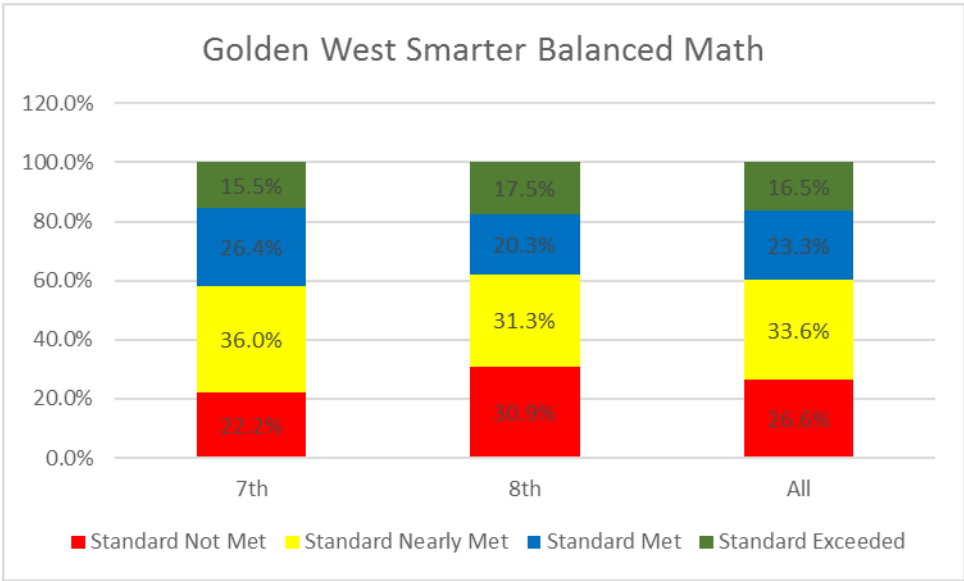
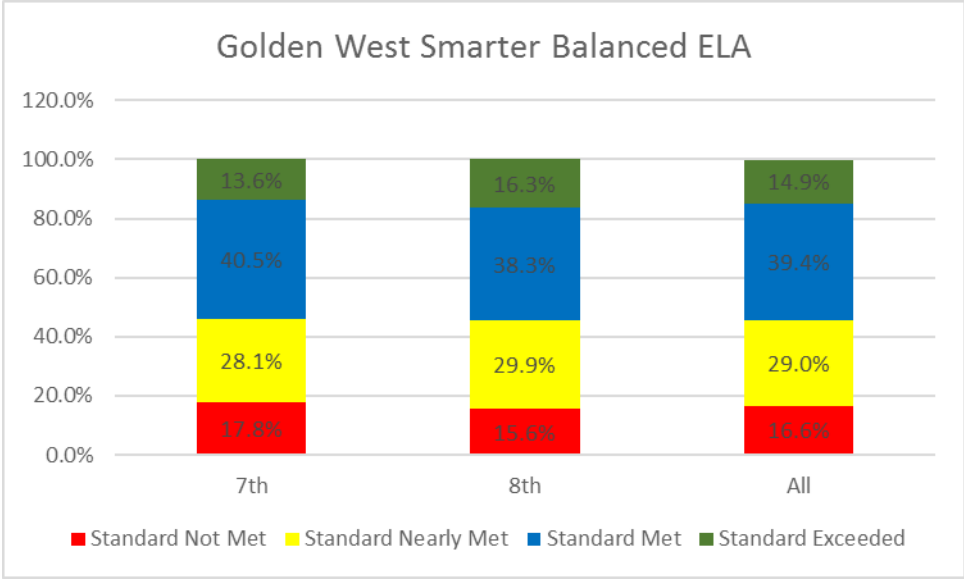
Address: 2651 De Ronde Drive

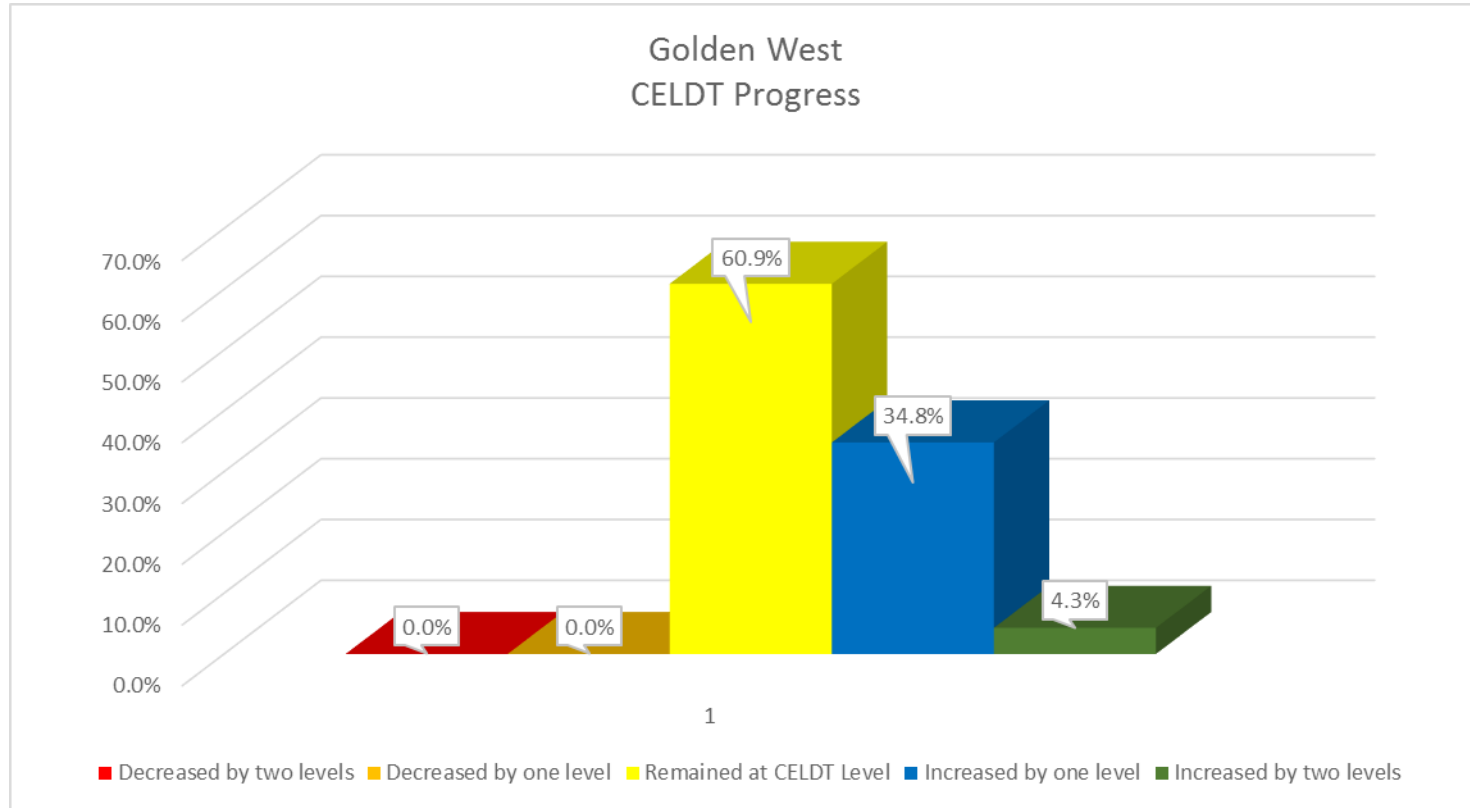
E-mail Address: [jtretten@travisusd.org](mailto:jtretten@travisusd.org)

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

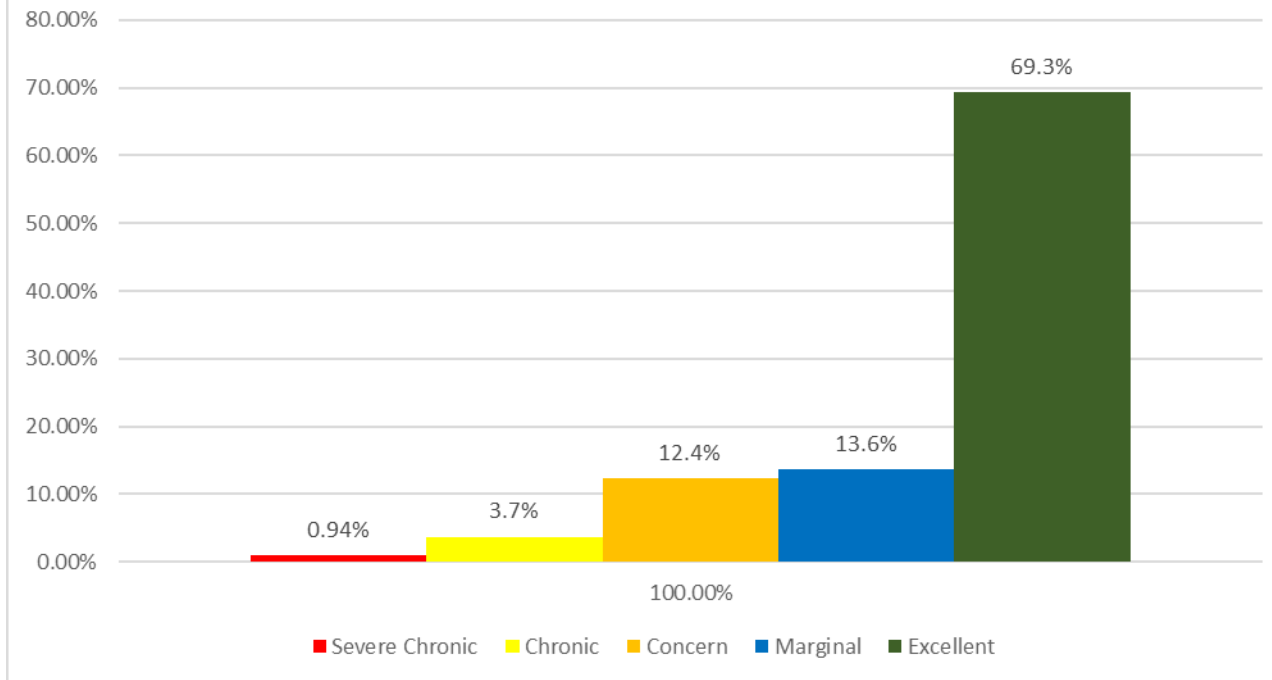
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### Golden West A2A Attendance Percentages



## 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:** Ensure all students learn at high levels by providing a guaranteed and viable curriculum.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>• Smarter Balanced assessments in ELA and math</li> <li>• CELDT data (measure of English learner proficiency in English)</li> <li>• Course grades</li> <li>• GPAs</li> <li>• D/F rate</li> </ul>	<p>Seventh grade SBAC data indicates that 54.1% of our student met or exceeded standards in English Language Arts and 41.9% did the same in mathematics. Our eighth grade scores showed us that 54.6% met or exceeded standards in English Language Arts and 39.8% met or exceeded in mathematics. Overall, those scores gave us 14.9% exceeding standards in ELA and 39.4 % met the standard. For mathematics, 16.5% exceeded the standard and 23.3% met the standard. Math continues to be our area of focus.</p> <p>English Learners showed positive gains with 34.8% of our students gaining one CELDT level and 4.3% gaining two or more levels. Collectively, 60.9% of our English Learners stayed at the same level they were at.</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 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 each year.</p> <p>Math data will come from teacher-developed benchmark assessments and Smarter Balanced Interim Assessment blocks, and will be analyzed each year.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found? LCAP</b></p>

**STRATEGY:** Provide professional development/training implementing new curriculum to enhance the knowledge and skills of instructional staff and time to develop the essential components needed.

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	District Principal ELA Teachers ELD Teacher	Provide a literacy lab period at each grade level to support students that are struggling and in need of extra time, another explanation, more practice or a different approach to help with understanding a concept. Provide ELD elective support class (CELDT levels 1-4) with English 3D curriculum to provide conversational practice and academic vocabulary. Provide EL Newcomer curriculum for our students that need more basic need/conversational help.	ELA Lab (2) Sections \$34,534 (Title I) ELD Lab (1) Section \$15,885 (SGF)
1.2.02 Reduce class size in middle school math, Math Lab, and English Lab courses to allow teachers more time to provide individual support to students who are struggling (8 additional sections)	District Principal Math Teachers	Provide reduced class size in all Math 7 and Math 8 classes to provide individual support to students. The Math Lab students were strategically placed in the lab teacher's class to provide continuity to learning.	MATH Lab (3) Sections \$33,381 (Title I) MATH CSR (2) Sections \$49,039
1.2.04 <ul style="list-style-type: none"> <li>• Refine placement systems and assessments to more accurately place students in support classes</li> <li>• Focus on the use of benchmark and progress monitoring assessments to drive instruction.</li> </ul>	Principal Math Teachers	On-going assessment, teacher review and conferencing with student/parent to make sure students are challenged.	No Cost



<p>1.3.01 Improve SDC classes at the secondary level</p>	<p>District Principal SDC Teacher</p>	<p>Increase rigor in SDC program; including extending learning opportunities in science and social studies.</p>	<p>No Cost</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>District Principal SPED Teachers</p>	<p>Provide targeted instruction in reading comprehension (<i>SRA</i>) and writing (<i>Becoming a Writer</i>) to support individual learners and increase their English Language Arts skills and learning.</p>	<p>No Cost</p>
<p>1.4.02 The Golden West Tutoring Center will operate two days a week with teachers, a counselor, and student tutors</p>	<p>Principal</p>	<p>Provide assistance to struggling students through our Homework Help program using teachers, counselors and high school tutors.</p>	<p>\$10,122 Title 1 (funded at district level)</p>

<p>1.6.01</p> <ul style="list-style-type: none"> <li>Facilitate teacher collaboration on instructional strategies to improve learning.</li> <li>Regularly collect, analyze, and use assessment data to inform classroom instruction</li> <li>Appropriately place and exit students from intervention and support programs</li> <li>Monitor student progress and achievement.</li> <li>Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms</li> </ul>	<p>Principal Teachers</p>	<p>PLC facilitator hourly (5 x 10 hours), plus Max 18 hours          ELA (10 people x 5 days)          Math (8 people x 5 days)          Science (6 people x 6 days)          History/Social Science (4 people x 4 days)</p>	<p>\$2,735 PLC Facilitator          \$8,837 ELA PLC          \$7,069 Math PLC          \$6,362 Science PLC          \$2,878 History/Social Science PLC</p>
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**LCAP GOAL #2 (LEA GOAL):** Prepare students for college and career

**SCHOOL GOAL:** Provide opportunity to participate in local interactive career fair.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• Naviance Account</li> <li>• CTE Course Completion</li> </ul>	<p><b>What were the findings from the analysis of this data?</b> California Career Zone interest profiler gave student individual information about their top three interest areas: realistic, artistic, social, investigative, conventional and enterprising.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Data will be collected as a part of the LCAP process monitoring on a districtwide and school site basis.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> District LCAP</p>
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**STRATEGY:** Provide interest inventory to help students define areas more defined for individual expertise.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2.2.01/02/03 Improve the instructional program and school climate:</p> <ul style="list-style-type: none"> <li>• Develop a plan to modify current practice to improve the success all students through the transition; implement the WEB (Where Everybody Belongs) middle school orientation and transition program</li> </ul>	<p>District Principal WEB Coordinators</p>	<p>Implemented the WEB program on the Golden West Campus by creating a Spring Play Day in May, WEB leader training in August, and new student orientation just before school begins. Throughout the year creating opportunities for student connection with their WEB leader and group members using a variety of monthly activities.</p> <p>The concept of creating sense of community amongst the WEB leaders was the goal of the team building activities at the Play Day which was later passed along to our new students. The WEB leaders got to experience first-hand the activities our new students would get to do in August. The 10 hour training in August prepared the WEB leaders to welcome and transition our new students to life on a middle school</p>	<p>The Boomerang Project (WEB) Follow Up Training 9/15/17 \$1,000</p>

		campus. WEB coordinators attended a follow-up Fall Conference in September that continued the instruction of games, group dynamics and guidelines.	
2.6.01 Help students navigate the complex path toward success in post-secondary education and living wage careers: <ul style="list-style-type: none"> <li>• Provide the Naviance online college and career readiness program</li> </ul>	District Principal Teachers	<p>Provide an opportunity to explore college and career pathways to students through a hands on community career fair. In conjunction with the neighboring school districts and community businesses, students get a glimpse of a future career field. This hands on, interactive career fair provides a motivation for students to find their passion and pursue their occupational dreams within their own community. Students are exposed to a wide variety of job opportunities and the chance to speak to individuals in that field—asking questions, giving advice and encouraging students in their school endeavors.</p> <p>Provide an interest inventory to students prior to the career fair to help focus and refine areas of strength.</p> <p>Provide follow up and feedback to improve experience for future attendees.</p>	District Cost

**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:** Support the specific social and emotional needs of middle school students.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Suspension rate</li> <li>• California Healthy Kids Survey (CHKS)</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p>We needed to find a way to connect students more to our school and engage them in our community. The WEB orientation is one way we are reaching out to our new students; the addition of more 8<sup>th</sup> grade electives, including a leadership class, robotics and yearbook are more examples of trying to get kids involved and connected to school.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Data will be collected as a part of the LCAP process monitoring on a districtwide and school site basis.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>LCAP</p>
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**STRATEGY:** Provide resources for students in need.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<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>District Principal PBIS Coordinator</p>	<p>Develop PBIS team including multiple representatives from the school community;</p> <p>Attend training and follow prescribed steps in implementing the PBIS program schoolwide.</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>District Principal</p>	<p>Provide instruction in cyber safety that supported by our school resource officer during designated class time.</p> <p>Provide student information through our school planners about: knowing the dangers online, using cyber-sense, staying safe online, and being a good cybercitizen.</p>	<p>Planner cost approx. \$4000 each year from site budget.</p>
<p>3.2.01 Increase and improve Tier II PBIS services, by providing four School Social Workers plus Social Worker Interns and one Social Worker assigned to the middle school</p>	<p>District</p>	<p>Provide access to School Social Worker for help with student's socio-emotional issues.</p>	<p>1 Social Work \$117,829 50% SGF 50% DoDEA Project Connect</p>

<p>3.2.02 Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation, with two at the middle school.</p>	<p>District Principal Assistant Principal</p>	<p>Provide Student Support Specialists to support at-risk students with academic, social and behavioral needs including conflict mediation, individual and small group work or support with the classroom. The S.S.S.s support school-wide implementation of positive behavior supports including Check-In/Out and Positive Behavior Support Plans and other needs of identified students. The Support Specialists communicate with parents, maintain documentation, supervise students and create and organize lunch time activities</p>	<p>2 Student Support Providers .875 FTE \$70,824 SGF District funds</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"> <li>• Three Behavior Intervention Specialists to support both Special Education students and students in the general program</li> <li>• Two mental health counselors for Special Education students</li> </ul>	<p>District Principal Assistant Principal Behavior Intervention Specialists Mental Health Counselors</p>	<p>Provide student support through the work of the Behavior Intervention Specialists and mental health counselors based on individual needs.</p> <p>Bi-weekly meetings for collaboration with all support providers to ensure student needs are being met.</p>	<p>District Funds</p>

<p>3.3.02 Principals will</p> <ul style="list-style-type: none"> <li>• Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates</li> <li>• Use services of the family liaison, the nurse and health technicians, social workers, and mental health coordinator services</li> <li>• Use the SART and SARB processes to improve the attendance of students with chronic absences</li> </ul>	<p>Principal Assistant Principal Attendance Clerk</p>	<p>Student attendance is monitored on a daily basis; parent notifications are made and resource services are used as necessary.</p> <p>SART and SARB processes are followed to improve attendance for students with chronic absences.</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"> <li>• Review overall data on patterns of chronic absence</li> <li>• Oversee implementation of a school-wide approach to improving attendance</li> <li>• Ensure that students who are chronically absent receive needed supports</li> <li>• Hold parent conferences to develop plans and monitor</li> </ul>	<p>Principal Assistant Principal Attendance Clerk</p>	<p>Attendance information monitored continually and appropriate notifications are made including conferences and a requirement of doctor's notes based on a prerequisite threshold. Follow through of attendance process, including truancy letters through referral to SARB is upheld.</p>	<p>No Cost</p>



student progress			
3.5.03 Develop and implement summer middle school programs to improve academic skills and develop a feeling of belonging	Principal Assistant Principal Summer School Teachers	Provide innovative summer program that supports ELA and mathematics learning using a different approach than during the school year to reach the typically under motivated and unconnected students.	\$26,501

<p>3.5.04 Promote middle school student-led programs including Student2Student and Where Everybody Belongs (WEB) programs to connect new students to the school community</p>	<p>District Principal Counselor WEB coordinators</p>	<p>Provide training and resources to begin a Junior Student2Student program and WEB Coordinator training for additional staff members.</p>	<p>\$16,733 S2S DoDEA Project Connect \$21,102 WEB Title II</p>
<p>3.5.05 Provide competitive robotics programs.</p>	<p>District Principal Robotics Coaches</p>	<p>Provide competitive robotics opportunities for our students to build and compete with other middle schools.</p>	<p>2 Coaches, 75 Hours \$7,177 LCFF</p>

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

**SCHOOL GOAL:** Increase parental involvement through supporting the established parent boosters and assisting in the establishment on new groups.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>• CERVIS data</li> <li>• Sign in sheets from             <ul style="list-style-type: none"> <li>○ Family curriculum nights</li> <li>○ Parent education programs</li> </ul> </li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p>We have parents that are very involved in specific groups at school, but overall are not extensively involved at the school site.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Data will be collected as a part of the LCAP process monitoring on a districtwide and school site basis.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b> LCAP</p>
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**STRATEGY:** Involve parents in providing input and making decisions; increase parent education programs.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<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>Principal Assistant Principal</p>	<p>Provide information to School Site Council about SPSA, LCAP, Safety Plan, and other important information as it becomes available to share.</p>	<p>No cost</p>

<p>4.2.01 Use CERVIS software to track volunteer hours and background clearances</p>	<p>District Principal Office Staff</p>	<p>Provide kiosk for parents to sign in to track the hours and background clearances.</p>	<p>District Cost LCFF</p>
<p>4.2.02 Continue Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods</p>	<p>Principal Assistant Principal</p>	<p>Provide the opportunity for Watch DOGS to be a part of the school community—including helping to supervise at lunch and passing periods and helping in classrooms.</p>	<p>\$1,250 SGF</p>

<p>4.3.05 Hold family curriculum nights, where</p> <ul style="list-style-type: none"> <li>• Teachers and staff explain what children will be learning</li> <li>• Demonstrate technology used at school that can be accessed at home</li> <li>• Teach strategies for helping students learn math</li> <li>• Ways to help children at home</li> </ul>	<p>Principal Assistant Principal Teachers</p>	<p>Provide Parent Math night in which teachers demonstrate and provide instruction in accessing the on-line math resources. Teachers also provided instruction on manipulative use to solve mathematical problems, strategies to help students at home, and available tutoring resources as school</p>	<p>\$2,896 Teacher Hourly Cost SGF</p>
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**LCAP GOAL #5** (LEA GOAL): Provide basic services and manage resources responsibly

**SCHOOL GOAL:** Ensure students are provided with required classroom instructional materials.

<p><b>What data did you use to form this goal?</b></p> <ul style="list-style-type: none"> <li>Williams textbook sufficiency</li> <li>Facility Inspection Tool</li> </ul>	<p><b>What were the findings from the analysis of this data?</b></p> <p>We are compliant with Williams Act requirements and will maintain that status. There are areas where the condition of our facilities can be improved.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Data will be collected as a part of the LCAP process monitoring on a districtwide and school site basis.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p> <p>LCAP</p>
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**STRATEGY:** Ensure all teachers are appropriately credentialed (Williams Act); provide all students with instructional materials as required (Williams Act); Provide facilities that are safe and maintained; provide equipment and technology that supports learning.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>5.2.03 Select 7-8 Science materials aligned to the Next Generation Science Standards and the 2016 Science Framework during Spring, 2017 for implementation in the 2017-18 school year</p>	<p>District Principal Science Teachers</p>	<p>Adopted Amplify Science  180 HP Laptops and charging cart</p>	<p>\$110,656 - District Level funds \$91,440 – Technology Infrastructure</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 #: Improve academic achievement for English Learners through centralized services provided by Educational Services.

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)
<ul style="list-style-type: none"> <li>• Ensure EL students make adequate yearly progress by providing supplemental instructional materials.</li> <li>• Provide technological supports for EL students to enhance language instruction.</li> <li>• Provide professional development that will facilitate learning and improve EL student proficiency in English.</li> <li>• Provide trainings for parents and activities at school sites.</li> <li>• Provide supplemental instruction for EL students.</li> <li>• Indirect costs</li> </ul>	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

<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.

- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.



## 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"/> <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"/>

Revised September 2015

<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>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	\$	<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.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<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)	\$156,972	<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 type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<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>3</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		\$	
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.

<sup>3</sup> 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.<sup>4</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
Brenda Clewley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Della Hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beth Loftus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Malinao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anne Castro DePonte	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phillip Endicott	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Rubio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENT NAME	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teresa Cushman	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jackie Tretten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	1

<sup>4</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: December 13, 2017.

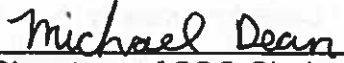
Attested:

Jackie Tretten  
Typed name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

12/13/17  
Date

Michael Dean  
Typed name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

12/13/17  
Date

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

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

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

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

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

### SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

#### Plan Priorities

- Identify the top priorities of the current SPSA.
  1. Improve academic achievement for students
  2. Provide academic and social emotional support to students.
- Identify the major expenditures supporting these priorities.
  1. Costs for staff development training
  2. Substitute costs for teachers for PLC
  3. Cost of new science curriculum
  4. Mental health personnel

#### Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
  1. Summer school provided support in mathematics and ELA using a project based approach (*Shark Tank*). Students were exposed to community enrichment excursions for local hands on exploration.
  2. School Social Worker, Mental Health Clinicians providing individual

and group services to identified at-risk students.

3. WEB (Where Everybody Belongs) became a reality as Coordinators received training in the Spring, identified potential WEB leaders when they returned, hosted a Spring Play Day and then went on to train 90 leaders in August for our 7<sup>th</sup> grade Orientation later that same week. The WEB adventure continues through the school year with monthly get-togethers or reach outs to the Leader's group of "sevies" including Popcorn and a Movie, Holiday Grams, Sticker Days, and check ins with group members by their WEB leaders done on an intentional basis.
4. PLC Department Days are used for curriculum coordination, developing common assessments and discussion of student placement considerations.

- 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? The Interim Assessment Blocks will be eliminated this year due to their lack of timely informational data to target instruction.
  - Identify barriers to full or timely implementation of the strategies identified above. Timely return of information
  - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Used them as a practice, rather than information for instruction
  - 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? Unable to use these to inform instruction.

## Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Effective Strategy	Evidence of effectiveness
Parent involvement increased	PTSA membership increased; parent interest in parent math night; upcoming cybersafety parent night
Summer School project based “Shark Tank”	Student attendance and positive experience in “Shark Tank”; school connectivity
After school Homework Help sessions	Tuesdays and Thursdays-one hour homework support for targeted student populations that are academically struggling

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement. Interim Assessment Blocks for both ELA and mathematics
  - 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: ineffective feedback of results  
\_\_\_\_\_
  - Based on the analysis of this practice, would you recommend:
    - Eliminating it from next year’s plan-Yes
    - Continuing it with the following modifications: \_\_\_\_\_



## **Involvement/Governance**

- How was the SSC involved in development of the plan? Our SSC reviewed feedback about the programs throughout the year. They provided advice to help solve issues and provided insight into other ways to reconcile an issue.
- How were advisory committees involved in providing advice to the SSC? Our Safety Committee was involved in giving advice to the SSC by way of the Site Safety Plan that was adopted in our February meeting
- How was the plan monitored during the school year? The SSC received periodic reports at scheduled meetings throughout the school year.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes? Continue to look at pertinent data that is available throughout the year.

## **Outcomes**

- Identify any goals in the current SPSA that were met.  
Selected Science materials aligned with Next Generation Science Standards for implementation this school year. Laptops and charging carts in all science classes.  
Providing social emotional support through our mental health personnel and school connectedness through different WEB, club, leadership, robotic, yearbook activities/classes.
- Identify any goals in the current SPSA that were not met, or were only partially met.  
Increase math and ELA SBAC scores in which more students are meeting or exceeding standard.
  - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. Use IABs as benchmarks for SBAC testing.
- Based on this information, what might be some recommendations for future steps to meet this goal? We need a better way to know which standards need more attention and where students need more in depth assistance.