FORM A: Services, Programs, Recommendations and Assurances

School: **Brook Hill Elementary School** Date: 9/21/2016

School Year: 2016/17 Check one: ___x___ Original submission

_____ Title revision

Enrollment: 494 CDS Number: 49-70912-6052104-

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$194,460
LCFF Concentration	-	-	-	-	$91,680
TITLE 1 Schoolwide	$116,139	N/A	$1,476	($17,380)	$100,234

Title I Schools – Remember to budget for Parent Involvement.

Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Adrian Juarez
_____ _____
Typed Name of ELAC Chairperson's Signature of ELAC Chairperson

Signature

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
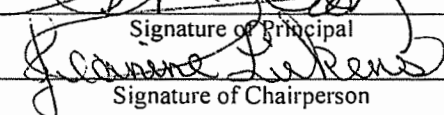5. The SPSA was adopted by the SSC at a public meeting on:

Guadalupe Perez-Cook February 22, 2017
_____ _____
Typed Name of Principal Signature of Principal Date

Jeanine Likens February 22, 2017
_____ _____
Typed Name of SSC Chairperson Signature of Chairperson Date

About Our School

Parents Can Expect:

- A safe, caring environment.
- Close communication about their children and school programs.
- An invitation to be involved.
- An "Open Door" policy.
- A vested interest in the success of each student.

School Description and Mission Statement

All staff members are lifelong learners, committed to ongoing professional development, who work individually and collaboratively to create conditions that promote student success. Brook Hill teachers continue to embrace the professional learning community model and meet weekly to plan their instruction collectively, refine their practice through feedback and suggestions, and continually push each other to further develop as innovative educators and professionals. We will use research-based practices to implement the use of technology while providing the students the opportunity to develop their skills in problem solving, creativity, critical thinking and innovation.

We have an active SSC, ELAC and PFO organizations that work to meet the needs of the students through supporting the families and teachers. The PFO works to support our school through fundraisers and sponsoring school events. The organization works to raise funds through a variety of methods including literacy and math events, social events such as our concert nights. We have welcomed outside agencies such as the Boys and Girls Club, the Salvation Army and Girl Scouts to enhance our programs and provide opportunities for all students in our community.

Parents are vital to the Brook Hill community, serving on the School Site Council, English Language Advisory Committee, Parent Faculty Organization (PFO), and acting as classroom volunteers and field trip supervisors. Parent participation on our campus is very high, with at least 300 family members typically attending most school events. The PFO hosts monthly family events: Walk-A-Thon, Literacy Night, Math Night, Science Night, Winter and Spring Concerts, Sixth Grade Family/Slater Dinner, Field Day and Open House/Mexican Dinner. Brook Hill is proud of the diversity of its population and we hold all meetings in English and Spanish.

<u>MISSION</u>

The mission of Brook Hill Elementary School is to provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Brook Hill team joins with parents and the community to assist students in becoming independent and self-supporting adults who will be college and career ready and responsibly contribute to a global community.

<u>Vision Statement:</u>

The vision of the faculty of Brook Hill Elementary School is to provide all students with the tools necessary to become productive, responsible citizens. This will be accomplished through a partnership with the family, school, and community working together.

Since the students currently at Brook Hill will graduate and find employment in the Twenty-first Century, it is essential they acquire skills in researching, organizing, and analyzing information. Brook Hill students will have access to modern technology and learn how to use technology in their everyday lives. They will be able to express themselves through written and oral communication. Our students will be active participants in both mental and physical activities including music, art, and physical education. In addition to this, students at Brook Hill will be taught and encouraged to think critically about a variety of issues. Our student community will be learning to work with others in a cooperative effort, to appreciate the contributions and worth of other cultures, and accept individual differences. Students at Brook Hill will realize they are part of a multicultural and ever evolving society and therefore must work within that society's structures with integrity and compassion to become college and career ready.

School Accountability Report Card

Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL: Increase student literacy and writing by 3% using multiple measures. The activities for goal 1 support program improvement status based on data and stakeholders feedback.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) – DORA DIBELS Diagnostic Reading Assessment (DRA) SBAC CELDT Writing Scores	Improvement needed and multiple measures needed to accurately assess students to drive instruction Development of DOK level 3-4 questioning to prepare students to be critical thinkers and prepare them to meet grade level CCSS Students need to develop their skills in the area of reading comprehension and multisyllabic words	• Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evident based writing • Scores from: LGL, DRA, Benchmark Writing, CELDT Writing • Evidence from Walk to Read • Implementation of Units of Study • Implementation of the new writing program, Lucy Caulkin Wring based on writing assessments • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home

					Use site available Multiple Measures Assessments (i.e.-DORA, SIPPS, Core Phonics Screener, Spelling Inventory, Lexia, San Diego Quick, BPST, STAR, etc.)

STRATEGY: Implement a rigorous school system to increase literacy and writing through intervention programs and professional development.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (i.e. – CPI Parenting Classes, Nutrition Classes, Drug and Gang Awareness, Adult ESL, Report Card, Let's Go Learn, Technology Literacy, ELAC, Literacy Night, Read Across America, Latino Literacy, Project, Reading Strategies)	FEF (Family Engagement Facilitator) Teacher Admin	Reading Incentives K Orientation; Back to School Night; Open House; Literacy Night; Parent classes and meetings; provide childcare	Bookstore Gift Cards Literacy Games Books Certificates Awards/Medals Snacks Child Supervision Printer Ink & Toner Materials/Supplies	$500	$1,000	$500
			Parent Teacher Conferences	Extra Duty - FEF		$2000	
			Drug and Gang Awareness Red Ribbon Week – Oct.; counselor to support families, staff and students	Presentations/ Materials, supplies		$1000	
			ELAC and Second Cup of Coffee Mtgs	Snacks, (materials, supplies)	$300		$1300
2	Personnel	Admin TOSA Instructional Assistants	Reading Teacher (current position)	staff	$75,871		$32,516
			IA – 6 hours (Literacy and Math support)	Instruction ELA & Math	*$9,600		
			IA – 3.75 hours (Literacy support)	Instruction/support ELA	$9,607		
			IA – 3.75 hours (Literacy support)	Instruction/support ELA	$9,607		
			IA – 3.75 hours (Literacy support) (current position)	Instruction/support ELA	$6260	$6260	
			Classified	Additional family support (current position)	$12133		
			Classified Extra Duty	Childcare and Translations		$3000	
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction		$5000	$2000
			Supplemental Parent Teacher Conferences for at-risk students	Instruction			$500

State Template for the *Single Plan for Student Achievement*   4

4	Classified Extra Duty and Consultants	IA	Support Before & After School Tutorial	Instruction			$1000
			Consultants provided tutorials	Instruction		$2359	
5	Instructional Materials & Supplies and Extended Learning beyond the classroom	Admin TOSA Teacher IMT	GLAD/Units of Study/ Material /Supplies/ (paper, markers, tape, magazines, etc.)	Materials/Supplies $150/teacher K-3 $200/teacher 4-6 $100/resource staff	$2714	$2500 $1000= furniture	$4272
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, etc…)	Materials Supplies Book Furniture			
			Material Needed to support instruction based on data collection results for student learning from (i.e.-SIPPS, Read Naturally, DRA, Lexia, Core Phonics Screener)	Materials Supplies Book			
			Walk – to Read Instructional Material (i.e. - SIPPS, Read Naturally, 6 Minute Solution, DRA Levels, instructional furniture, etc..)	Materials Supplies Book Furniture			
			Student engagement materials	workbooks, pencils, snacks, incentives, etc.		$250	$400
			Phonics Program – Scholastic Explode the code	Materials/Supplies K-2		$2000	$4,000
			Extended Learning outside the classroom Field Trips and Outdoor Education – school year	Field trips transportation and admission fee/ Field Trip Transportation ($300) & 1 admission fee ($10.00) /Outdoor Ed.- Transportation and 1 entry fee	$14000 ($9000= Transportation and $5000=entry fee	$6000 ($3000= Outdoor Ed. and $3000= Transportation	$3000 (Outdoor Ed.)
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, Walk-to-Read & DRA leveled texts teaching resources, printed text - magazines	Books Magazines Scholastic News KA-6	$4,000 ($2000/library) and ($2000/scholastic)	$600	$1000
7	Technology	Admin	Chromebooks, laptops, ipads & other technology needed to support student learning	Hardware	$250	$1250	NA
			Other equipment / items needed for use and storage (i.e. – carts, protection cases for ipads)	Equipment	$1500	$2000	$1,000
			TVs & other items needed for use and storage	TV LCD/Apple TV hardware	$1,250	$1250	
			Other Technology and equipment needed to enhance student learning	Projectors, projector light bulbs, ELMOs, storage units,	$500	$500	$4,000

#								
				cords, microphones, headphones, etc.				
8	Software	Admin IMT Teacher	Lexia	software		$1,000	$3,000	$2,000
			Follett – Library software	software	$500		$1500	
			Other Software as needed to enhance student learning (IXL, AR, Brain Pop, **STAR**, etc.)	Software-on-line or apps			$1000	$3,000
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Collaboration Coordination of Curriculum – curriculum planning school year and summer work Release time - Initiatives/CCSS/Innovate Ed	**Collaboration/release time for goal setting and planning to support goals and focus areas**		$750	$5000	$2500
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using DORA/DRA, DIBELS/Staff Input data / DRA Testing days SST Meetings (Sept. – April) Each grade level will participate in 2 release days throughout the school year Assessments (Collect Data, administer, etc.)			NA	$2500	$4,000

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1 : Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL: Increase student overall math performance by 3% based on grade level benchmarks. The activities for goal 1 support program improvement status based on data and stakeholders feedback.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) – ADAM Reflex Math LGL - Edge Grade Level Fluency Tests K Assessments	Students require additional support to access grade level math concepts and skills. Students and staff need additional support to enhance student ability to express mathematical thinking/processing.	• SBAC • Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, Problem Of the Month, Engage NY/Eureka Math, Number Talks, Math Journals • Scores from : LGL • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (LGL, Reflex Math, Grade Level Fluency Tests, K Assessments, Grade Level Assessments)

STRATEGY: Implement rigorous school systems to increase overall math performance through intervention programs and professional development

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (i.e.- Report Card, Let's Go Learn, Technology Math, ELAC, Math Night, Math Fair, Math Strategies)	FEF (Family Engagement Facilitator) Teacher Admin	Math Incentives K Orientation; Back to School Night; Open House	Barnes & Nobles Gift Cards Literacy Games, Books Certificates, Awards/Medals, materials, supplies	$500		
			Parent Teacher Conferences	Extra Duty			
			ELAC Mtgs and Second Cup of Coffee	Snacks	$300		$1800
2	Personnel	Admin TOSA IA	IA – 6 hours (Literacy and Math support) .75 FTE	Instruction ELA & Math	*$9,600		
			Clerical Extra Duty/Overtime	Student records entry		$1000	
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction materials/student snacks			$4800
			Supplemental Parent Teacher Conferences for at-risk students	Instruction			$500
4	Classified Extra Duty and Consultants	IA	Support Before & After School Tutorial	Instruction materials/student snacks			$3000
			Consultants provided tutorials	Instruction		$3000	
5	Instructional Materials & Supplies	Admin TOSA Teacher IMT	Problem of the Month//Math Journals/Material/Supplies to support math (paper, markers, tape, magazines, etc...)	Materials/Supplies $150/teacher K-3 $200/teacher 4-6 $100/resource staff	$1263	$2500($1000= furniture)	$600
			Math materials (instructional material to support intervention, pencils, paper, markers, tape, etc...)	Materials/supplies/ instructional materials			
			Material Needed to support instruction based on data collection results for student learning from (IXL, Reflex, Eureka Math, Problem of the Month, Number Talks, Math Journals, etc)	Materials/supplies/instructional materials			
			Math-Critical Thinking Instructional Material–indoor educational activities (i.e.- supplies, games, manipulative, etc.)	Educational games: Board and electronic-apps		$1,000	
			Supplemental intervention materials (workbooks, pencils, snacks, incentives,		NA	$250	$438

#	Category	Responsible	Description	Type / Detail	Col A	Col B	Col C
			etc)				
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, math texts teaching resources, printed text - magazines			$600	
7	Technology	Admin	Chromebooks, laptops, ipads & other technology needed to support student learning	Hardware	$250	$1250	NA
			Other equipment / items needed for use and storage (i.e. carts, protection cases for ipads)	Equipment	$1500	$2000	
			TVs & other items needed for use and storage	TV LCD/Apple TV hardware	$1,250	$1250	
			Other Technology and equipment needed to enhance student learning	Projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc.	$500	$500	NA
8	Software	Admin IMT Teacher	Reflex Math, Math Apps by grade level	Software on-line, app.		$500	
			Other Software as needed to enhance student learning (IXL, Brain Pop, etc....)			$100	
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Collaboration Coordination of Curriculum – curriculum planning school year and summer work/Initiatives/CCSS/Innovate Ed	Conferences Travel Professional Development meetings	$750	$5000	$2500 (Travel, Conf.)
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK levels & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using ADAM/Staff Input data Each grade level will participate in 2 release days throughout the school year Assessments (Collect Data, administer, etc.)	2 site release days – beginning and end of year		$2500	$2500

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: Planned Improvements in Student Performance

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LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model.

SCHOOL GOAL: Decrease chronic absenteeism and tardiness by .5%by the end of the school year based on the previous school year daily attendance. The activities for goal 2 support program improvement status based on data and stakeholders feedback.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY	Need to increase attendance rate from 94.79 to 95% or above to meet LCAP District Goal. Truancy rate decreased by 68%, 131 truants in 2015 decreased to 41 in 2016 Suspension increased by 7 students from 2015 to 10 students in 2016	• Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • SWIS Reports • Truant Students from previous school year

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STRATEGY: The school will improve school climate through a BEST or BEST Plus Team

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Communication Home		Materials/supplies needed for school to home communication (i.e.- *postage, envelopes, student folders, instructional material to support writing, pencils, paper, markers, tape, magazines, parent-student handbook, etc.)	Student Folders, Newsletters, Flyers, Bulletins, materials, supplies, ink, toner, **books**, etc.	$100 *$50=postage	$1000 *$100=postage	$1000 *$100=postage

#	Strategy/Activity	Person Responsible	Description	Category			
2	School Counselor will meet with Admin or Attendance team to determine additional student support to increase student wellness and attendance.	Counselor Restorative Justice staff	Daily Student Contact Report (counseling, groups, or check in)		No cost	No cost	No cost
			Weekly check-in with Admin regarding Truant Students		No cost	No cost	No cost
			Class Restorative Circles		No cost	No cost	No cost
3	BEST Practices	Admin Classified Personnel	BE Day & BEST Plus Assemblies BEST Plus incentives	Certificates, materials, **supplies Prizes, books, awards**, and other incentives	NA	$500	NA
4	Teacher Extended Day	Teachers	Supplemental Parent Teacher Conferences for at-risk students	Instruction	NA	NA	$1000
5	Classified Extra Duty **BEST**	IA Noon-duty	Monthly meetings to increase student participation	Student support	NA	$1500	$600
			Extra time to help support site needs to increase participation to ensure students are able to attend school and receive the extra support needed.	Student Monitoring & Support, **BEST Plus activities**	NA	$1500	$600
6	FEF (Family Engagement Facilitator)	FEF	Support all family needs to help students attend school Contact families regarding student attendance Contact families regarding all school events Contact families to set up appointments to meet with teacher regarding student needs to increase student success academically & emotionally	Monitoring & Support	District Funded	No cost	No cost
7	SEAW (Student Engagement Activity Worker) **Counselor**	SEAW Teacher Admin	Materials, supplies, resources needed to support the SEAW to provide activities that are engaging to students (games, playground equipment, assemblies-educational and emotional & social support, awards, incentives, snacks, certificates, etc.)	Materials, supplies, assemblies, resources, incentives, snacks, **books**	$500	$1000	$500
			Attend weekly meetings with Administration	Report on attendance			
			Create Clubs to help students have a greater success at accessing their talents and feeling as a part of the community (HW club, after school clubs, recess clubs, lunch bunches, etc…)	Materials, assemblies, incentives, snacks		$205	$100
8	Restorative Justice Specialist **Counselor**	Admin Restorative Justice Specialist	Support students as they navigate their feelings between peers, family, & school staff.	Materials/supplies to support students and their families in the Restorative Justice Program Staff =District Funded	District Funded	$500	NA

			Help students resolve their conflicts to increase their emotional wellness at school to engage in more academics			NA		NA
			Support teachers to create a community environment in the classroom and at the school			NA		NA
			Attend BEST Plus meetings to create & update policies needed to help student be more successful			NA		NA
9	SAY Clinicians	SAY Clinicians	Offer students the opportunity to communicate with a trained adult to help students develop tools to increase their success with their interactions with peers, staff, family, & community – Increase Positive School Climate	Purchase 1 additional day of service for a total of 3 days	$16,583.00		NA	NA

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BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: Planned Improvements in Student Performance

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LEA GOAL 2 : Increase student and family wellness and engagement through the full service community school model

SCHOOL GOAL: Using the MTSS Model to support the whole child. **The activities for goal 2 support program improvement status based on data and stakeholders feedback.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
SST Logs Dashboard Reports: • Truancy Reports • Suspension Reports BEST- SWIS Data Behavior Intervention Plan Number of Classroom Community Circles	Need training in Restorative Practices, Agreed upon behavioral program, systematic MTSS K-6	• eSchools suspensions reports • SST Log • Staff generated list based on the whole child • Attendance sign in at events • Parent Surveys • SWIS Data

STRATEGY: s

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Identify students and provide support as needed	Teaching staff S.A.Y Counselors Admin	Continue support days and receive a monthly report/Review a weekly attendance update on counseling services by SAY	Review reports	District Funds	NA	NA
			Drug and Gang Awareness	Assembly/ Presentations/	NA	$2000	NA
			Red Ribbon Week – Oct.	Materials/Supplies		$600	$400

#							
			Review grouping with Administration, School Counselor & SAY Counselors	Review reports	No cost	No cost	No cost
2	Materials & Supplies	Teaching Staff / TOSA/ SST Team	Determine the instructional needs and supplies & materials needed to meet student needs at Walk-to-Read levels	Materials and supplies, etc.	NA	$400	NA
3	Intervention Team Meeting for students receiving services and those in need of services **BEST Plus**	Teaching Staff / TOSATeam	PRIM documentation School-wide implementation/Analyze data to provide school-wide support (i.e. - Behavior Plans, Training)	Substitutes for teacher release	NA	$1,000	$3,400
4	BEST Plus and/or SWIS Training	BEST Plus Team	Connecting staff to students/ update monthly Classified staff to support Be Days Continue with Be Days to review school rules to 2 per year (Fall & Winter) Bi-monthly assemblies	Hire Noon Duty Supervisors to walk students to Be Day Stations	NA	NA	$600
5	Training on Community Circle and Restorative Practices	C&I K-6	Implement Restorative Classroom Circles and use of Restorative practices	Training	No cost	No cost	No cost
6	Implementation of GLAD behavioral strategies and Toolbox- social emotional skills	Classroom Teacher with support from TOSA & SST Team	Implement: Units of Study: T-Chart, motivational strategies, Literacy Awards, Team Points Provide supplies and materials	Materials and supplies, training	$850	$934	$600
7	Parent Classes/ Meetings and Training (i.e.–CPI Parenting, Nutrition Classes/Adult ESL)	Family Engagement Facilitator & Admin	Provide childcare, supplies & materials, incentives, snack food		NA	$1500	$1200 (childcare)
8	Progress Reports	Teachers/ Intervention Team	Grades K-6: Communication with parents regarding student progress to be determined.	Ink and toner Materials and supplies	$200	$200	

Curriculum nights & Social events for families and extra curricula activities for students	Teacher/Staff Family/Student Engagement Staff Admin	Provide supplies and materials (i.e.-Math Night, Literacy Night, Field Day, Talent Show, Spring Concert, etc.)	Materials and supplies for family events	$1,500	$1,000	NA

FORM A: Services, Programs, Recommendations and Assurances

School: **James Monroe Elementary School**   Date: 9/21/2016

School Year: 2016/17   Check one:'   _____ Original submission

                                        x   Title revision

Enrollment: 428   CDS Number: 49-70912-6052161

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$172,620
LCFF Concentration	-	-	-	-	$84,480
TITLE I Schoolwide	$102,508	' N/A	($1,302)	($15,341)	$88,470

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3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Petra 'Martinez

Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

Signature

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Michelle Smith   _____   10/25/16
Typed Name of Principal   Signature of Principal   Date

Chris Bertozzi   _Chris M. Bertozzi_   10/25/16
Typed Name of SSC Chairperson   Signature of Chairperson   Date

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About Our School

School Description and Mission Statement

Vision: Our vision is to be an exemplary elementary school that provides students with a curriculum that stimulates intellectual curiosity, requires students to demonstrate that they have learned how to learn, and enables them to become productive and effective citizens as they move toward college or career.

Mission: Our staff is deeply committed to a collaborative effort ensuring that all children receive a high quality, content standards-based educational. We strive to recognize the importance of individuality and make every effort to demonstrate that we value each student.

School Profile and Description:

All staff members are lifelong learners, committed to ongoing professional development, who work individually and collaboratively to create conditions that promote student success. Monroe teachers continue to embrace the professional learning community model and meet weekly to plan their instruction collectively, refine their practice through feedback and suggestions, and continually push each other to further develop as innovative educators and professionals. We will use research-based practices to implement the use of technology while providing the students the opportunity to develop their skills in problem solving, creativity, critical thinking and innovation.

We have an active SSC, ELAC and PFO organizations that work to meet the needs of the students through supporting the families and teachers. The PFO works to develop and support our school culture by developing our community culture. The organization works to raise funds through a variety of methods including literacy and math events, social events such as movie and bingo nights. We have welcomed the 4H club to our campus to reach out to the community and enhance the opportunities of all students in our community.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL: Increase student literacy and writing by 3% using multiple measures.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) DIBELS Diagnostic Reading Assessment 2 (DRA2) SBAC CELDT Writing Scores	Improvement needed and multiple measures needed to accurately assess students to drive instruction	• Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Share out evidence found during instructional rounds – lesson study • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evident based writing • Scores from : LGL, DRA2, Benchmark Writing, CELDT Writing • Evidence from Walk to Read • Implementation of Units of Study • Implementation of Lucy Caulkin Wring based on writing assessments • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (DORA, SIPPS, Core Phonics Screener, Spelling Inventory, Lexia, San Diego Quick, BPSTII)

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (Report Card, Let's Go Learn, Technology Literacy, ELAC, Literacy Night, Read Across America, Reading Strategies)	FEF (Family Engagement Facilitator) Teacher Admin	Reading Incentives K Orientation; Back to School Night; Open House (Incentives, literacy games, books, certificates, awards/medals, etc)	Materials	21,000	643	
			Parent Teacher Conferences	Extra Duty	Cost Below		
			ELAC Mtgs (incentives deemed necessary by Admin & FEF to engage parents in meetings)	Other Materials	921	614	
2	Personnel	Admin TOSA Instructional Assistants	TOSA – Literacy .6FTE	Instruction	29,713	29,713	
			TOSA – 2nd Grade Literacy .1 FTE X2	Instruction			19,405
			IA 2X .75 FTE (Literacy, Writing &ELD support) IA 1X .54 FTE (Literacy, Writing &ELD support)	Instruction	27,100	14,860	27,237
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction	2,000		
			Parent Teacher Conferences & Certificated Translation	Instruction		167	
4	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction			500
5	Instructional Materials & Supplies	Admin TOSA Teacher IMT	GLAD Material (paper, markers, tape, magazines, etc....)	Materials	Cost Above		
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, etc....)	Materials	Cost Above		
			Material Needed to support instruction based on data collection results for student learning from (SIPPS, Read Naturally, DRA, Lexia, Core Phonics Screener)	Materials	2,018		
			Walk – to Read Instructional Material (CARS, SIPPS, Read Naturally, 6 Minute Solution, DRA Levels, instructional furniture, etc..)	Materials	Cost Above		
			Student engagement materials (workbooks, pencils, snacks, incentives, etc)	Materials	Cost Above		

6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, Walk-to-Read & DRA leveled texts teaching resources, printed text - magazines	Books	43		6,000
7	Technology	Admin	Chromebooks & other items needed for use and storage	Equipment / Software	3,000	6,000	2,000 hard
			iPads & other items needed for use and storage	Equipment / Software	2,000		5,000 soft
			TVs & other items needed for use and storage	Equipment / Software	Cost Above		
			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc…)	Equipment / Software	Cost Above		
8	Software	Admin IMT Teacher	Lexia	Online Computer Services	22,100		
			Other Software as needed to enhance student learning (IXL, AR, Brain Pop, etc….)			5,427	
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Collaboration Coordination of Curriculum Initiates/CCSS (Conferences, etc)	Instruction	2,250	1,000	Cost Below
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and MTS Systems for targeted instruction. Identify and group all student by academic need/level using DORA/DRA, DIBELS/Staff Input data Each grade level will participate in 3 release days throughout the school year DRA Testing days Assessments (Data collection, give assessment, etc…)	Instructional Analysis & PD	1,000		4,000
11	Resources	Teachers Students Admin	Consultants &/or other services to improve instruction • Consultants	Other Resources	10,800		
			• Field Trip Transportation		147		202
			• Media/Library Services				152
			• Other Resources deemed necessary by site for student academic improvement			500	
			• Postage				300

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.
SCHOOL GOAL: Increase student overall math performance by 3% based on grade level benchmarks.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) Reflex Math Grade Level Fluency Tests K Assessments	Students require additional support to access grade level math concepts and skills. Students and staff need additional support to enhance student ability to express mathematical thinking/processing.	• SBAC • Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Share out evidence found during instructional rounds – lesson study • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, POM, Engage NY/Eureka Math, Number Talks, Math Journals • Scores from : LGL • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (LGL, Reflex Math, Grade Level Fluency Tests, K Assessments, Grade Level Assessments)

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (Report Card, Let's Go Learn, Technology Math, ELAC, Math Night, Math Fair, Math Strategies)	FEF (Family Engagement Facilitator) Teacher Admin	Math Incentives K Orientation; Back to School Night; Open House (Incentives, Literacy Games, Books, Certificates, Awards/Medals)	Materials	Cost Above		
			Parent Teacher Conferences	Extra Duty	Cost Above		
			ELAC Mtgs	Snacks	Cost Above		
2	Personnel	Admin TOSA Instructional Assistants	TOSA – Math .7FTE	Instruction	25.017	25,017	
			IA 1X .75 FTE (Literacy, Writing &ELD support)	Instruction	21.507		
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction			2,000
			Parent Teacher Conferences	Instruction			430
4	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction	Cost Above		
5	Instructional Materials & Supplies	Admin TOSA Teacher IMT	GLAD Material (paper, markers, tape, magazines, etc...)	Materials			2077
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, etc...)	Materials	Cost Above		
			Material Needed to support instruction based on data collection results for student learning from (IXL, Reflex, Eureka Math, Problem of the Month, Number Talks, Math Journals, etc)	Materials			1,703
			Mathematical Thinking Instructional Material (supplies, games, manipulative, etc..)	Materials	Cost Above		
			Supplemental intervention materials (workbooks, pencils, snacks, incentives, etc)	Materials	Cost Above		
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, math texts teaching resources, printed text - magazines	Books		351	1,015

7	Technology	Admin	Chromebooks & other items needed for use and storage	Equipment / Software	Cost Above			
			iPads & other items needed for use and storage	Equipment / Software	Cost Above			
			TVs & other items needed for use and storage	Equipment / Software	Cost Above			
			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc...)	Equipment / Software	Cost Above			
8	Software	Admin IMT Teacher	Reflex	Online Computing Services				4,000
			Other Software as needed to enhance student learning (IXL, Brain Pop, etc....)	Online Computing Services	Cost Above			
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction (conferences, etc)	Conferences				2,000
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using ADAM/Staff Input data Each grade level will participate in 3 release days throughout the school year Assessments (Data collection, give assessment, etc...)	Instructional Analysis & PD	1,000			4,000

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model.

SCHOOL GOAL: Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school year's daily attendance.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY SST Log BEST Data Suspension Reports Number of Classroom Community Circles Behavior Intervention Plan Detention Log	KA 93.65% ADA Kinder 93.77% ADA 1st Grade 94.03% ADA Medical Verification 15 letters 58 Truancy 1 Letters 6 Truancy 2 Letters	• Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • SWIS Reports • Truant Students from previous school year

STRATEGY: The school will address school climate through BEST or BEST Plus Team to increase student involvement in behavioral, academic & extracurricular activities.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	School Counselor - LCAP	Counselor	Daily Student Contact Report(counseling, groups, or check in)	Staff	No Cost		
			Daily Check in with Admin regarding Truant Students to determine additional student support	Staff	No Cost		
			Class Restorative Circles	Staff	No Cost		
2	BEST Practices	Admin Classified Personnel	BE Day & BEST Values Review Assemblies	Materials			1,000

State Template for the *Single Plan for Student Achievement*   9

3	Teacher Extended Day	Teachers	Parent Teacher Conferences Determine child's school needs (behavioral, academic or social) provide materials & personnel to support	Instructional Support	Cost Above		
			Access to PRIM Strategies to set goals to meet student needs	Instructional Support	No Cost		
			Professional Development – Substitutes to Invite teachers, parents & SST team to meet regarding student needs to provide services	Teacher Release	Cost Above		
			Support the implementation of Classroom Circles & and use Restorative practices to build a welcome class culture for all students	Instructional Support	No Cost		
			Use motivational strategies to promote proper interactions between peers in enhance a positive class culture (T-charts, motivational strategies, Literacy Awards, Team point, incentives, Tookbox, Kimochis, or other materials needed to improve school climate)	Materials	Cost Above		
			Provide parents with time to meet with teachers to build open communication to support the needs of the student (behavioral, emotional, academic, etc) through parent teacher conferences, weekly progress reports (4th-6th), monthly reports (1st-3rd); K/KA through initial assessments & trimester assessments, or as needed based on the child.	Teacher Extended Day	Cost Above		
4	Classified Extra Duty	IA Noon-duty	Support Before & After School monitoring of students to promote participation/engagement	Monitoring			1000
			Extra time to help support site needs to increase student participation, to ensure students are able to attend and receive the extra support needed.	Monitoring & Support	Cost Above		

5	FEF (Family Engagement Facilitator)	FEF	Support all family needs to help students attend school Contact families regarding student attendance Contact families regarding all school events Contact families to set up appointments to meet with teacher regarding student needs to increase student success academically & emotionally	Monitoring & Support	LCAP Cost		
6	SEAW (Student Engagement Activity Worker)	SEAW Teacher Admin	Materials needed to support the SEAW to provide activities that are engaging to students (games, playground equipment, assemblies, awards, incentives, snacks, certificates, etc.)	Materials, assemblies, incentives, snacks	Cost Above		
			Materials & Resources needed to increase student ability to participate in community sports (coaching, bussing, equipment, trophies, snacks, certificates, etc)	Materials, assemblies, incentives, snacks, busing, coaching time	Cost Above		
			Create Clubs to help students have a greater success at accessing their talents and feeling as a part of the community (HW club, after school clubs, recess clubs, lunch bunches, etc...)	Materials, assemblies, incentives, snacks	LCAO Cost		
7	Restorative Justice Specialist - LCAP	Admin Restorative Justice Specialist	Books to support students as they navigate their feelings between peers, family, & school staff.	Books	Cost Above		
			Help students resolve their conflicts to increase their emotional wellness at school to engage in more academics	Student Support	LCAP Cost		
			Support teachers to create a community environment in the classroom and at the school	Student Support	No Cost		
			Attend BEST Plus meetings to create & update policies needed to help student be more successful	Student Support	No Cost		
8	SAY Clinicians - LCAP	SAY Clinicians	Offer students the opportunity to communicate with a trained adult to help students develop tools to increase their success with their interactions with peers, staff, family, & community – Increase Positive School Climate	Student Support	LCAP Cost		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Luther Burbank Elementary School**   Date: 9/21/2016

School Year: 2016/17   Check one: x Original submission
                                 Title revision

Enrollment: 387   CDS Number: 49-70912-6052112-

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$158,340
LCFF Concentration	-	-	-	-	$78,720
TITLE I - Schoolwide	$95,419	N/A	$1,212	($14,280)	$82,352

Title I Schools – Remember to budget for Parent Involvement.
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Pedro Villalobos
                                      10/28/16
   Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson
           Signature

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Julian Szot
                                    10/24/16
   Typed Name of Principal   Signature of Principal   Date

Linda Zabala
                                      10/24/16
   Typed Name of SSC Chairperson   Signature of Chairperson   Date

About Our School

School Description and Mission Statement

Luther Burbank Elementary School has 375 students. We are a Title 1 School, whose population is 90 percent Spanish speaking. Burbank School strives for student individuality, mutual respect, strong communication, a safe environment, and a high quality of education based on individual needs and special abilities for all. Luther Burbank Elementary has become a model school for achieving academic growth for all students. The campus is filled with caring and dedicated staff, students, parents and community who work diligently to see all children succeed.

Luther Burbank School provides an excellent, coherent, rigorous and relevant teaching and learning program to prepare students for college and careers. Our school is a safe, and inviting learning environment which serves all students in a fair, just and equitable way each day.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: Planned Improvements in Student Performance

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LEA GOAL 1: : Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
SCHOOL GOAL: Increase student achievement in Reading and Writing by 3% or better using multiple measures

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) DIBELS Diagnostic Reading Assessment 2 (DRA2) SBAC CELDT Writing Scores	• LGL:gr.3-6 increased overall at or above grade level comprehension by 7.4% from 37.8 to 45.2% • LGL:Gr. 1 &2 increased at or above grade level in Phonics by 11.6%, in Word Rec. by 15.6% and Vocab. By 5.3% • Dibels:Slight decrease in third grade, however grades 4 to 6 increased scores by 3.5% or better Improvement needed and multiple measures needed to accurately assess students to drive instruction	• Scores from : LGL, DRA2, Benchmark Writing, CELDT Writing • Implementation of Units of Study • Implementation of Lucy Caulkins Writing based on writing assessments • Technology for Instructional Practices • Use site available Multiple Measures Assessments (DORA, SIPPS, Spelling Inventory, Lexia, BPSTII) • Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evidence based writing

STRATEGY: The School will implement a school-wide reading intervention program to meet the needs of struggling readers.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Parent Education (SBAC, Report Card, Let's Go Learn, Technology Literacy, ELAC, Read Across America, Reading Strategies) Postage	FEF Teachers Admin	Reading Incentives K Orientation; Back to School Night; Open House	Prizes, Incentives, Games Books Certificates Awards/Medals	$2,000		$1,000
							$1,000
2	Personnel	Reading	Reading Intervention Teacher gr. 3-6 (1.0FTE)	Instruction	$64,334		$42,889.40

State Template for the *Single Plan for Student Achievement*

#	Category	Staff	Description	Type	Amt 1	Amt 2	Amt 3
		Intervention Teachers (1.60 FTE)	Reading Intervention Teacher gr. 1,2 (0.60 FTE)	Instruction	$22,916.50	$22,916.50	
3	Teacher Extended Day Tutorial	Teachers	Before & After School Tutorial	Instruction	$14,000	$2,000	
			Parent Teacher Conferences	Instruction	$2,000		
4	Classified Extra Duty Personnel	IA/Office	Support Before & After School Tutorial, child care, translation services, home visits, overall school support activities: Increase the Library Tech hours by 2 additional hours per week.	Instruction	$13,469.56 $1832.05	680.80	$1,000
5	Instructional Materials & Supplies	Admin TOSA Teachers IMT	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture, etc...)	Materials			
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, etc...)	Materials			
			Material needed to support instruction based on data collection results for student learning from (SIPPS, Read Naturally, DRA, Lexia, Core 5)	Materials		$2,000	$3,634
			Instructional Material (, SIPPS, Read Naturally, Fountass and Pinnell, DRA Levels, instructional furniture, etc..)	Materials	$3,903		
			SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc)	Materials			
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, Walk-to-Read & DRA leveled texts teaching resources, printed text – magazines, non-print learning materials, etc.	Materials	$4,000		$5,000
7	Technology	Admin	Chromebooks & other items needed for use and storage	Materials (technology etc.)	$10,000		
			iPads & other items needed for use and storage	Materials (technology etc.)	$3,000		
			TVs & other items needed for use and storage	Materials (technology etc.)	$3,000		

			Other Technology Hardware and software as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, computers, etc…)	Materials (technology etc.)				$5,000
8	Software	Admin IMT Teachers	Lexia, Accelerated Reader, On-line learning portal, web based instructional support	Materials (software etc.)				$5,000
			Other Hardware and Software as needed to enhance student learning (IXL, AR, Brain Pop, etc….)	Materials (technology etc.)	$8,000			$4,000
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Innovate Ed, Conferences, Workshops, CCSS	Instruction	$2,000			
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tierd Support Systems for targeted instruction. Identify and group all student by academic need/level using DORA/DRA, DIBELS/Staff Input data Each grade level will participate in 1 release day throughout the school year DRA Testing days, substitute teachers Assessments (Data collection, give assessment, etc…)	Instruction	$5,000			

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL: Increase student overall math performance by 3% based on grade level benchmarks.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) ADAM SBAC Results K Assessments	Gr. 3 to 6-Total score-increase of 20% at or above grade level (LGL ADAM) Gr. 1&2-Total Score increase of 13.3% Students require additional support to access	• SBAC • Participation and Implementation of Professional Development (District Collaborative Days & Site Release

			grade level math concepts and skills.	Days)

			grade level math concepts and skills. Students and staff need additional support to enhance student ability to express mathematical thinking/processing.	• Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, POM, Engage NY/Eureka Math, Number Talks, Math Journals • Scores from : LGL ADAM • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (LGL, Fluency Tests, K Assessments, Grade Level Teacher Assessments)

STRATEGY: Implement rigorous school systems to increase overall Math performance through intervention programs and professional development.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (SBAC, Report Card, Let's Go Learn, Math Fair, Math Strategies,)	FEF Teachers Admin	Math Incentives K Orientation; Back to School Night; Open House	Gift Cards Literacy Incentives Books Certificates Awards/Medals	$1,000		
			Parent Teacher Conferences	Extra Duty			
			ELAC Mtgs	Snacks	$1,000		
2	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction		$3,000	
			Parent Teacher Conferences	Instruction			
3	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction		$3,000	
4	Instructional Materials &	Admin TOSA	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture,	Materials			

	Supplies	Teachers IMT	etc…)				
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, etc…)	Materials		$5,000	
			Material Needed to support instruction based on data collection results for student learning from (IXL, Reflex, Eureka Math, Problem of the Month, Number Talks, Math Journals, etc)	Materials		$4,888	
			Mathematical Thinking Instructional Material (supplies, games, manipulative, etc..)	Materials			
			SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc)	Materials			
			TVs & other items needed for use and storage	Materials			
5.			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc…)	Materials			$3994

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model.

SCHOOL GOAL: Maintain and average daily attendance rate of 95% or better. Reduce chronic truancy

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY	Last year: Maintaining average monthly ADA of 96.2% Significant decrease in Truancy notifications from Nov. to April last year.	• Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • Truant Students from previous school year

STRATEGY: The school will continue to improve school climate and attendance through BEST, Wellness, Counselor Services, and Family Engagement

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Increase personnel in the school front office by .25FTE.	Elementary Tech	EL Tech - support monitoring student attendance and tardies daily. Contact truant families for medical verification when needed and truancy policies Monthly Attendance Reports Identify truant families Contact families for medical verification Contact families to maintain accurate contact info	Personnel			$12,374.44 $1,000
2	School Counselor will meet with Admin or Attendance team to determine additional student support to increase student wellness and attendance.	Counselor	Daily Student Contact Report(counseling, groups, or check in)				
			Daily Check in with Admin regarding Truant Students				
			Class Restorative Circles				
3	BEST Practices	Admin Classified Personnel	BEST Values Review Assemblies, Attendance awards and incentives, prizes	Materials		$1,000	
4	Teacher Extended Day	Teachers	Parent Teacher Conferences	Instruction			
5	Classified Extra Duty	IA Noon-duty	Support Before & After School monitoring of students to promote a healthy safe school for students	Monitoring, Personnel			
			Extra time to help support site needs to increase student safety to ensure students are able to attend school and feel safe and receive the extra support needed.	Monitoring & Support, Personnel			
6	FEF	FEF	Support all family needs to help students attend school Contact families regarding student attendance Contact families regarding all school events Contact families to set up appointments to meet with teacher regarding student needs to increase student success academically & emotionally	Monitoring & Support			
7	SEAW	SEAW Teachers Admin	Materials needed to support the SEAW to provide activities that are engaging to students and help promote a safe healthy environment (games, playground equipment, assemblies, awards, incentives, snacks, certificates, etc.)	Materials, assemblies, incentives, snacks		$1,000	

			Materials & Resources needed to increase student ability to participate in community sports (coaching, bussing, equipment, trophies, snacks, certificates, etc)	Materials, assemblies, incentives, snacks, busing, coaching time			$1,000	$1,000
8	SAY Clinicians	SAY Clinicians	Offer students the opportunity to communicate with a trained adult to help students develop tools to increase their success with their interactions with peers, staff, family, & community – Increase Positive School Climate	Monitoring and Support				

Please duplicate this page as necessary for additional goals, strengths, or action steps.

BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

FORM A: Services, Programs, Recommendations and Assurances

School: **Albert Biella Elementary School**   Date: 9/21/2016

School Year: 2016/17   Check one: ___ Original submission
    _×_ Title revision

Enrollment: 414   CDS Number: 49-70912-6108500-

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$143,220
LCFF Concentration	-	-	-	-	$54,240
TITLE I - Schoolwide	$78,789	N/A	$1,001	($11,791)	$67,999

Title I Schools – Remember to budget for Parent Involvement.
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Rocio Munoz

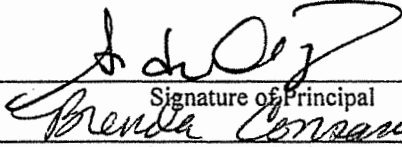Typed Name of ELAC Chairperson's
Signature

Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Aida Diaz

Typed Name of Principal
Brenda Consani

Signature of Principal   10-20-16   Date
Signature of Chairperson   10/20/16   Date

Typed Name of SSC Chairperson

About Our School

School Description and Mission Statement

Albert F. Biella Elementary School, built in 1989, serves Kinder Academy through sixth grade students. Our district, staff, parents and students have created the beautiful science gardens and landscaping on our campus. In addition, the school has a library, computer lab, and a canopy over major walkways and the outside eating area. We are implementing the Common Core State Standards, and focusing on 21st century learning skills: Critical thinking, communication, creativity, collaboration, content knowledge and civic engagement. Parent and community volunteer work is important to our academic program. We encourage parents to join the Parent/Teacher Association (PTA), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Our staff looks forward to working with you and your children.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1 : Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students

SCHOOL GOAL: Increase student literacy and writing by 3% using multiple measures

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
LGL DIBELS DRA SBAC CELDT Writing Score	Improvement needed in all areas and multiple measures needed to accurately assess students to drive instruction.	• Staff Meeting/ PLC to analyze student work sample and data • Technology for instructional practices • Participation and implementation of professional development (District Collaborate days and site) • Instructional Rounds • Scores from Let's Go Learn and EDGE • Assessments from Lucy Calking

STRATEGY: Implement a rigorous school system to increase literacy and writing

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education throughout the school year (SBAC, Report Card, LGL, ELAC, Literacy Night, Reading Strategies	Family Engagement/ Teacher/ Admin	Reading incentives	Barnes and Nobles gift	1000	1000	
			Literacy Games and Books		1000	1000	
			Awards		1000	1000	
			ELAC	snacks			1000
2	5 instructional Assistants to help with the intervention program	Admin/ TOSA	Walk to Read		No Cost		
			Working with the combo classes 6hrs.		37,014	28,275	27,532
			Working with the 4-6th grade intervention group		.		
3	Teacher extended day	Teacher	Morning and after school tutorial		2,000.	1,000	
4	Instructional Materials	Admin, TOSA and Teacher	GLAD material, ELD support materials, support material to gather data collection, Close Reading material		8,000	9,000	9,000
5	Books other than text books	Admin, TOSA, and teachers	Books and other materials for classrooms		2,000	3,000	5,000
6	Technology	Admin, TOSA, and Teacher	1 chrome book cart , TV Other technology to enhance the students education		15,000	2,000	10,000

7	Software	Admin, TOSA, and Teacher	EDGE, LGL, Dream Box(other support software)			8,000	2,965	10,000
8	Professional Development	Admin, TOSA, and Teacher	Collaboration coordination of curriculum initiatives (cccs)			3,000		
9	Release Time	Admin, TOSA, and Teacher	Release time to look at data, planning, Close Reading, MTSS and EDGE			5,000		
10	Classified Extra Duty	IA	Support for parent involvement			2,000		3,000

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1 : Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students

SCHOOL GOAL: Increase student math overall performance by 3% based on grade level benchmarks

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
LGL SBAC Dream Box EDGE Grade level assessments	Students require additional support to access grade level math curriculum Students and staff need additional support to enhance student ability to express mathematical thinking/processing	• Grade level assessments • LGL • SBAC • Dream Box • Staff Meeting Plc and Math Journals

STRATEGY: Implement a rigorous school system to increase overall math performance

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Software	Admin, TOSA and Teacher	Dream Box	Sofware	8,206		
			EDGE		No Cost		
2	Teacher extended day	Teacher	Morning and after school tutorial	Extra Duty	5,000		
3	Instructional Materials	Admin, TOSA and Teacher	Journals, Number Talks, Other materials to support and enhance student achievement.	Materials	6,000		2,467
4	Parent Education (SBAC, Report Cards, Let's Go Learn, Math Night, Math Fair, ELAC, Technology night	FEF Teacher Admin	Math incentives, Back to School Night, Gift Cards from Barnes and Nobles	Materials	2,000		
5	Books other than Text books	Admin Teacher IMT	Books to expand and update class libraries, math texts teaching resources	Materials	10,000		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model

SCHOOL GOAL: Decrease chronic absenteeism and tardies by .5% on daily attendance

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance and truancy letters from 2015-2016	That we have the same students being truant. That we have made progress but we still have a lot of work to do. KA- 92.5% 1st- 93.02% 2nd- 94.73% 3rd-95.50% 4th- 96.30% 5th – 96.29 6th – 96.38%	• Attendance data: absence & Tardy • Truancy letters • Students enrolled in the student engagement program • Meeting to make a plan with students that were truant the previous year

STRATEGY: The School will address school climate through increase of student involvement in behavioral, academic and extracurricular activities.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	School counselor will meet with admin or attendance	Counselor	Daily student contact (counseling and groups)		N/A		

	team to determine additional support to increase student wellness and attendance						
2	KKIS staff will continue to work with the families and site administrator to provide support for the families who are struggling with truancy.	KKIS	Weekly check ins with KKIS person		N/A		
			Incentives for students with perfect monthly attendance and perfect attendance at the end of the year.		3,000	2,000	
3	sport coaches and materials	Admin	Continue to provide a sport program for students	Materials and staff	8,000		
4	School Counselor	Counselor	Daily student contact report (counseling, groups, or check in) Classroom circles	Staff	No Cost		
5	Classified Extra Duty	Noon Duty	Extra time to help support site needs to increase student safety	Monitoring and support	1,000	1,000	
6	SEAW	SEAW Admin Teacher	Materials needed to support the SEAW to provide activities that are engaging to students and help promote a safe healthy environment.	Student Support	5,000		
7	FEF	FEF	Support all family needs to help students attend school and academically	Student Support	3,000	2,000	
8	SAY Clinicians- LCAP	SAY clinicians	Offer student the opportunity to communicate with trained adult to help students develop tools to increase success at school	Student Support	No Cost		
9	Field trips	Teachers	Teachers will take field trips to enhance students learning	Field Trips	5,000	2,00	

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

| School: | **Helen Lehman Elementary School** | Date: | 9/21/2016 |

| School Year: | 2016/17 | Check one: | x | Original submission |
| | | | | Title revision |

Enrollment: 539   CDS Number: 49-70912-6066385

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$209,160
LCFF Concentration	-	-	-	-	$96,960
TITLE I Schoolwide	$123,500	N/A	$1,569	($18,482)	$106,587

Title I Schools – Remember to budget for Parent Involvement.
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Lourdes C. Navarro
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

Signature

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Alisa Haley
Typed Name of Principal   Signature of Principal   11/10/16 Date

Eddie Bernal
Typed Name of SSC Chairperson   Signature of Chairperson   11/10/16 Date

About Our School

School Description and Mission Statement

Vision: Our vision is to be an exemplary elementary school that provides students with a curriculum that stimulates intellectual curiosity, requires students to demonstrate that they have learned how to learn, and enables them to become productive and effective citizens as they move toward college or career.

Mission: Our mission is to create a safe and nurturing learning environment that instills academic excellence, strength of character, social responsibility and a love of learning; to support students in achieving their goals in life as responsible citizens.

School Profile and Description:

Our campus is located in a quiet residential neighborhood, provides and enriched standards-based curriculum. A committed, talented and caring staff, utilizing best teaching practices inspires children to make positive difference in the world. We provide an energetic educational environment where students are given the skills and encouragement to achieve high academic standards. Located near a community sports park Lehman is a perfect setting for physical activities that eared our schools the Let's Move! Active Schools National Recognition Award for both 2015 and 2016.

Lehman's core academic program is supported by a reading teacher, TOSA, and several instructional assistants. Our staff is part of a collaborative team that supports the whose child, helping students become confident learners and caring citizens.   We are implementing a Learning Center Model to address the needs of all student. We support a Walk to Read program grades 1-5 providing individualized instructions based upon students' needs provided from data. Strong foundational skills are enhanced by multicultural literacy, character development, music, art, student government and policies supporting healthy eating and exercise habits. We use research-based practices to implement the use of technology while providing the students the opportunity to develop their skills in problem solving, creativity, critical thinking and innovation.

We have active SSC, ELAC and PFO organizations that work to meet the needs of the students through supporting the families and teachers. The PFO works to develop and support our school culture by developing our community culture. The organization works to raise funds through a variety of methods including literacy and math events, social events such as movie and bingo nights. We have welcomed the Girl Scouts and Los Pasitos to our campus to reach out to the community and enhance the opportunities of all students in our community.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL: Increase student literacy and writing by 3% using multiple measures.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) DIBELS Diagnostic Reading Assessment 2 (DRA2) Core Phonics Screener SBAC CELDT Scores Writing Scores Re-designation Rates	School-wide achievement in the area of reading comprehension and writing has shown growth over the past two years; however, achievement for students is below local and state standards for proficiency. Improvement is needed using multiple measures to accurately assess students to drive instruction.	• Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Share out evidence found during instructional rounds – lesson study • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evident based writing • Scores from : LGL, DRA2, Benchmark Writing, CELDT Writing • Evidence from Walk to Read • Progress Monitoring Students every 6-8 • Implementation of Units of Study • Implementation of Lucy Caulkins Writing based on writing assessments • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (DORA, SIPPS, Core Phonics Screener, Spelling

| | | | Inventory, Lexia, San Diego Quick, BPST) | | | | |

STRATEGY: Implement rigorous school systems to increase literacy and writing through intervention programs and professional development.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (SBAC, Report Card, Let's Go Learn, Technology Literacy, ELAC, Literacy Night, Read Across America, Reading Strategies)	FEF Teacher Admin	Reading Incentives K Orientation; Back to School Night; Open House (Barnes & Nobel gift cards, literacy games, books, certificates, awards/medals)	Materials			
			Parent Teacher Conferences	Training	1,500		
			Teacher Home Visits (literacy materials; book, games, supplies)	Materials	2,000	5,000	
			ELAC Mtgs.	Snacks		500	
2	Personnel	Admin TOSA Instructional Assistants	Reading Teacher – Full Time	Instruction	$110,016		
			IMT .43	Instruction			75,002
			IA 2X .FTE (Literacy, Writing &ELD support)	Instruction			
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction	3,000	5,000	
			Parent Teacher Conferences	Instruction			
4	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction	509	500	
5	Instructional Materials, Supplies, enrichment opportunities	Admin TOSA Teacher IMT	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture, etc....)	Materials	2,000	5,000	
			Enrichment Opportunities (assemblies, field trips, etc.)	Materials		2,500	
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, etc....)	Materials	$2,500	2,500	
			Material Needed to support instruction based on data collection results for student learning from (SIPPS, Read Naturally, DRA, Lexia, Core Phonics Screener)	Materials	$2,500	500	

#	Category	Personnel	Description	Type				
			Walk – to Read Instructional Material (CARS, SIPPS, Read Naturally, 6 Minute Solution, DRA Levels, instructional furniture, etc..)	Materials	$1,500			
6	Books – Other than textbooks	Admin Teachers IMT	SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc.) Books to expand and update class libraries, school library, Walk-to-Read & DRA leveled texts teaching resources, printed text - magazines	Materials	2,000	1,000		
7	Technology	Admin	Chromebooks, Laptops & other items needed for use and storage			15,000		
			iPads & other items needed for use and storage					
			TVs & other items needed for use and storage	Materials		1,000		
8	Software	Admin IMT Teacher	Accelerated Reader Lexia Folette	Online Computer Services	5,000 7,000 1,000			
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Collaboration Coordination of Curriculum Initiates/CCSS, Walk to Read	Instructional Growth/Training				
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using DORA/DRA, DIBELS/Staff Input data Each grade level will participate in 3 release days throughout the school year DRA Testing days Assessments (Data collection, give assessment, etc...)	Instructional Analysis & PD	5,089			8,705

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.
SCHOOL GOAL: Increase student overall math performance by 3% based on grade level benchmarks.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) Reflex Math Grade Level Fluency Tests K Assessments	Students require additional support to access grade level math concepts and skills. Students and staff need additional support to enhance student ability to express mathematical thinking/processing.	• SBAC • Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Share out evidence found during instructional rounds – lesson study • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, POM, Engage NY/Eureka Math, Number Talks, Math Journals • Scores from : LGL • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (LGL, Reflex Math, Grade Level Fluency Tests, K Assessments, Grade Level Assessments)

STRATEGY: Implement rigorous school systems to increase overall math performance through intervention programs and professional development.

#	Action/Service/Date	Person(s)	Task/Date	Item Description	0500	0510	3010

		Res5,oopon sible			Supplement al Amount	Concentration Amount	Title I Amount
1	Parent Education (SBAC, Report Card, Let's Go Learn, Technology Math, ELAC, Math Night, Math Fair, Math Strategies)	FEF Teacher Admin	Math Incentives K Orientation; Back to School Night; Open House (Barnes & Nobel's Gift Cards, Literacy Games, Books, Certificates, Awards/Medals)	Materials		3,000	
			Parent Teacher Conferences	Extra Duty			
			ELAC Mtgs	Snacks			
2	Personnel	Admin TOSA Instructional Assistants IMT	IMT	Materials ordered and organized			
			IA 2X (Literacy, Writing &ELD support) IA Kinder IMT Increase	Instruction			
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction	5,000		
			Teacher Conferences	Training	1,000		
4	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction	700		
5	Instructional Materials & Supplies	Admin TOSA Teacher IMT	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture, etc...)	Materials	1,000	2,281	
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, etc...)	Materials		4,781	
			Material Needed to support instruction based on data collection results for student learning from (IXL, Reflex, Eureka Math, Problem of the Month, Number Talks, Math Journals, Singapore Math, etc)	Materials	2,500	4,500	
			Mathematical Thinking Instructional Material (supplies, games, manipulative, etc..)	Materials	387	3,500	
			SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc.)	Materials		1,500	
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, math texts teaching resources, printed text - magazines	Materials	207	4,000	

#	Category	Staff	Description	Service			
7	Technology	Admin	Chromebooks & other items needed for use and storage	Materials		5,000	
			iPads & other items needed for use and storage	Materials		3,646	
			TVs & other items needed for use and storage	Materials	2,000	2,000	
			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc...)	Materials			15,380
8	Software	Admin IMT Teacher	Reflex	Online Computing Services	4,000		
			Dreambox	Online Computing Services	4,500	3,000	
			Other Software as needed to enhance student learning (IXL, Brain Pop, etc....)	Online Computing Services		1,000	
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction	Instruction			
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi-Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using ADAM/Staff Input data Each grade level will participate in 3 release days throughout the school year Assessments (Data collection, give assessment, etc...)	Instructional Analysis & PD		5,000	

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model.

SCHOOL GOAL: Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school year's daily attendance.

What data did you use to form this goal?		What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY SST Log BEST Data Suspension Reports Number of Classroom Community Circles Behavior Intervention Plan Detention Log		• Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • SWIS Reports • Truant Students from previous school year

STRATEGY: The school will address school climate through BEST or BEST Plus Team to increase student involvement in behavioral, academic & extracurricular activities.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Art Docent	Art Docent and Teacher	Provide Art and enrichment activities to all students. Work with classroom teacher to coincide lesson with curriculum being taught in classroom.	Staff	23,580		

2	School Counselor - LCAP	Counselor	Daily Student Contact Report(counseling, groups, or check in)	Staff			
			Daily Check in with Admin regarding Truant Students to determine additional student support	Staff			931
			Class Restorative Circles	Staff			
3	BEST Practices	Admin Classified Personnel	BE Day & BEST Values Review Assemblies	Materials	737		
4	Teacher Extended Day	Teachers	Parent Teacher Conferences Determine child's school needs (behavioral, academic or social) provide materials & personnel to support	Instructional Support	500		
			Access to PRIM Strategies to set goals to meet student needs	Instructional Support			
			Invite teachers, parents & SST team to meet regarding student needs to provide services	Instructional Support		2,411	
			Support the implementation of Classroom Circles & and use Restorative practices to build a welcome class culture for all students	Instructional Support			
			Use motivational strategies to promote proper interactions between peers in enhance a positive class culture (T-charts, motivational strategies, Literacy Awards, Team point, incentives, Toolbox)	Instructional Support			
			Provide parents with time to meet with teachers to build open communication to support the needs of the student (behavioral, emotional, academic, etc.) through parent teacher conferences, weekly progress reports (4th-6th), monthly reports (1st-3rd); K/KA through initial assessments & trimester assessments, home visits, or as needed based on the child.	Instructional Support			
5	Classified Extra Duty	IA –Tech II Noon-duty	Increase Tech II .25	Data Attendance	11,411.23		
			Support Before & After School monitoring of students to promote a healthy safe school for students	Monitoring & Support	500	1,000	
			Extra time to help support site needs to increase student safety to ensure students are able to attend school and feel safe and receive the extra support needed.			341	
6	Enrichment	staff	Enrichment Opportunities (assemblies, science			10,000	

#							
	Opportunity			activities and supplies, field trips -Sacramento, Science Camp, Tall Ships)			
6	FEF	FEF	Support all family needs to help students attend school Contact families regarding student attendance Contact families regarding all school events Contact families to set up appointments to meet with teacher regarding student needs to increase student success academically & emotionally	Monitoring & Support			500
7	SEAW	SEAW Teacher Admin	Materials needed to provide activities that are engaging to students and help promote a safe healthy environment (games, playground equipment, assemblies, awards, incentives, snacks, certificates, etc.)	Materials, assemblies, incentives, snacks	911		
			Materials & Resources needed to increase student ability to participate in community sports (coaching, bussing, equipment, trophies, snacks, certificates, etc.)	Materials, assemblies, incentives, snacks, busing, coaching time			1,000
			Create Clubs to help students have a greater success at accessing their talents and feeling as a part of the community (HW club, after school clubs, recess clubs, lunch bunches, etc...)	Materials, assemblies, incentives, snacks			
8	Restorative Justice Specialist - LCAP	Admin Restorative Justice Specialist	Books to support students as they navigate their feelings between peers, family, & school staff.	Materials			
			Help students resolve their conflicts to increase their emotional wellness at school to engage in more academics	Student Support			
			Support teachers to create a community environment in the classroom and at the school	Student Support	District LCAP		
			Attend BEST Plus meetings to create & update policies needed to help student be more successful	Student Support	District LCAP		
9	SAY Clinicians - LCAP	SAY Clinicians	Offer students the opportunity to communicate with a trained adult to help students develop tools to increase their success with their interactions with peers, staff, family, & community – Increase Positive School Climate	Student Support	District LCAP		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Steele Lane Elementary School**   Date: 3/29/2016

School Year: 2016/17   Check one: __x__ Original submission
                                                    ____ Title revision

Enrollment: 418   CDS Number: 49-70912-6052195-

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	$423	-	$160,020
LCFF Concentration	-	-	$243	-	$72,480
TITLE I Schoolwide	$71,380	N/A	$1,134/ ($847 per school SPSA)	($11,255)	$61,259

Title I Schools – Remember to budget for Parent Involvement.
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Maria del Rosario Angulo
_____   _____
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson
Signature

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Kaesa Enemark   5-16-16
_____   _____   _____
Typed Name of Principal   Signature of Principal   Date

Gretta Klosevitz   Maria del Rosario Angulo   5-16-16
_____   _____   _____
Typed Name of SSC Chairperson   Signature of Chairperson   Date

State Template for the *Single Plan for Student Achievement*   1

About Our School

School Description and Mission Statement

<u>Vision</u>:

The Steele Lane Community believes that all students can achieve with staff providing a welcoming, inclusive and engaging school culture, in addition to a nurturing and rigorous learning environment for all students. Parents, staff and students work together promoting respect for others, high academic standards and the development of responsible citizenship.

Our Motto: Believe! Achieve! Succeed!

<u>Mission</u>: Our staff is deeply committed to a collaborative effort ensuring that all children receive a high qu. ity, content standards-based educational. We strive to recognize the importance of individuality and make every effort to demonstrate that we value each student to help them reach their full potential.

School Profile and Description:

Welcome to Steele Lane Elementary School! Steele Lane is a KA-6 grade school serving approximately 460 students. Our staff is committed to working collaboratively to provide a high quality, standards-based curriculum that will support our students in becoming college and career ready. Teachers provide opportunities for students to build 21st Century Skills that include communication, creativity, collaboration and critical thinking. As a school community, we strive to create a warm, supportive environment that promotes self-discipline, motivation and commitment of all students to do their personal best.

Steele Lane has an active parent community in the English Learner Advisory Committee, the School Site Council and the Steele Lane Enrichment Foundation. We have organized this Foundation to support the school in the development of cultural arts and supporting the "whole child" by raising funds through a variety of methods including a yearly Walk-a-Thon, a Fiesta del Nino & Winter Fiesta. The enrichment opportunities have come to include assemblies, concerts, an art docent, garden coordinator, Zumba dance instructor and our Viking Basketball program for both boys and girls.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.
SCHOOL GOAL: Increase student LITERACY and WRITING by 3% using multiple measures.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) DIBELS Diagnostic Reading Assessment 2 (DRA2) SBAC CELDT Writing Scores	Improvement needed and multiple measures needed to accurately assess students to drive instruction	• Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Share out evidence found during instructional rounds – lesson study • Staff Meeting/Data Release days: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evident based writing • Scores from : LGL, DRA2, Benchmark Writing, CELDT Writing • Evidence from Walk to Read • Implementation of Units of Study

		• Implementation of Lucy Caulkin Writing based on writing assessments • Technology for Instructional Practices • Parent Teacher Conferences to support materials from LGL to help parents at home • Use site available Multiple Measures Assessments (DORA, SIPPS, Core Phonics Screener, Spelling Inventory, Lexia, San Diego Quick, BPSTII)

STRATEGY: Implement rigorous school systems to increase LITERACY and WRITING through intervention programs and professional development.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (SBAC, Report Card, Let's Go Learn, Technology Literacy, ELAC, Literacy Night, Read Across America, Reading Strategies)	FEF Teacher Admin	Reading Incentives K Orientation; Back to School Night; Open House	Book Store Incentves Literacy Games Books Certificates Awards/Medals Overtime (H,E,F)	537 500 166.67	214.29	214.28
			Parent Teacher Conferences	Extra Duty C	440	144	144
			ELAC Mtgs	Snacks S	50	50	100
2	Personnel	Admin TOSA Instructional Assistants		Instruction A	96,020		
				Instruction A			43,985
				Instruction B		15,446	
				Instruction B		15,446	
3	Teacher Extended Day	Teachers	After School Tutorial	Instruction C	440	144	144
			Parent Teacher Conferences	Instruction C	440	144	144
440	144	144	Support After School Tutorial	Instruction C	440	144	144
5	Instructional Materials & Supplies	Admin TOSA Teacher	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture, etc...)	Materials H	537	-	214.28

#	Category	Responsible	Description	Type			
		IMT	ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, ect…)	Materials H	537	0	214.28
			Materials Needed to support instruction based on data collection results for student learning from (SIPPS, Read Naturally, DRA, Lexia, Core Phonics Screener)	Materials I	500	-	-
			Walk –to-Learn Instructional Material (SIPPS, Read Naturally, 6 Minute Solution, DRA Levels, instructional furniture, etc..)	Materials I Materials L	500 1,125	500 -	- -
			SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc.)	Materials H	537	214.29	214.28
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, Walk-to-Read & DRA leveled texts teaching resources, printed text - magazines	Instr. Materials I	500	500	-
7	Technology	Admin	Chromebooks & other items needed for use and storage	Equipment K	150	150 214.29 214.29	-
			iPads & other items needed for use and storage	Equipment K	150	150	-
			TVs & other items needed for use and storage	Equipment K	150	150	-
			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc…)	Equipment K	150	150	-
8	Software	Admin IMT Teacher	Follett Library Services	Media/ Follett Library Services O	2,000	-	-
			Other Software as needed to enhance student learning	Software J	50	50	50
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction Collaboration Coordination of Curriculum Initiates/CCSS	PD M	749.75	125	62.50
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence	Teacher Release Time D	1,500	950	950

			Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using DORA/DRA, DIBELS/Staff Input data Each grade level will participate in 3 release days throughout the school year DRA Testing days Assessments (Data collection, give assessment, etc...)				
11	Hourly Cert Benefits	TOSA Teacher	Add to extended pay	DD	1196	537	537
12	Hourly Classified Benefits	FEF Classified	Add to extra duty pay	FF	455	-	-
13	More Hourly Classified Benefits: Parent Involvement	FEF Classified	Add to extra duty pay for parent involvement	RR	23	23	114

Please duplicate this page as necessary for additional goals, strengths, or action steps.

BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.
SCHOOL GOAL: Increase student overall MATH performance by 3% based on grade level benchmarks.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Let's Go Learn (LGL) Grade Level Fluency Tests K Assessments	Students require additional support to access grade level math concepts and skills. Students and staff need additional support to enhance student ability to express mathematical thinking/processing.	- SBAC - Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) - Share out evidence found during instructional rounds – lesson study - Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, POM, Engage NY/Eureka Math, Number Talks, Math Journals - Scores from : LGL - Technology for Instructional Practices - Parent Teacher Conferences to support materials from LGL to help parents at home - Use site available Multiple Measures Assessments (LGL, Reflex Math, Grade Level Fluency Tests, K Assessments, Grade Level Assessments)

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Parent Education (SBAC, Report Card, Let's Go Learn, Technology Math, ELAC, Math Night, Math Fair, Math Strategies)	FEF Teacher Admin	Math Incentives K Orientation; Back to School Night; Open House	Book Store Incentives Math Games Books Certificates Awards/Medals Overtime (H,E,F)	537 500 166.67	214.29	214.28
			Parent Teacher Conferences	Extra Duty C	440	144	144
			ELAC Mtgs	Snacks S	50	50	100
3	Teacher Extended Day	Teachers	Before & After School Tutorial	Instruction C	440	144	144
			Parent Teacher Conferences	Instruction C	440	144	144
4	Classified Extra Duty	IA	Support Before & After School Tutorial	Instruction C	440	144	144
5	Instructional Materials & Supplies	Admin TOSA Teacher IMT	GLAD Material (paper, markers, tape, magazines, desks, chairs, classroom furniture, etc…)	Materials H	-	214.29	214.28
			ELD Support Material (instructional material to support writing, pencils, paper, markers, tape, magazines, desks, chairs, classroom furniture, etc…)	Materials H	537	214.29	214.28
			Material Needed to support instruction based on data collection results for student learning from (IXL, Reflex, Eureka Math, Problem of the Month, Number Talks, Math Journals, etc)	Materials I	500	500	-
			Mathematical Thinking Instructional Material (supplies, games, manipulative, etc..)	Materials I Materials L	500 1,125	500 -	- -
			SBAC Prep Materials (workbooks, pencils, snacks, incentives, etc)	Materials H	537	214.29	214.28

#	Item	Responsible	Description	Category	Col1	Col2	Col3
6	Books – Other than textbooks	Admin Teachers IMT	Books to expand and update class libraries, school library, math texts teaching resources, printed text - magazines	Instr. Materials I	500	500	-
7	Technology	Admin	Chromebooks & other items needed for use and storage	Equipment K	687	2025.00 1,875 749.75	-
			Other Technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc…)	Equipment K	150	2,150 1,875	-
8	Software	Admin IMT Teacher					
			Other Software as needed to enhance student learning (IXL, Brain Pop, etc….)	Software J	50	50	50
9	Professional Development	Teachers TOSA Admin	Professional Development to enhance Best 1st Instruction	PD M	749.75	125	62.50
10	Release Time	Admin Teachers TOSA	Data Analysis, planning, lesson study, related to DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the CCSS. Data Analysis and Multi Tier Support Systems for targeted instruction. Identify and group all student by academic need/level using ADAM/Staff Input data Each grade level will participate in 3 release days throughout the school year Assessments (Data collection, give assessment, etc…)	Teacher Release Time D	1,500	950	950

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student and family WELLNESS and engagement through the full service community school model.

SCHOOL GOAL: Improve ATTENDANCE: **Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school year's daily attendance.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY		• Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • SWIS Reports • Truant Students from previous school year

STRATEGY: The school will address school climate through BEST and incentivizing students to attend school by offering engaging activities.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Utilize personnel in the school front office to assist with collecting behavior & attendance data	Elementary Tech	EL Tech - support monitoring student attendance and tardies daily. Contact truant families for medical verification when needed and truancy policies Monthly Attendance Reports Identify truant families Contact families for medical verification Contact families to maintain accurate contact info		-	-	-
2	School Counselor will meet with Admin or Attendance team to determine additional student support to increase student wellness	Counselor	Daily Student Contact Report(counseling, groups, or check in)				
			Daily Check in with Admin regarding Truant Students				
			Class Restorative Circles				

#	Program	Personnel	Description	Resource			
	and attendance.						
3	BEST Practices	Admin Classified Personnel	BE Day & BEST Values Review Assemblies	Materials H	537	214.29	214.28
4	Teacher Extended Day	Teachers	Parent Teacher Conferences	Instruction C	440	144	144
5	Classified Extra Duty	IA Noon-duty	Extra time to help support site needs to increase student safety to ensure students are able to attend school and feel safe and receive the extra support needed.	Monitoring & Support Extra Duty R, E, F	100 500 166.67	100	500
6	FEF	FEF	Support all family needs to help students attend school Contact families regarding student attendance Contact families regarding all school events Contact families to set up appointments to meet with teacher regarding student needs to increase student success academically & emotionally	Monitoring & Support PD- M Postage T	749.75 200	125 20	62.50 33
7	SEAW	SEAW Teacher Admin	Materials needed to support the SEAW to provide activities that are engaging to students and help promote a safe healthy environment (games, playground equipment, assemblies, awards, incentives, snacks, certificates, etc.)	Materials, H assemblies, incentives, snacks, PD M	537 -	214.29 125	214.28 33
			Materials & Resources needed to increase student ability to participate in community sports (coaching, bussing, equipment, trophies, snacks, certificates, tourney fees, ref fees etc)	Materials, H assemblies, incentives, snacks, busing, coaching time	537	214.29	214.28
			Create clubs to help students have a greater success at accessing their talents and feeling as a part of the community (HW club, after school clubs, recess clubs, lunch bunches, etc…)	Materials, H G Instr Mat. I assemblies,L incentives, snacks Teacher C extended pay	537 900 500 1,125 440	214.29 900 500 144	214.28 600 - - 144
8	Restorative Justice Specialist	Admin Restorative Justice Specialist	Support students as they navigate their feelings between peers, family, & school staff. Have proper furniture to increase trusting conversations	Hardware L	1,125	1,875	-
			Help students resolve their conflicts to increase their emotional wellness at school to engage in more academics		-	-	-

			Support teachers to create a community environment in the classroom and at the school				
			Attend BEST Plus meetings to create & update policies needed to help student be more successful				
9	SAY Clinicians	SAY Clinicians	Offer students the opportunity to communicate with a trained adult to help students develop tools to increase their success with their interactions with peers, staff, family, & community – Increase Positive School Climate. Have proper furniture to increase trusting conversations	Services-consultants N Hardware L	16,876 1,125	8,000 1,875	2000 -
10	Outdoor Science Education	6th grade camp & Transportation	: To increase students real life exposure to the environment to cement their understanding and ensure access for EL, FY & LI kids to the NGSS in person, to provide rich experiences to write (ELA), and expose students to possible careers in science, forestry or education.	Services-consultants N	2,000	2,000	1,000
11	Boys & Girls Basketball team	Team building, school pride, afterschool homework, physical fitness & Transportation	Support needed for transportation to & from tournaments and league games. Coaches' are paid for supervision and support at practices & games, Fees for tournaments and league fees, uniforms, equipment, first aid kit, and balls	Consultants & fieldtrips/fees N	1,000	2,000	1,000
12	Art Docent	Teachers collaborate with Art Docent-	Provide hands on experiences for students who may not otherwise be exposed to the arts and careers in art. Engagement in art experience would promote rich experience to inspire writing (ELA). Increase connectedness to the school and school community via art show, possible murals, Increase parent participation on open house for art show, include parents in class visits to classes on art docent visit/lesson days.. **Foundation would pay for the remainder of art docent stipend if it is more than $5k.	Services-consultants N	2,000	-	1,000
13	Garden Consultant & garden supplies		Provide hands on experiences for students who may not otherwise be exposed to NGSS and careers in science, agriculture and local farm to table food industry. Engagement in garden experience would promote rich experience from which to draw and write about (ELA). Increase connectedness to the school and school community Increase parent participation on family garden day, include parents in class visits to garden.	Services-consultants N Materials H	3,624 537	1,224 214.29	1,000 214.28

			** Foundation would pay for remainder of the consultant stipend				

Please duplicate this page as necessary for additional goals, strengths, or action steps.

BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Abraham Lincoln Elementary School**   Date: 9/21/2016

School Year: 2016/17   Check one: x   Original submission
                                                                                Title revision

Enrollment: 355   CDS Number: 49-70912-6052153-

Funding Source	Allocation	District Wide Support	Parent Involvement	Central Services	Preliminary Budget
LCFF Supplemental	-	-	-	-	$144,060
LCFF Concentration	-	-	-	-	$71,040
TITLE I Schoolwide	$86,968	N/A	$1,105	($ 13,015)	$75,058

Title I Schools – Remember to budget for Parent Involvement.
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services (15%) is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Maria Uc
_____   _____
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on: **November 16, 2016**

Bev Jones   11-16-16
_____   _____   _____
Typed Name of Principal   Signature of Principal   Date

Maria Bustamante and Clarissa Cortez   11-16-16
_____   _____   _____
Typed Name of SSC Chairperson   Signature of Chairperson   Date

State Template for the _Single Plan for Student Achievement_

School Description and Mission Statement

Abraham Lincoln Elementary School is located in Santa Rosa and serves students in transitional kindergarten through grade six. Lincoln is adjacent to Jacobs "sports" Park, on the east side of the campus, and the "Ninth Street Rookery" on the west. In the 2015-16 school year, 360 students were enrolled. Lincoln is part of a district-wide collaborative, developmental, systematic, and creative journey that emphasizes design, delivery and support of standards-based curriculum taught in an engaging, relevant, and integrated model.

Lincoln's Intervention Team, comprised of a site-based coach (teacher on special assignment), a reading teacher and classified intervention aides enhances academic support. As part of a multi-tiered systems framework, students and families receive support from a Family Engagement Facilitator, Student Engagement Worker and a full time counselor. These services help provide a caring and engaging environment where students and community feel supported.

We are committed to strong academic performance, parent and community involvement and the belief that all children can succeed. Our mission is to provide educational experiences, based on individual needs and special abilities, in a caring, supportive, multicultural school environment. We encourage responsibility, a positive attitude and a strong desire to become lifelong learners and productive citizens.

Parents are actively involved in our cozy school community and are enthusiastic members of the English Learner Advisory Committee (ELAC), Parent Faculty Organization (PFO) and School Site Council (SSC) and frequently volunteer in the classrooms.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide A Coherent, Rigorous And Relevant Teaching And Learning Program To Graduate College And Career Ready Students.

SCHOOL GOAL 1: Increase student literacy/achievement in ELA and math by 3% using multiple measures.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Grade Level Assessments District Assessments Let's Go Learn (LGL) DIBELS Diagnostic Reading Assessment 2 (DRA2) SBAC CELDT Writing Scores	Multiple measures needed to accurately assess students to drive instruction Students and staff need additional support to enhance student abilities to improve writing and reading comprehension and to express mathematical thinking/processing. Students require additional support to access grade level math concepts and skills. Engaging strategic computer intervention and media supports are needed to accelerate, remediate and reteach concepts. On-going professional development is needed to help teachers create classrooms alive with collaborative conversations and create learning conditions that maximize the variability of all learners.	• SBAC • Participation and Implementation of Professional Development (District Collaborative Days & Site Release Days) • Staff Meeting/PLC: Analyze student work samples & data analysis – encompassing best teaching strategies focused on DOK3, close reading & evidence based writing, POM, Number Talks, Math Journals • Evidence from "Walk to Learn" • Implementation of Units of Study • Implementation of Lucy Calkins Writing based on writing assessments • Technology for Instructional Practices • Multiple Measures Assessments (LGL, Grade Level Assessments, DRA2, Benchmark and CELDT Writing, etc....)

STRATEGY: Build and implement a master schedule that supports intervention support systems to increase student achievement. Provide professional development and computer intervention supports.

#	Action/Service/Date (2016-17 school year)	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	(by August 2016) Personnel: Identify struggling readers and select a research-based reading intervention program that targets the individual literacy needs of struggling students and includes ongoing assessments of student growth.	Teacher on Special Assignment (TOSA) Intervention Teachers (INT Tchr.) Admin *Intervention Team (INT Team) includes all the above*	• Collect and analyze district- and school-level data to identify students from each grade level for reading interventions and their specific literacy needs. • Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments. • Develop reading intervention program goals, delivery models, and evaluate reading intervention programs • Develop a master schedule that reflects allocated time for reading interventions, including English learner support. • Schedule and provide initial and on-going training for intervention IAs	Certificated .80 FTE and .20 FTE TOSAs No Site Cost ELA & Math	Dist. Funded Equal parts SUPP & CONC	Dist. Funded Equal parts SUPP & CONC	
				Certificated .8 + .2 FTE TOSAs ELA & Math	Personnel 0.56 FTE Cert. ($51,373)	Personnel 0.44 FTE Cert. ($31,622)	
				Certificated 0.2 FTE = 6hr (M-Th. - PM) ELA, Math & Science			Personnel 0.2 FTE Cert. ($17,800)
2	Personnel: Support struggling mathematics students	INT Team Teachers IAs	Provide math support for students during the school day	Personnel (above)			
3	Personnel: Provide additional Support for students	INT Team Instructional Assistants (IAs)	Provide Literacy, Writing, ELD and math support for students during the school day - English Language Learners and low socio-economic students	Classified .75 FTE = 6hr. .5 FTE = 4 hr. (.75 FTE vacant)	Personnel (.75 FTE vacant $10,813)	Personnel .75 FTE ($19,786)	Personnel .5 FTE ($12,955)
4	Extended Day Tutorials Provide after school tutorials to support struggling students	Teachers Consultants Classified	Student Services - After School Tutorials- Provide additional instruction to support needs of low-performing students throughout school year	Teacher 1151	$10,000 +$1,607		$2,321
				Classified/IA 2113	$1,041		

5	Provide collaboration time beyond the school day	Teachers INT Team	Curriculum Develop./Staff Development - Teachers collaborate beyond the school day - curriculum development to support identified low-achieving students.	Teacher 1112	$2,000 + $321.40		
6	Assess Students - Ongoing evaluations to determine student and program needs	Other Certificated	Ret. Cert. - Additional assistance with Student Assessment	Ret. Certificated 1912	$2,000 +321.40		
		INT Team Teachers	Intervention Team and grade-level teams will conduct monthly collaboration meetings (staff PLC) to analyze student performance data and create action plans based on performance outcomes	No Site Cost			
7	Release Time - Professional Development and collaboration time during the school day	INT Team Teachers	Release Days: to prepare CCSS-aligned instruction, assess, review student data and create formative assessments (i.e., observations, Lesson Study, etc.....	Teacher Release Time 1122	$5,000 +$803.50		
8	Supplementary Books – Other than textbooks	Admin IMT	Purchase books other than textbooks to support: curriculum, school library, DRA leveled texts teaching resources, etc....	Books 4200			$5,000 (added $3,000)
9	Provide materials and supplies to support instruction	Admin ESOM IMT	Materials to support curricular initiatives (i.e., Units of Study, Number Talks, Reading Programs, Science, GLAD, Common Core lessons, writing, pencils, paper, markers, tape, Scholastic Magazines, equipment < $500, etc.)	Materials / Supplies (Consumables) 4300	$14,000 (added $2,000)		$5,679
10	Provide Instructional Materials to support instruction	Admin IMT	Standards-based instructional materials for student instruction (i.e., SIPPS, Read Naturally, DRA, Lexia, Core Phonics Screener, CARS, SBAC prep materials, LLI, Problem of the Month, Number Talks, Math Journals, supplies, games, manipulatives, equipment < $500, etc.....)	Instructional Materials (Non-consumables) 4311	$10,404		$4,000
11	Purchase equipment / furniture / materials for instruction	Admin IMT	Equipment / Furniture desks, chairs, classroom furniture, rolling white boards for small group instruction, kidney tables for intervention groups, etc....	Equipment (under > $500) 4400	$4,000		
12	Provide Technology to support instruction	Admin IMT	Purchase computers / iPads / and peripherals to support instruction and assessment (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc....)	Technology / Hardware (under $5,000) 4412	$5,000		$9,506 (added $9,506)

				Software 4312	$1,000		
13	Staff Travel & Conferences - Professional Development	Teachers Staff	Staff will present professional development / conference requests to the principal (i.e., Asilomar, etc.....)	Staff Travel & Conferences 5215	$1,000		
14	Media/Library Services	Admin IMT	Supplemental library support materials for identified students	Media/Library Services 5815	$2,000		
15	Utilize technology to support differentiated instruction.	Admin IMT	Purchase software programs and on-line licenses to support student learning (i.e., IXL, Renaissance Reading & Math, Newsela, Accelerated Reader, Achieve 3000, Reflex, etc....)	Online Computing Services / Software Licenses 5817	$8,000		$2,857

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model.
SCHOOL GOAL 2: Decrease chronic absenteeism and tardiness by .5% by the end of the school year based on the previous school year's daily attendance.

What data did you use to form this goal? Attendance 2015-2016 ESY Truancy Letters 2015-2016 ESY	What were the findings from the analysis of this data? Attendance did not improve significantly. Attendance is just under 95% Consistent and timely communication with parents is needed. Parents need to be reminded of the importance to call and bring notes in when students are ill.	What metrics and/or tools will the school use to evaluate the progress of this goal? • Attendance data: absence & tardy • Truancy Letters • SART Meetings • Medical Verification Letters • Enrollment in Engagement Programs • SWIS Reports • Truant Students from previous school year

STRATEGY: Promote attendance via communication with families (formal letters, phone calls, parent meetings) and student /family connectedness.

#	Action/Service/Date (2016-17 school year)	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Personnel Communication with families regarding student absences	Elementary Tech ESOM FEF	Monitor student attendance and tardies daily Contact truant families for medical verification when needed and review truancy policies Monthly Attendance Reports Identify truant families Maintain accurate contact info Log truancy letters	Monitoring & Support No Site Cost			
		CWA/SAFE	Send truancy letters to families				
2	Personnel Communication with families regarding student absences	FEF	Contact families regarding student attendance Contact families regarding all school events Schedule truancy meetings with Admin	Monitoring & Support No Site Cost			
		FEF Title 1 Outreach Worker	Home Visits				

3	School Counselor will meet with Admin or Attendance team to determine additional student support to increase student wellness and attendance	Counselor	Daily Student Contact Report (counseling, groups, or check in) Daily Check in with FEF or Admin regarding Truant Students on "Watch List" Classroom / Restorative Circles	Monitoring & Support No Site Cost			
4	Create a school culture where attendance is valued amongst parents and students	Admin SEAW Teachers BEST Plus Team	Assemblies and meetings: • Recognize student achievement monthly • Recognize attendance monthly • Recognize parents at meetings / Events • Upgrade presentation board in MPR Provide funding for Incentives / materials / rewards / supplies	Materials / Supplies (Consumables) 4300			$2,000 (added $1,000)

LEA GOAL 2: Increase student and family wellness and engagement through the full service community school model

SCHOOL GOAL 3: Use the MTSS Model to support the whole child

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
SST Logs Suspension Reports BEST Data Behavior Intervention Plan Number of Classroom Community Circles	Need training in Restorative Practices Agreed upon behavioral program Systematic MTSS K-6	• eSchools suspensions reports • SST Log • Staff generated list - whole child needs • Attendance sign in at events • Parent Surveys • SWIS Data

STRATEGY: Improve school climate and attendance through BEST, Wellness strategies, Counseling services and Family/Student Engagement.

#	Action/Service/Date (2016-17 school year)	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Implement **positive behavior intervention and support** (PBIS) to increase pupil connections to school	District Admin BEST Plus team Teachers	Provide training on PBIS, BEST Plus strategies, SWIS, Restorative Practices and Classroom Circle. Implement action plans to improve behavior and school climate	*School Climate Transformation grant* District Funds			
			BEST Days, Circles, Restorative Practices School Assemblies	Materials & Supplies 4300			
2	Collaboration beyond school day to implement PBIS	Teachers INT Team	Collaborate to support BEST, wellness, safety, SWIS and student engagement	Teacher Extended Day 1912	$1,000		
		Classified		Classified/IA 2113	$400		
				Classified Noon Duty 2213	$400		

3	Increase communication regarding student progress	Teachers TOSA INT Team Admin	Increase communication with parents and students regarding student progress	No Site Cost			
			Develop strategies to help students take an active stance in their own learning				
4	Provide counseling services to at-risk students and families	S.A.Y Counselors Admin	Provide support for at-risk students and families	District Funds			
			Review groupings monthly with Admin & SAY Counselors				
		Admin	Provide materials / supplies – games, "tools"	4300			$499
5	SSTs for students receiving services and those in need of services	Teaching Staff TOSA INT Team	PRIM documentation SST Student List & Meetings School-wide implementation/Analyze data to provide school-wide support (i.e. - Behavior Plans, Training)	No Site Cost			
		FEF Counselor	Contact families to set up appointments with staff regarding student needs to increase student success academically & emotionally				
6	Provide resources/materials for student engagement activities	SEAW Admin	Provide materials (games, trophies, awards, incentives, snacks, certificates, etc.) needed to support activities & clubs (HW club, after school clubs, recess clubs, lunch bunches, etc....) that are engaging to students and help promote a safe healthy environment where students feel they belong	Materials, supplies incentives, snacks 4300	$3,000		
		Admin SEAW Staff BEST Plus Team	Recognize students at monthly assemblies for: Life Skills, BEST, Academics, Attendance, CELDT progress and Reading, etc. Provide funding for Incentives / rewards / supplies				
7	Improve /maintain facilities to improve school climate	Admin Teachers Staff	Purchase maintenance equipment as needed Provide cleaning materials and supplies	4300	$1,000 (added $1,000)		
			Provide funding for murals, paint and beautifying facilities	4400	$1,000		
8	Provide Equipment to support school climate and promote wellness	Admin Staff SEAW	Purchase equipment for playground, classrooms to increase student engagement and wellness (i.e., playground, sports,)	4400			

#								
9	Implement Safety Plan	District Admin, Staff	Monitor safety plan and provide services as needed Provide safety supplies: Walkie Talkies, safety vests, etc. Purchase surveillance equipment/cameras *(Exhaust Resource 9090 / RESIG funds first)*	4300 4400	$1,000			
10	Implement garden program	Admin	Implement garden program for student / community enrichment / student wellness Provide Garden Coordinator / Consultants	Other Services 5800	GRANTS			
11	Provide additional Services - Consultants Student Fees	Admin SEAW	Support/incentives for teachers, i.e. Teacher of the Year Motivational Speakers Schedule and fund special event assemblies Provide field trip Admission for Title 1 students	Other Services Incentives Admissions, etc. 5800	$5,516			
12	Provide Educational Field Trips	Admin ESOM	Provide busses for field trips and special events to reinforce / support curricular objectives and student engagement	Field Trip Transportation 5832				$7,000
13	Increase parent / family engagement in events, education, meetings and trainings	FEF Admin Teachers TOSA Classified EXT Day	The principal and Lincoln staff will support family engagement by providing/promoting events such as: Back to School Night, Open House, school meetings (ELAC, SSC, PFO), K Orientation, Literacy Night, Math Night, Latino Literacy Family Nights, Trainings, classes, Parent Teacher Conferences, etc.....	EXT Day Cert. 1912				
			Materials, Supplies, Food for Parent Involvement (Mtgs., Trainings)					$2,500
			Provide Child care, student supervision, and/or translation Classified Extra Duty for Parent Involvement	Class Noon Duty 2495-2213				$1,841
			Postage for Parent Involvement	2495-5901				$600
14	Provide Parent Room resources to support parents	Admin FEF	Provide a Family Advocate to support families with parenting skills, community resources and referrals.	District funds				
			Materials & Supplies for parents	2495-4300				$500

FORM A: Services, Programs, Recommendations and Assurances

School: **Hilliard Comstock Middle School**   Date: 10/14/2016

School Year: 2016/17

Check one: _____   Original submission

                    x   Title revision

Enrollment: 366

CDS Number: 49-70920-6068977-

Funding Source	Preliminary Budget
LCFF Supplemental	$119,160
LCFF Concentration	-
TITLE I - Schoolwide	$96,168

Title I Schools – Remember to budget for Parent Involvement

Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

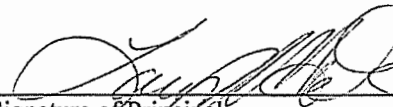|	
Maria Vazquez	_Maria Vazquez_
Typed Name of ELAC Chairperson's	Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Laura Hendrickson	_[signature]_	11-15-16
Typed Name of Principal	Signature of Principal	Date
Sasha Oster	_[signature]_	11-15-16
Typed Name of SSC Chairperson	Signature of Chairperson	Date

State Template for the *Single Plan for Student Achievement*   1

Form C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.
SCHOOL GOAL: Provide academic support and course offerings to help students develop college and career readiness.; Maintain average GPA of 2.5 or better.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
• GPA report for current 7th graders • 3rd Quarter 2 or more D/F lists for current 7th graders • Parent/Teacher/Student Surveys • Summative & Formative assessments: LGL, AR, ALEKS	Average GPA is increasing; we need to continue programs to keep our GPA average at 2.5% to prepare students for success high school. Parents want opportunities for students to develop English proficiency and exposure to career pathways.	Summative & Formative assessments GPA and grading reports Elective choices

#	Action/Service/Date GOAL 1 Continued	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	DO Support	Title I
1	English support class for students who need ELD	L Leal, Teacher	Add to master schedule	.20 FTE	$ 17,217		
2	Provide Maker class for Elective wheel	J Lundblad, Teacher	Keep on master schedule	.20 FTE	$ 14,825		
3	ELA TOSA to support English Literacy	S Cleek	Keep on master schedule	.20 FTE			$ 22,083
4	Math TOSA to support Math Literacy	M Simon	Keep on master schedule	.20 FTE			$ 22,526
5	Support one ECP class	K Shanklin, Teacher	Keep on master schedule	0.2	$ 19,771		
6	Classroom supplies for CCSS implementation	Dept Chairs	As needed, supplies for classrooms to support CCSS implementation		$ 4,500		
7	MEAP Counselor	Butte County Office of Ed	Fund counselor to support migrant students	1 counselor 2 days per week			$ 4,000
8	Professional Learning opportunities for staff in close reading & evidence based writing	Principal, Dept Chairs	Fund PLCs and PD opportunities for all departments to develop CCSS units and common	Release time; extended day; conferences	$ 5,000		

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	DO Support	Title I
9	Increase FTE for counselor to provide academic support for students with GPAs below 2.0	A Behrens, Counselor	Counselor is funded .80 by district. Site will use a combination of Title 1 and LCFF funds to make this a full-time position	.20 FTE			$ 16,616
10	Academic Achievement awards through the Renaissance program & promotion ceremony	Assistant Principal, Counselor	Provide incentives for students who achieve GPAs above 2.0 and good attendance	Awards & Prizes at Renaissance Rallies	$ 1,500		
11	Early College Magnet Prep course field trips	K Shanklin, Teacher	Support field trips for ECP students to CSU campuses	Busses & subs	$ 4,000		
12	Supplemental Software & materials for ELA development esp in vocabulary	S Cleek, ELA TOSA & ELA teachers	Provide supplemental support to develop grade level vocabulary for gen ed ELA classes	SERP materialsSoftware licenses, ie, "Membean"	$ 2,500		$ 4,000
13	ALEKS software for blended learning in Math classes	M Simon, Math TOSA	Continue to fund licenses for ALEKS online software to blend math instruction	Software		$16,000	
	SUB-TOTAL				$ 69,313	$16,000	$ 69,225

LEA GOAL 2: Increase student wellness and family engagement through the full service community school model.

SCHOOL GOAL: Continue to develop a strong school culture through community engagement and activities.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
• Parent, Student, Staff Surveys • Parent Attendance at ELAC/PFO meetings • Student Engagement as measured by attendance, grades and discipline data	Our effforts have brought more community support to the school via increased attendance, lower discipline incidences and increased academic success.	Same

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	DO Support	Title I
					$ 500	DO Support	$ 3,010 Title I
1	Family Wellness Initiative	Principal, PFO, PE teachers, Family Engagement Facilitator	Training & education in nutrition, weight management and exercise	.Education, materials,			$ 1,000
			Parent Book Club using DOK questions	childcare, light snacks, books for parents			$ 1,000
2	Safe School Ambassador Program	Administration, Counselor, Restorative Specialist Teachers	Training for new cohort	Release time, incentives	$ 1,000		
			On-going family group meetings				$ 2,500
3	BESTPlus student incentives	BESTPlus team	Provide prizes BESTPlus desired behaviors	Prizes/Rewards	$ 1,000		$ 1,600
4	Supplies and materials for BESTPlus	All staff	Costs for posters materials for student activities		$ 1,000		$ 1,000
5	Community Building Days	BESTPlus Team	Supplies for 2 Community Building days in the fall and 2 ½ days in the spring	Supplies, release time, extended day pay	$ 1,000		$ 1,000
6	Family Engagement Center	Family Engagement Facilitator/Principal	Furnishings and supplies for center	supplies for parent support;	$ 3,000		$ 1,000
7	Feeder Articulation activities with 6th grade incoming students and Piner High School	Staff	Oct-Nov: Open enrollment activities & marketing; 2nd semester follow-up: 6th grade orientation trips to	Release time, supplies	$ 1,000		
8	School Garden	D Bianchi	Support community garden	Supplies	$ 1,000		
	Sub-total				*$ 9,000*		*$ 9,100*

LEA GOAL 3: Create safe, inviting learning environments and provide relevant, current and fully supported technologies
SCHOOL GOAL: Continue providing 21st century learning opportunities specifically Google Apps for Education, blended learning opportunities and maker spaces.

| What data did you use to form this goal? | | What were the findings from the analysis of this data? | | What metrics and/or tools will the school use to evaluate the progress of this goal? Same | | | |

What data did you use to form this goal?
- Family surveys on available home technology
- Student surveys regarding technology use
- Anecdotal data regarding 21st century learning skills and Tech TOSA logs of staff and student use of technology

What were the findings from the analysis of this data?

Comstock Families are digitally divided and need resources, training and support to bridge this gap.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	$ 500 Supplemental Amount	DO Support	$ 3,010 Title I
1	Tech TOSA to support Digital & Media Literacy	S Oster, TECH Tosa	Add to master schedule	.20 FTE	$ 18,478	$18,107	
2	Maker Space: Science & Engineering	J Lundblad, Teacher	Develop maker space	Supplies, furnishings,			$ 5,570
3	Maker Space: Culinary	C Hamill	Develop Culinary curriculum to align with Piner HS Culinary Pathway	Supplies, furnishings, equipment	$ 1,329		
4	Tech/Digital support	Principal, Tech TOSA	Inventory and evaluate tech needs	Software, hardware to maintain digital literacy	$ 21,040		$ 12,273
5	Instructional supplies	Tech TOSA	Supplies needed to run digital lab and courses.	Misc. supplies	$ 2,000		
	Sub-total				*$ 40,847*	*$18,107*	*$ 17,843*
	ALLOCATION				*$ 119,160*		*$ 96,168*
	GRAND TOTAL				*$ 119,160*	*$52,958*	*$ 96,168*
	Left to allocate				*$ -*	*0*	*$ -*

rev. 11/9/2016

FORM A: Services, Programs, Recommendations and Assurances

School: Lawrence Cook Middle School   Date: 9/21/2016

School Year: 2016/17   Check one: x   Original submission
                                                                                            Title revision

Enrollment: 407   CDS Number: 49-70920-6060255-

Funding Source	Preliminary Budget
LCFF Supplemental	$131,760
~~LCFF Concentration~~	
TITLE 1 - Targeted Assistance	$137,265

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

_____   _____
Miriam Orellana   Miriam O.
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

_____   _____   _____
Matthew V. Pollack   Signature of Principal   11/03/16
Typed Name of Principal   Date

Emily Humphrey   11/10/16
_____   _____   _____
Typed Name of SSC Chairperson   Signature of Chairperson   Date

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State Template for the *Single Plan for Student Achievement*   1

FORM C: 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. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are ready for college and career.

SCHOOL GOAL: Decrease the number of students with two or more D/Fs to make students college and career ready. Adopt school-wide common instructional routines and supports: agenda usage, Cornell Notes, CLOSE reading and a focus on viable argument and claims evidence reasoning.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
1. 2015-2016 D/F list: great growth occurred in reduction of D/F but continued support is still needed 2. Let's Go Learn Assessments 3. Observations from teachers, administrators, and instructional coaches	1. Students need daily instructional supports to raise their grades 2. Students assessed have extremely low literacy scores 3. Students need focused instruction, repetition and reinforcement in literacy skills to prepare them for high school 4. Educators need ongoing professional development and collaboration to analyze student data in order to refine, refocus and reinforce goals	1. Quarterly grades, especially D & F data 2. Benchmark assessments: SBAC interim quarterly assessments to track student progress, as well as lexile measures 3. Consistent shared review/assessment of student work in all subject areas to maintain and reinforce common instructional routines and supports 4. Professional development sign-in sheets, surveys, evaluations and classroom observations

STRATEGY: The School will implement a school-wide reading intervention program to meet the needs of struggling readers.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Support ELA class section	Ms. Abela	SY 2016-2017 Short Master Schedule	Intervention class	40,113		
2	Support Math class section	Ms. Moore	SY 2016-2017 Short Master Schedule				
3	EL class section (two additional periods)	Ms. Kaplan	SY 2016-2017 Short Master Schedule	Supplemental English Class for ELLS			36,216

#	Action	Responsible	Description	Category	Budget		Budget
4	Parent education meetings	FEF with administration and Via Esperanza	Quarterly family educational and community building events	Materials, food, postage	2,000		2,500
5	Increase Technology	Ms. Howell	Order chromebook carts October/November 2016 Software & Licenses for Intervention Programs	Chromebooks Licenses SW	3,000		33,000 10,000 2,000
6	After school tutorial	English and Math Teacher + Migrant Ed Tutor	Twice per week one hour after school (ELA, Math, Migrant Education tutoring)	Tutorial	8,000		5,000 3,000
7	Instructional materials	Departments	August 2016 and ongoing material orders, including VAPA needs	Instructional materials	15,200		23,000
8	Professional collaboration	Faculty	Extended or release time for professional development around common lessons and evidence of student learning	Professional development	5,000		
9	Conferences	Staff	AVID summer institute and professional development as needed to increase literacy and common core implementation school wide	Conferences	13,050		7,051
10	Field trips	Per department	Students apply academic knowledge to discovery on field trips	Field trips	2,000		9,394
11	Library materials	Library tech	Purchase current, high interest reading materials for students to engage in reading to build fluency and comprehension	Library materials	3,000		2,000

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student wellness and family engagement through the full service community school model

SCHOOL GOAL: Goal 2: Decrease classroom referrals by 5% for the categories of disruption and defiance. Adopt school-wide common routines and supports: BEST Plus, restorative practices, and a referral and communication process with community based organizations. Increase family engagement related to academic success.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
1. Classroom referral data 2. Humanidad data 3. Restorative practice data 4. Attendance data 5. Suspension data 6. Family engagement data	1. Students need academic & behavioral support to meet academic and social expectations 2. Collaboration with parents and community based organizations will increase student success.	1. Classroom referral data 2. Humanidad data 3. Restorative practice data 4. Attendance data 5. Suspension data 6. Family engagement data

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1. Bilingual office technician		Ms. Gonzales	Support communication and provide welcoming and positive office climate	Bilingual office technician	*38,312*		
2. Student Advisor		Mr. Zamora	Support campus climate and safety and student behavior	Student advisor (.06)	2,919.84		.
3. Community Building Days		Community Planning Team	Plan and organize three connection days; instructional materials for days	Community days	1,000.00		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Rincon Valley Middle School** Date: 9/21/2016

School Year: 2016/17 Check one: x ___ Original submission

 ⊠ Title revision

Enrollment: 908 CDS Number: 49-70920-6060271-

Funding Source	Preliminary Budget
LCFF Supplemental	$60,840
LCFF Concentration	
TITLE I - Targeted Assistance	$39,066

Title I Schools – Remember to budget for Parent Involvement

Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Position Vacant as of 1/9/17
_____ _____

Typed Name of ELAC Chairperson's Signature of ELAC Chairperson

 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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Ed Navarro
_____ *Ed Navarro* 3/30/17

Typed Name of Principal Signature of Principal Date

Lea O'Brien *Lea O'Brien* 3/30/17

Typed Name of SSC Chairperson Signature of Chairperson Date

FORM C: 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 performance index and adequate yearly progress growth targets. (*in addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SCHOOL GOAL: Increase the number of students effectively using evidence based reading & writing by 10% from Q1 to Q3.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
SBAC ELA data from 2014-2015. RVMS had 64% proficiency in ELA and 67% in math.	With already high ELA & Math scores, Innovate Ed believed that a school-wide focus on evidence based reading and writing in all departments was the best way to improve student performance.	A representative number of students will write a persuasive essay in Q1 & Q3. Students will be evaluated on organization & purpose, evidence & elaboration, and conventions.

STRATEGY: RVMS will implement a school-wide evidence based reading and writing program for all learners.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Imbed evidence based reading and writing in all major units in English, Science, Social Science and selected other courses	Dept. Chairs & ELA TOSA	Continue to create evidence based reading and writing in all core subjects. Participating departments will receive funds for release day to plan and develop appropriate lessons. ELA & Math will receive addition funds to develop assessments. District funded ELA TOSA (.20 FTE) will support teaching staff in developing evidence based reading and writing lessons in their curricular areas.	Release time X 3	$7,000		$661
				Extra Duty ELA & Math	$2,000	NA	
				Materials	$4,161		$2,500
2	Create core sections in the master schedule to support targeted students academically.	Core teachers	7th grade Study Skills courses	Release Time X 2	$600	NA	
			8th grade core classes (Math, English, Social Science & Science)	Release Time X 2	$1,200	NA	
			ELD supplemental course for CELDT 1 & 2 students. Includes instructional materials & PD	1.00 FTE + PD		NA	$20,000
3	Provide academic support during school and after school hours.	Various teaching staff.	Homework club and after school intervention classes will be staffed by teachers support At-Risk & Base students. SSRW intervention classes will target At-Risk students have multiple D & F grades	Extra Duty Pay HC = $8,000 Other = $2,000	$12,000	NA	$500
4	Increase Technology	All staff & Tech TOSA	Provide greater access to technology. District funded technology TOSA (.20 FTE) to support staff in using technology effectively in the classroom.	2 Chromebook carts	$26,000	NA	
				Misc. Tech.	$2,000		$1,490

State Template for the *Single Plan for Student Achievement*

FORM C: 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 t performance index and adequate yearly progress growth targets. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student and family wellness and engagement through the full service community school model

SCHOOL GOAL: Decrease student discipline incidents (detentions, Monday school detentions, suspensions and expulsions) by 3% from the 2015-2016 to the 2016-2017 school year .

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Discipline data from 2014-2015 and 2015-2016 school year.	Our plan to decrease discipline incidents is working. Continue with plan.	Discipline data from current school year.

STRATEGY: RVMS will implement an Multi-Tiered System of Support for At-Risk students.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Continue Bridge Academy intervention program.	Bridge Staff, Admin, Counseling, & student advisor.	Continue Bridge program with pushed in art, culinary, and other programs funded by the district.	Release time, extra duty & materials	$2,000	NA	
2	Continue to provide SAY, RRS & FE staffing	SAY	SAY counseling services 1 day a week	.20 FTE		NA	
		RRS	Restorative response specialist 5 days a week	1.0 FTE		NA	
		FE	Family Engagement 2 days a week	.40 FTE		NA	
3	Continue with SSA, Best Plus, CPR, Cyber bully prevention programs	All staff	Safe School Ambassadors	Release time	$1,000	NA	
			Best Plus	Release Time	$1,000	NA	
			CPR during SBAC testing	Extra Duty	$500	NA	
			Cyber Bully & Social Media education program	Release Time & Extra Duty	$1,379	NA	

FORM A: Services, Programs, Recommendations and Assurances

School: Santa Rosa Middle School   Date: 9/21/2016

School Year: 2016/17   Check one: __x__ Original submission
                                                                         _____ Title revision

Enrollment: 687   CDS Number: 49-70920-6060289-

Funding Source	Preliminary Budget
LCFF Supplemental	$122,760
LCFF Concentration	-
TITLE 1 - Targeted Assistance	$47,978

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Martha Solano	*Martha Solano*
Typed Name of ELAC Chairperson's	Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).
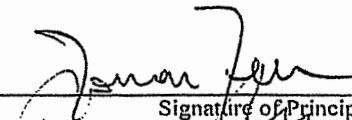
4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
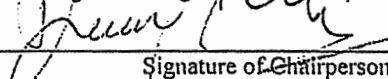5. The SPSA was adopted by the SSC at a public meeting on:

Tomas Fierro		12/13/16
Typed Name of Principal	Signature of Principal	Date
Danny MacDevitt		12/13/16
Typed Name of SSC Chairperson	Signature of Chairperson	Date

State Template for the *Single Plan for Student Achievement*   1

About Our School

School Description and Mission Statement

Santa Rosa Middle School represents the heart of Santa Rosa, and embraces its very diverse community of learners. Our school provides a wide range of academic course offerings, including a variety of elective and enrichment opportunities. We are committed to nurturing and supporting the academic, social, and emotional needs of all of our students. We have a very active and supportive parent community. Together, we enjoy many celebrations and activities planned to enrich every student's middle school experience. We are extremely proud of our school culture, which focuses on creating a safe, happy, and positive learning environment.

Our vision at Santa Rosa Middle School is to provide interconnected learning opportunities for students, with teachers, students, and parents working together to think critically about the world around us. Students will be prepared for success in college and careers in a rigorous and creative learning environment that includes opportunities to connect with our community through service projects and a variety of enrichment experiences. Innovative programs will promote character development and responsible citizenship, as we nurture and grow tomorrow's leaders. Every student will be prepared for success in a rapidly changing, global economy by being literate in technology and competent in core academic curriculum. Students will honor and respect diversity through rich, multi-cultural experiences. This is our 21st century pledge to our students.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate students who are college and career ready

SCHOOL GOAL: Decrease the number of students receiving 2 or more D's and F's by 10% to make students college and career ready

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
The number of students receiving 2 or more D's and F's by quarter and by department for the last two years.	This past year saw a reduction of the number of students receiving 2 or more D's and F's compared to the 14/15 school year.	Interim progress reports and quarter grades

STRATEGY: The School will use a variety of strategies to assist all students in the regular classroom

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	3 Strategic classrooms will identify targeted students, place students in classes designed to support them in ELA / History starting in Aug. 2016	Teachers, Counselors, Principal	Identify targeted students – August	Certificated salary/benefits	30291.00		
			Counselors will monitor students through the year starting with IPR	Certificated salary/benefits	42387.00		
			Students not being successful will meet with counselors to develop strategies for success	Certificated salary/benefits			16127.00
2	After school tutoring will be provided to students not being successful after first Interim Progress Report	Teachers, Counselors, Principal	Identify students for tutoring and engage instructors – student achievement	Teacher extended day	10,000		
3	Teachers will begin to develop and implement a writing assessment for all students that will be administered twice a year	Teachers, Principal; TOSA	Teachers will meet and determine a writing prompt that will be administered to all students in the Fall and Spring. – student achievement Teachers will meet to read and score writing	Teacher extended day	3000		200

#	Action	Persons	Description	Budget Category			
			assessment. – student achievement Teachers will need professional development to support the implementation of CCS – student engagement	Staff Travel & Conferences	1800		3500
4	Teachers will research and learn new strategies and tools to assist students being unsuccessful in the classroom	Teachers, Principal. TOSA	Additional technology and software will be used to support the common core curriculum – through the year – student engagement	Hardware	4500		6500
				Software licenses	1000		3000
				Instructional materials	1000		
				Software	800		2800
5	Teachers will research standard forms of grading practices such as standard based grades	Teachers, Principal, TOSA	Research standard grading practices, meet regularly to discuss how grading practices can be more uniform through departments; research standard based grading - student achievement	Teacher extended day	2000		
6	Technology needs will be reviewed to determine best practices to help all students especially those not engaged in the classroom	Teachers, Principal TOSA	Research technology needs in the school and what methods can be used to assist teachers in meeting the needs of all students – student engagement	Equipment	3500		6500
7	Teachers will update instructional materials to meet the needs of all students	Teachers, TOSA	Teachers will evaluate current instructional materials and will research for updated materials to meet the needs of all students. – student engagement	Instructional materials	3000		1500

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student and family wellness and engagement through the full service community model

SCHOOL GOAL: Decrease student discipline incidents (detentions, Monday school detentions, suspensions and expulsions) by 3% from the 2015-2016 to the 2016-2017 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Discipline data from 2014-2015 and 2015-2016 school year.	There is a reduction in the number of suspensions compared to the previous year.	Discipline data from current school year.

STRATEGY: SRMS will establish a multi-tiered system of support

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Additional counseling will be provided to support targeted students	Principal, Counselors	Counselors will monitor students through the year starting with IPR				
			Students not being successful will meet with counselors to develop strategies for success -				
2	Safe School Ambassador Program will train 50 students with 8 teachers as family leaders. Two teachers will lead the training/ September	Principal, Counselors, Teachers	Identify students for SSA Training, set up dates and substitutes – school climate	Teacher release time	2000		
3	Students with good attendance or improved attendance will be honored. Students not	Principal, Counselors, Teachers, Attendance	Students will be identified at the end of the first quarter with good or improved attendance – student engagement	Materials and supplies	500		500

#		Persons Responsible	Description	Budget Item			
	having good attendance will be identified and counseled on improving attendance	Tech. Family Engagement Facilitator					
4	Family Engagement Facilitator will reach out to families	Counselors, Family Engagement Facilitator	Students identified as needing extra support will be contacted by counselors with the aid of Family Engagement Facilitator – student engagement				
5	Teachers will be provided professional development in working with students having difficulties in regular education	Principal, Teachers, Counselors, TOSA, Behavior Intervention Specialist	Teachers will work with TOSA, counselors, and Behavior Intervention Specialist to identify strategies to help students not being successful in the classroom and being referred to the office. Professional development will be offered to teachers to learn new strategies. – student engagement	Teacher release time	4000		2000
				Instructional materials	1000		1500
6	Restorative Resource Specialist will work with students receiving more than 4 referrals to review strategies for success	RRS, Principal Counselors	Restorative Resource Specialist will meet regularly with counselors to identify students receiving 4 or more referrals – student engagement				
7	Students will be recognized for having no referrals or for behavior improvements	Teachers, Counselors, Principal	A means of identifying students who do not have any referrals will be started as a means of an incentive program – student engagement	Materials and supplies	500		500
8	Staff will reach out to parents and will work on improving parent contacts through Students Information System, technology, or other means	Principal, TOSA, Counselors, Family Engagement Facilitator	Teachers will be encouraged to communicate with parents through SIS, technology and other means documenting parent contacts – parental involvement	Equipment,	1000		
				Materials and supplies	1000		500
				Extended day	2000		
9	Teachers need to be trained in BEST practices, teaching social skills and restorative practices to reduce the number of referrals	Principal, TOSA, Counselors	Many teachers need to be taught BEST practices through district or SCOE. Also, a means of teaching social skills to students needs to be researched and piloted. Also, some staff members need to be introduced to restorative practices – student engagement	Teacher release time	2000		
				Teacher extended day	2000		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Herbert Slater Middle School** Date: 9/21/2016

School Year: 2016/17

Check one: ___ Original submission

X Title revision

Enrollment: 759

CDS Number: 49-70920-6060263-

Funding Source	Preliminary Budget
LCFF Supplemental	$129,240
LCFF Concentration	
TITLE 1 - Targeted Assistance	$51,840

Title 1 Schools -- Remember to budget for Parent Involvement
Title 1 Schools (Program Improvement Schools) -- Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Amalia Bejar-Sanchez
Typed Name of ELAC Chairperson's

_____
Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Shellie Cunningham
Typed Name of Principal

_____
Signature of Principal   10/17/16
Date

Colleen Metz Rouleau
Typed Name of SSC Chairperson

_____
Signature of Chairperson   10-17-16
Date

About Our School

School Description and Mission Statement

School Vision and Mission: It is our goal to provide a quality education, an appreciation of cultural diversity and the sense of social responsibility for all students. Our programs teach students to value themselves and others in a safe and supportive environment while preparing them for their next steps in education

School Profile and Description: Herbert Slater Middle School is a comprehensive middle school setting, serving seventh and eighth grade students. Herbert Slater provides a solid academic program to prepare our students for the next steps in their education, as well as a wide selection of elective classes to allow students to access to engaging and enriching activities. Slater works very closely with Montgomery High School to provide the best transition possible for its students. Slater provides many different opportunities for students outside the classroom as well. There are five interscholastic sports and a variety of clubs. We also provide our students with many opportunities to be involved in a variety of community service projects to build a value for caring for our local and global communities.

Programs: Our core academic program provides a rich curriculum designed to prepare our students for high school rigor. We offer Algebra for advanced math students and Advanced English for both grades 7 and 8. All of our courses are standards based. Our lessons are infused with technology, differentiated and focus on higher level thinking skills in order to engage students and make learning relevant to their lives. Students have the opportunity to take a variety of electives, including Spanish and Mandarin, which if taken for both years counts as a year of high school content. Our students have access to the fine arts through Art, Band, Drama, Dance and Multimedia production. They have access to technology through regular use in the classroom as well as in an elective dedicated to Computer use and application. We are a Google for Education site and all of our students are using Google Classroom. We are the only middle school in the district that offers Industrial Technology/Woodshop and we also offer Maker Space as an elective, which allows students to create and build through project based learning. Our diverse elective program allows students to explore a wide variety of interests through year- long coursework.

Culture: Slater Middle School has worked hard to create a safe, caring and respectful culture. We have implemented a three day Connections program, in which students spend the first three days of school immersed in activities designed to build connections to the school community and to each other. This concept is supported throughout the year using a positive approach to discipline and a restorative community. We support our students' academic, social and emotional needs with full time counselors and SAY counseling on campus, a Family Engagement Facilitator who works with the school community and families to ensure support for all stakeholders and a Restorative Resource Specialist who works with students when support is needed to repair harm done. We participate in the Safe School Ambassador Program, Renaissance Program which recognizes academic growth and achievement, Building Effective Schools Together (BEST), which rewards positive and responsible behavior. Students participate in lunch time intramurals and activities, Friday DJ club music and meet with a wide variety of clubs.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SCHOOL GOAL: 100% of Slater students who attend school at least 95% of the school year will achieve at least one year's grade level growth in Math and ELA, or adequate progress on IEP goals, as measured by standardized tests. (LGL, STAR reading, SBAC) AND 100% of students will have access to career exploration.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
First semester D and F list. There is a total of **70 students (at risk)** with more than one D and/or F in any class, this includes 3 SDC, 6 RSP students Let's Go Learn STAR Reading Bridge Data SBAC Data	The semester grade data shows that 19.17% of our 2015-16 seventh graders, who will be going into eighth grade, are receiving a D or F in at least two classes, which is a 21% improvement from 2014-15, however we recognize that there are other indicators to show a direct link to academic success.	Review quarter grades Review of the semester D and F data. Attendance logs .20 Counselor logs TOSA log SBAC formative assessments LGL assessments in ELA and Math STAR reading Bridge Data Naviance Logs Enrollment in electives that support college and career readiness

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STRATEGY: Implement school wide academic support programs and technology to meet the needs of all learners.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I
1	Provide 3 ELA Support classes, one at each grade level and one in ESL.	Principal/Teachers	Master schedule 2016-17, ELA support gr. 7 and 8, computer based	Certificated staff	$35,551.10	
			Math support grade 7, computer based (Terrell)	Certificated		$ 18,097.39
			ESL support grade 7-8, computer based (Garcia)	Certificated		$13,350.10
2	Provide Supplemental .20 Counseling to at risk students	Principal	Retain .20 Counselor to collect information, review and meet with students and families (fall 2016 ongoing) (Schubert)	Certificated	$17,106.35	
3	After school tutoring/homework club	Principal/Staff	Provide after school homework support and tutoring (ongoing)	Certificated and Classified Staff		$6,731.79
4	Increase Staff Development participation	Principal/Staff	School wide review and creation of standards based lessons, rubrics and assessments (ongoing) Student work study Utilize Monday Common planning time for PD Develop lesson plans using technology and digital resources (ongoing) Release time for TOSA 4 days x 2 TOSAs	Certificated Staff	$2,831.20 $1,200.00	
5	Retain Technology TOSA	Principal/TOSA	Retain Tech TOSA Collaborate with Instructional TOSA to develop technology infused lessons Develop lesson plans using technology and digital resources (ongoing)	TECH TOSA Kastanis	$21,807.80	
6	Hire Instructional TOSA	Principal	Hire Instructional TOSA, create job description and expectations (fall 2016) (Coltrin)	Instructional TOSA	District LCAP	
7	Purchase 2 Additional Chrome Carts	Principal	Purchase books and carts (summer 2016)	Equipment	$25,000.00	
8	Purchase 1 Chrome Cart of 30 for Math Support	Principal	Purchase books and cart (summer 2016)	Equipment	$7,000.00	$3,000.00
9	Plan and hold 3 day Connections Student Culture Building Day	Committee of Teachers and Staff	Plan 3rd year/phase of program Purchase supplies and materials Train staff	Certificated Extra Duty Materials	$3000.00 $1,500.00	
10	Add Naviance and Career Awareness for all students	.20 Counselor	Ensure all students have access to Naviance program to increase career awareness	Certificated	No cost, part of .20 counselor job	

11	Add Maker elective class	Principal	Add class to master schedule Provide Professional Development for teacher @ 2 release days for curriculum development, observations at other programs	Certificated	$300.00	
12	After School Bus	Principal	Provide bus for after school tutoring/homework club	Transportation	$9,400.00 paid by District (Funding source unknown)	
13	Purchase Technology, licensing, equipment	Principal Tech Tosa	Purchase of hardware/software and or license for additional technology		$6843.55	$9,140.72
				Subtotal Goal 1	$122,140.00	$50,320.00.

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student wellness and family engagement through the full service community school model.

SCHOOL GOAL: Increase student and family engagement to build a stronger school community.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Second semester D and F list of current 7th graders. Attendance at PTO/ELAC meetings. Student engagement data represented by # of class referrals, class disruptions, grades and attendance. Family Engagement Facilitator Contacts Restorative Resource Specialist Data	Parent attendance has increased in both groups since we focused on this goal in 2015-16. Classroom disruptions and student referrals increased slightly in 2015-16. (less than 10%) Student suspensions increased in 2015-16. Student engagement as measured by academic success (D and F) needs improvement. Standardized test data shows growth in reading levels and in some areas of math, but this does not match what grade shows.	D and F lists SWIS and Eschool discipline data Attendance at parent meetings FEF contact data BEST positive referrals BRIDGE data Student and parent year end survey data

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STRATEGY: Provide integrated student and family support services while building a positive school climate and culture.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I Amount
1	Community Building "First 3 Days of School" program, with additional 3 days built into the school year where time is spent with Connections	Committee , Teachers and Admin	Spring and summer 2016, plan for the days, activities and lessons. Planning in fall for additional 3 days content/curriculum.	Certificated Staff	Out of 2015-16 budget, additional days: $600.00	

State Template for the *Single Plan for Student Achievement*   7

	groups.					
2	Parent information Nights	Admin and Counselors	Plan monthly (8) evening events, create agenda and session curriculum , purchase supplies and refreshments Childcare (Fall 2016) Translation for meetings	Certificated Staff Classified Staff	$500.00	$200.00 $120.00 $200.00
3	Support Safe School Ambassadors, BEST programs	Admin BESTPlusTeam SSA Site Leaders (Karussos and King)	Staff development and training for BEST plus, planning for schoolwide implementation BEST rewards Training of students and staff for SSA, supplies and refreshments	District Transformation Grant		
4	Field Trips for targeted students, college visit, cultural/historical appreciation	Teachers of Support Classes, counselors	Plan and implement field trips to college campus as well as a day in San Francisco for cultural and historical education for students in support classes.	Field Trips	$5,000.00	
5	SAY, Restorative Resources, Family Engagement Facilitator	SAY, RR, FEF	Provide continued support for students and families and encourage family and student engagement	Staff/District Transformation Grant		
6	Market and track computer for family/parent use in the counseling office	Principal, Counseling secretary	Allow parents to access the HAC and school website if they have no access at home			
7	Monitor School Website 100% Staff websites built Homework link monitored and maintained on website	Principal, TOSA, Webmaster	Communicate through school website to keep community informed of all events and information, teachers update teacher sites that are linked to website Stipend for Webmaster	Certificated Staff stipend	$1,000.00	

8	Create "Adopt a Spartan" Program, staff adopts a student to build strong relationship with at risk students	All Staff	Identify at risk students and partner with a staff member to build a strong connection to school	Staff		
9	Reinstate "Most Wanted List"	Admin and Counselors	Identify the most at risk students and disseminate this information to all staff so that they can connect daily/frequently and these students will have multiple contacts each day	Staff		
10	Parent Involvement Title 1 Compliance		.			$1000.00
				Subtotal Goal 2	$7,100.00	$1520.00
				Total Goal 1 and 2	$129.240	$51,840.00

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

School: **Elsie Allen High School**

School Year: 2016/17

Enrollment: 1025

Date: 9/21/2016

Check one: ___✗___ Original submission

___✗___ Title revision   10|12|16

CDS Number: 49-70920-4930160

Funding Source	Preliminary Budget
LCFF Supplemental	$284,040
LCFF Concentration	-
TITLE I - Schoolwide	$345,628

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Omav Varela
_____
Typed Name of ELAC Chairperson's

_____
Signature of ELAC Chairperson

       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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Mary Gail Stablein
_____
Typed Name of Principal

_____
Signature of Principal

10/12/2016
_____
Date

Mary Gail Stablein
_____
Typed Name of SSC Chairperson

_____
Signature of Chairperson

10/12/2016
_____
Date

About Our School

School Description and Mission Statement
Elsie Allen High School is a Western Association of Schools and Colleges, WASC, accredited high school, that received the highest ranking (6 year) in 2012. Elsie Allen High School's stunning, modern campus opened in 1994 as "A 21st Century School of Excellence."

Namesake
The school's namesake, Elsie Allen (1899-1990), was a native of Santa Rosa and a fourth generation Pomo Indian recognized by the Smithsonian Art Institute for her masterful basket weaving. As a Pomo tribal scholar, she was awarded an honorary doctorate of divinity and her efforts as an educator and artist helped to preserve the Pomo culture and language. Mrs. Allen's family has generously gifted Elsie Allen High School with some of her basketry, which is proudly displayed on the campus in our school library.

Facilities
Elsie Allen High School opened its doors to freshmen and sophomores in September of 1994 with a focus on technology and the arts. Located on 40 acres, the campus was designed to mimic a town square with a central quad surrounded by the administrative offices, modern library containing a multimedia center, 365 seat visual and performing arts theater with dance, choral, band and practice rooms, and a physical education building with two gymnasiums, male and female locker rooms, and weight room. There are 94 classrooms, some of which were specifically designed to facilitate instruction in science and visual, industrial and performing arts. On campus, there are 215 student computers, a ratio of approximately one computer for every five students. There are four computer labs, with a total of 125 computers. In addition, there are two portable laptop computer labs, each with 10 laptop computers, and three portable Chromebook lab with 20 Chromebooks. There is wireless internet access in all classrooms. Interactive SMART boards (4), document readers and projectors, and Phonic Ear audio capabilities throughout the campus ensure higher levels of student engagement. Each teacher was issued a new laptop at the end of the 2014-2015 school year. A new College and Career Hub opened in 2015, which houses new Chromebooks available for student use. The outdoor facilities include a covered and heated outdoor dining area, a ceramics patio with kiln, eight tennis courts, six basketball courts, two baseball diamonds, two softball diamonds, three practice fields for football and soccer (one of which is lighted to allow for evening games). Athletic facilities include two fitness centers, an artificial turf field and all-weather 400 meter track. In 2011-2012, a 2.7 million dollar CDE grant allowed for a complete renovation/remodel of the Agriculture Building. The new construction includes ten welding stations, shop equipment, a computer lab, and student-centered simulation spaces. In an effort to off-set some of its energy costs, the roof-tops of several buildings on campus are adorned with two-thousand solar panels, generating about 40% of the energy needs for the school.

Situated on the Elsie Allen High School campus is the recently expanded and remodeled Elsie Allen Health Center, the only school-based health center north of San Francisco. Owned and operated by the Southwest Community Clinic, the Elsie Allen Health Center offers low or no-cost medical care to all local students with a full time doctor on staff Monday through Friday. Students can seek treatment for illnesses and injuries, follow-up consultations for medical conditions, immunizations, physical exams, mental health services, pregnancy and STD testing, and contraceptive counseling and prescriptions. The Elsie Allen Health Center staff offer life skills/health curriculum ideas and resources to physical education, science, and Life Skills classes. The Health Center recently added a parent education space as well.

Sharing space on the Elsie Allen campus, Midrose High School is an alternative high school committed to providing students with a setting and educational tools that will support them in achieving their goal of graduation. By offering smaller class sizes, greater ease in accessing their counselor, a flexible learning program which is student centered and a close knit school community, Midrose can support students struggling with credit deficiency. In

addition, Midrose aims to foster a learning environment in which students develop a tolerance and understanding of a variety of viewpoints and cultural contexts, a positive work ethic, effective communication and interpersonal skills, and an ability to approach their work by both traditional and non-traditional means.

Opening its doors in May, 2015, the new College and Career Hub at Elsie Allen High School is open to all students. The space can be partitioned off into three areas, so each section is arranged to serve a different purpose. One area is designed as a conference room, one area is a lounge/media center, and the third space contains information about college, career exploration, and current job openings for high school students. The technology provided in the Hub includes one 55" TV and a cart of 20 Chrome books. The TVs can be used for virtual speakers, instructional videos, and presentations. The Chrome books are available to staff to use with students for career exploration, job readiness, college/scholarship applications, job applications, and related class projects. The Hub also operates as a space for guest speakers/demonstrations, information on mentor and job shadow openings, job readiness workshops, and college speakers.

Elsie Allen High School's vision statement was built through a process of consensus and collaboration led by the Vision committee. It states: "Elsie Allen High School is a family that supports and inspires learning and success." Elsie Allen's schoolwide beliefs are reflected in our mission statement: "The mission of Elsie Allen High School, a multicultural learning community built on dignity, integrity, and responsibility, is to provide students the skills to excel academically, professionally, and socially in the global community by:

- providing rigorous, standards-based curriculum and actively engaging all students;
- creating a school climate where each student can be successful;
- fostering lasting connections between the school and community;
- having committed, professional staff who guide students to make positive choices;
- providing resources that develop diverse talents and interests."

Elsie Allen High School is committed to providing students with a high quality education. The staff meets the individual needs and learning styles of all students through careful placement, counseling guidance and the identification of individual needs. Curricula, instructional strategies, and materials are supplied that respond to student needs. The high school's curriculum is designed to meet, and often exceed, the California State Standards, Santa Rosa City Schools graduation requirements, and the University of California/California State University a-g requirements. The Expected Schoolwide Learning Results are a driving force in developing curriculum and designing instruction. The revised ESLRs read: "Elsie Allen High School prepares students to meet district and state graduation requirements. In addition, Lobos are: Productive Thinkers, Responsible Learners, Involved Citizens, Dynamic Participants, and Effective Communicators."

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School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous, and relevant teaching and learning program to graduate students who are ready for college and career.

SCHOOL GOAL: Increase successful course completion (C or better) by 20%, with an emphasis on students completing A-G requirements.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
D and F list last 2 years	No significant change between the 2014-15 and 2015-16 school years	IPR, Quarter and Semester grade reports

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Coordinate student intervention services.	Intervention Team, Intervention Coordinators, Counselors, Test/Data/PD Coordinator, Technology TOSA, Vice Principal	100% of all grades entered into IPR - Teachers Every 6 weeks Grade reports generated and analyzed Collect Compact for Success data, probation criteria, collaboration with LCMS and SSU Facilitate IEP's, SST's and 504's Curriculum Technology Assistance Tutorial Support WASC Coordination		5,000.00	N/A	30,000.00
			.20 Testing Coordination		19,261.40		

Increase Professional Development offerings – best classroom engagement/collaboration practices. AVID Summer Institute	Team Leaders Certificated/Classified Vice Principal Administration	Coordination of Services • School-wide PLC training • SIOP, AVID strategies, SBG, Step Up to Writing, Common Core training, SBAC, DOK • New Teacher and peer to peer training. • Alignment/management of district/site professional development goals Extended day pay hours to assist teachers in Standards Based Grading rubric development/assessment Equipment/Materials/Supplies/Technology/ Student Planners AVID Summer Institute Chrome Carts	.	116,070.00		75,000.00
	Vice Principal	Maintain 6 AVID Sections				117,352.70
	Vice Principal	2 Intensive ELD Labs 2 math labs	.	42,429.40		39,919.80

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LEA GOAL 2: Increase student wellness and family engagement through the full service community school model.

SCHOOL GOAL: Increase student participation in health and wellness programs on campus by 10%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Classroom referral data SAY data. Restorative Practice & Attendance data.	Students need wellness support to meet academic and social expectations.	Classroom referral data. SAY data. Restorative Practice & Attendance data.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Coordinate student intervention services to provide wrap-around support	Tier II and III TOSA Intervention Coordinator	Measured/tallied on-campus support services			N/A	.
			Coordinate outside agency data collection – Migrant Ed, MEAP Advisor, 10,000 Degrees, CAPE, SAY, College & Career Hub, Restorative Practices				4,000.00
2	SAY Services LINK Crew Services Increase student attendance, Afterschool Tutorial, WASC Coordination	SAY staff Link Crew Coordinator Family Engagement Facilitators, WASC Coordinator, SSA, Testing Proctors	Mental health wellness services (2 days a week)				
			Training/Certificated Overtime		30,214.00		29,759.50
			Classified Overtime • Student Support, provide family outreach - ELAC Meetings, build family leadership network, library services, postage, paper, toner, food, incentives, child care 500.0		23,009.00		49,596.00
3	Increase campus supervision to keep students in school	Administration	8 hour Campus Supervisor		34,295.00		
4	Restorative Practices	Vice Principal	.20 Community Collaborative Engagement class		13,761.40		

FORM A: Services, Programs, Recommendations and Assurances

School: **Maria Carrillo High School**   Date: 12/16/2016

School Year: 2016/17   Check one: _____ Original submission
                                                                       __x__ Title revision

Enrollment: 1603   CDS Number: 49-70920-4930244-

Funding Source	Preliminary Budget
LCFF Supplemental	$106,560
LCFF Concentration	$16,_____
TITLE I - Targeted Assistance	$69,070

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

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The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Beatriz Rodriguez / Ikuyo Suzuki
_____
Typed Name of ELAC Chairperson's

_____
Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Vicki Zands
_____
Typed Name of Principal

_____
Signature of Principal   Date 12/16/16

Corey Lott
_____
Typed Name of SSC Chairperson

_____
Signature of Chairperson   Date 12/16/16

About Our School

School Description and Mission Statement

Maria Carrillo High School, home of the Pumas, has been serving the community of Santa Rosa since its opening in 1996. From the first year on, it has been widely acknowledged and recognized as a rigorous, academic secondary school as well as a high-performing one.

The collective focus of the school is to provide learning experiences in varied environments within a positive school climate for students and staff alike. Teachers actively engage students in their learning, offering opportunities for solving complex problems, showcasing creativity and employing higher order thinking skills. Through disciplined, substantive inquiry students are expected to demonstrate and exhibit generative knowledge they acquire; ongoing assessment of this learning is embedded throughout their study.

One hundred percent of MCHS core subject area teachers are highly qualified in their respective credentials by NCLB standards. Teachers in the core subject areas align curricula to respective standards and then implement them in the classroom through a wide variety of instructional strategies and resources to ensure all students at MCHS are successful.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

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LEA GOAL 1: To support high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

SCHOOL GOAL: Provide support systems for struggling students including, but not limited to, English Language Learners, Students with Disabilities, Foster youth, and students of low socio-economic status.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
CELDT data, Reclassification rates, Number of Special Education students graduating with a certificate or not at all, Number of students in the target populations either behind in credits or in "survey" classes, D/F grades	**EL Reclassification rates:** 13-14: 16 students (42.1%) 14-15: 1 student (3.7%) 15-16: 4 students (8.7%) **Drop Out Rates:** EL: 13-14 19% EL: 14-15: 12.5% Sped: 13-14 10% Sped: 14-15: 8.8% Low SES: 13-14 8.8% Low SES: 14-15: 13.6% All Students: 13-14 5.5% All Students: 14-15 6.6%	Redesignation percentage Student grades/progress towards graduation

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I (ELL)
1	Build 2 ELD support classes into the master schedule, one for new comers, the other for Long Term English Language Learners (with parent approval)	VP/Principal/ English Department Chair	Schedule students into LTEL support class (CELDT 3-4)/Spring 2016	0.2 FTE			$19,000
			Schedule students in Intensive ELD (CELDT 1-4)	0.2 FTE			$14,257
2	Build 3 support classes for struggling 9th (1) and 10th (2) grade ELA classes	VP/Principal/ English Department Chair	Select students and schedule into 9th grade ELA support class/Spring 2016	0.2 FTE	$16,015		
			Select students and schedule into 10th grade ELA support class/Spring 2016	0.4 FTE	$32,029		

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
3	Cluster ELL students in science and history Cluster Sped students in science and history	VP/Principal/ Science and Social Science Dept chairs/counselors	Identify classes where students will be placed/Spring 2016				
			Identify and hand schedule students to be clustered/Spring 2016				
			Train teachers to work with special populations/Summer 2016		$5,803.50		$2,321
			Purchase equipment, hardware and software licenses to support the instructional program		$9,000		$13,000
4	Increase tutoring opportunities for all, with focus on 9th graders	VP/Principal/Puma Peer (Link Crew) Advisors	Select and train Puma Peers (1 day in Spring and 3 days in summer 2016)		$5,803.50		
			Provide continuous training and resources to support freshmen students in academics $1,900		$12,098.20		
			Extend Library Hours to support students				$500

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
5	Provide access to school supplies such as calculators	VP/Principal/	Purchase 50 TI 30 and 20 TI 85 calculators to be checked out of the library/Summer 2016		$3000		$5,000

					$2,000		$1,777
and consumables such as notebook, binders, writing utensils, etc.		Purchase school supplies from Office Depot/Continuous thru 2016-17 school year					
6	Provide field trips and other educational experiences to students	VP/Principal/ teachers	Entry fees			$3,500		
			Bus transportation (depending on percentage of students in target groups attending field trip)			$2,000		

STRATEGY: The School will leverage professional development resources to improve staff skills and competencies, provide a more formal professional development environment, including staff training in cultural competencies.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
5	Utilize MyLearning Plan	Teachers	Track teacher professional development/continuous thru 2016-17 school year		$0		
6	A)Continue to train staff on Cultural Competencies thru Museum of Tolerance, Unconscious Bias	VP/Principal/ teachers	Track participation and encourage all teachers to participate.				
	B) Provide professional development opportunities specifically in the areas of teaching EL, Sped, and poverty stricken students		Research and encourage teacher participation in professional development activities within and outside Sonoma County		$6,862		$10,601
7	Institute cross departmental professional learning communities to address best practices in: -Educating those with disabilities beyond Special Education Services -ELL -Low SES	AP/VP/Principal/ teachers	Identify PLC members/August 2016 Identify books/articles to support PLCs/July to September 2016 Schedule PLC meeting times/continuous thru 2016-17 school year		$1,600		

	-Struggling/Survey student learning support						
8	Improve College and Career readiness through onsite services and expanded access to college awareness resources, programs and services	VP/Principal/College And Career Counselor	Sign all students up with a Naviance Account/August – September 2016 College Recruiter presentations/continuous 2016-17 school year.				

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 - Increase student and family engagement through the full service community school model

SCHOOL GOAL: Facilitate improved family to school engagement among targeted groups (ELL, FY, low SES, Struggling students)

What data did you use to form this goal? Sign in sheets from ELAC and parent meetings, records of SST and SART contacts	What were the findings from the analysis of this data? Low attendance and ELAC meetings, SST meeting, SART/SARB meetings, and parent education nights	What metrics and/or tools will the school use to evaluate the progress of this goal? Attendance at ELAC and parent meetings Log of parent contacts

STRATEGY: Improve parent involvement on campus

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Improve attendance at meetings	AP/Family Engagement	Make first contacts with parents of target students/August – September 2016				

#			Facilitator	Reminder calls to parents 1 to 2 days prior to scheduled meetings/continuous 2016-17 school year				
				Provide snacks, translation services and childcare for all meetings			$1000		$2614
2		Provide access to educational opportunities for Title 1 families	VP/Family Engagement Facilitator	Encourage parents to research opportunities for education and facilitate registration and transportation to those education events.					$2091

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance reports; referrals to SAY and CAPE, Suspension data for substance abuse and defiance	A large number of students missing school due to anxiety, repeat suspensions for substance abuse, backlog of referrals to outside agencies	Absences due to mental illness, number of repeat substance abuse suspensions, attendance logs for SAY and CAPE

STRATEGY: Add and improve access for students to mental health resources

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Reduce the amount of stress inducing activities at school and ways to destress	Counselors/ Principal/VP	Check in with students that have a history of anxiety/August – September 2016 and as needed				
			Provide a list of students to SAY and CAPE when the first begin in August				
			Provide a quiet place for students to destress, possibly in a corner of the library				
2	Provide drug, alcohol and	AP/VP/	Participate in district approved program on				

	mental health awareness and prevention programs	Principal/ Counselors/ Nurse/SRPD	recognizing signs of mental health disorders				
			DAAC type program for students with substance abuse issues in lieu of suspension				

TOTAL EXPENDITURES $106,560 $69,070

FORM A: Services, Programs, Recommendations and Assurances

School: **Montgomery High School**

School Year: **2016/17**

Enrollment: 1624

Date: 9/21/2016

Check one: ___x___ Original submission
_____ Title revision

CDS Number: 49-70920-4934154-

Funding Source	Preliminary Budget
LCFF Supplemental	$214,560
LCFF Concentration	
TITLE 1 - Targeted Assistance	$110,958

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Martha Saldivar Cuevas
Typed Name of ELAC Chairperson's

Martha Saldivar Cuevas
Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Randy Burbank
Typed Name of Principal

Catherine O. Paine
Typed Name of SSC Chairperson

Signature of Principal — 11/4/16
Date

Signature of Chairperson — 11/4/16
Date

About Our School

School Description and Mission Statement

Montgomery High School is an International Baccalaureate High School, one of 2,300 worldwide to offer this most rigorous high school education. The aim of all IB schools is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. We continue our strong tradition of academics, athletics and student involvement in community. We emphasize relationships, rigor, relevance and responsibility in our daily work. We are known as the Viking Family: all students can find a home here and all are challenged to their highest potential.

Vision: *Montgomery High School prepares all students for success by providing a safe learning environment that challenges students to become inquiring, knowledgeable, expressive and caring life-long learners. As such, our students become respectful, creative, self-aware and thinking individuals who contribute to our community and the world with intercultural awareness, respect and the recognition that all people have dignity.*

Mission: *Each Montgomery graduate will be fully prepared to take the next steps into college and career.*

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SCHOOL GOAL: Montgomery's academic program will include the Common Core Standards and the "4 Cs" (critical thinking, collaboration, creativity and communication) in an articulated program for all students.   *IB Profile Learner.*

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
• IB instructional program • A-G completion rates • Common Core instruction	• # of DP candidates by subgroups • Grade data • Teacher analysis of student work	• Course enrollment data by subgroups • On-going grade data • On-going teacher collaborative work

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STRATEGY: MHS will provide academic and real-world support for ELs

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I
1	ELD Support Lab: provided to students with CELDT 1-2 levels, and newcomers.	Principal, Vice Principal	One class section for lab is in the Master Schedule for 2016-17. Amy Stevens is the teacher.	*Certificated salary & benefits* ELD Lab	19,000	
2	EL materials and supplies: this includes LTELs and monitored RFEPs.	Principal, counselors, Teachers of ELs, teachers of RFEPs	As needed throughout the year: School supplies, instructional materials, motivational and real-world links, manipulatives, realia...	Materials/Supplies (consumables)	2,000	2,000
3	EL materials and supplies, non-consumable	Counselors, Admin	For student support throughout the year: Groupwork support, posters, motivational materials...calculators, manipulatives, realia.	Materials/Supplies (Non-consumables)	2,000	1,000
4	Instructional assistant, classified: Job description is Instructional Asst I	Principal	(bilingual) Instructional Assistant to work in ELD classes and other sheltered classes or classes with cohorts of ELs. To be hired for start of school August 2016.	Classified Salary & benefits	21,000	

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description		
5	Field trips (for ELs): Students to educational and real-world places (SRJC, museums...), enrichment, and cultural experiences.	ELD teacher	1 trip per quarter. Covers bus ($700 approx) and release day ($150). 4 possible trips. Includes incidentals (lunch, bowling fees......) Approx $850 per trip	Field trip transportation, teacher release time, other services.		3,400
6	Clerical additional hours for LTEL/EL supplemental student support: Data and record-keeping, parent contact, program assistance, counseling support for supplemental students, outreach to families, community partnership contact	Principal	Pay for extra 3 hours/day for Sr High Tech II in Main Office. Duties include counselor support for parent-student communication for supplemental students. (Domenici: 3 hrs/day x 180 days. Per Cindy Brennan, added to contract. This will be Year 2.	Classified Salary & benefits	21,000	

STRATEGY: MHS will provide Tier 2 supports for struggling 9th and 10th graders, in supplemental cohort

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#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I
7	Early College Foundation classes (2), Course will support students in organization, high school study skills, work completion, intervention for failure, helping to speak with other teachers, parent involvement for intervention and increased student success.	Principal, Vice Principal	Place two ECF classes in the master schedule to support 9th graders identified by 8th grade counselors as failing/struggling.	Certificated Salary and Benefits	19,000	19,000
8	STARS teacher planning: 5 teachers, 16 hours each X $50 (high risk 9th and 10th grade supplemental students enrolled in English and ECF or W Hist as a cohort	Principal STARS teachers	Teachers meet to plan curriculum, activities, common student support. This is for English 9 and ECF, and for English 10 and World History. (STARS = Students Academic Resilience & Success) Rossi, Gibbs, Baker, Coston & Kiel (ECF).	Teacher Extended Day	4,000	
9	Support counselor for STARS, .20 FTE 01-0500-0-1770-3110-1200-250-H130 (per H. Miller)	Principal Vice Principal	(add .20 FTE to the .80 FTE counselor). Reduce caseload; all counselors will work with own STARS students w/intensive support	Certificated Salary & Benefits	19,000	

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	Title I
10	Field trips for STARS 2 per yr @ $1500 each + 2 release days	STARS teachers	One per semester to colleges, other real-world outreach experiences. 100 students, 2 busses, 4 release days each trip.	Field trip transportation, teacher release time, other services.	4,000	
11	Materials, support for Supplemental students: consumables		For student well-being, support, instructional support, meetings, field days, motivational support, academic support	Materials/Supplies (Consumables)	4482	
12	Materials, support for Supplemental students: Includes tech hardware, library support, equipment		For well-being, support, instructional support, meetings, field days, motivational support, equipment, library support, tech support.	Materials/Supplies (Non-consumables	4000	1000

> **STRATEGY:** MHS will provide Tier 1 support for college readiness via AVID and IB and other means

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I
13	AVID Fees for 2017-18	AVID Coordinator, Tracy Maniscalco	Pay in Spring 2017	Other services	4,500	
14	AVID Coordinator stipend	Principal	Time card, do Employment Authorization for 2016-17. @ $50/hour driven cost, this is 50 hours,	Teacher Extended Day	2,500	
15	AVID field trips	AVID Coordinator	2 per year, 4 classes	Field trip transportation, teacher release time, other services	2,000	2,000
16	AVID Tutors	AVID Coordinator, Principal	4 tutors @ 4 hours/week/30 weeks @ $15 AVID students are supplemental students, the majority of them (low income, foster, some LTEL)	Classified Salary and benefits	10,732	
17	IB Training for current non-IB teachers to support supplemental student success in IB	IB Coordinator, Principal	IB training is relevant to Common Core and student engagement for C&CR. MHS is pulling more supplemental students into these courses for C&CR.	Teacher release Staff travel and conference	20,000	
18	Teacher PD for collaboration for supplemental students to access IB, A-G coursework, school success.	Principal, department chairs, IB Coordinators	Teacher planning, training for collaboration, other site visits, planning, peer observations, PBL work, other observations, parent meetings, outreach meetings, intervention meetings, C&CR support for students and families	Teacher extended day	10,000	

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description		
19	Teacher PD for collaboration for supplemental students to access IB, A-G coursework, school success.	Principal	Teacher planning, training, conference/workshop participation, other observations, program outreach	Teacher release time	7,000	10,000
20	Teacher PD for collaboration for supplemental students to access IB, A-G coursework, school success.	Principal	Various PD to support more students into IB and A-G coursework	Staff Travel & Conferences	22,571	7020
21	Books: other than textbooks for A-G, IB, college readiness support	Admin and dept chairs		Books other than textbooks	10,000	

LEA GOAL 2: Increase student wellness and family engagement through the full service community school model.

SCHOOL GOAL: Reduce truancy and decrease failure rate by 3%

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance, truancy and grade data. Expulsion/suspension data. Parent survey feedback: desire for increased outreach/communication from school.	# of truancy 1, 2, 3 letters MHS has reduced expulsions and suspensions. There is a need for increased teacher communication to parents when students are not doing well in classes (WASC 2016 mid-cycle report). Universal use of HAC has not been achieved.	Truancy letters and attendance rate. Expulsion and suspension data. Parent survey and feedback.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I Amount
22	Lunch meetings to engage struggling students (those identified as being gang-attracted)	Vice Principal and Asst Principals	Weekly lunches at *Worth Our Weight* with outside visitors, to promote better choices in life. Open to admin and counselor identified students.	Mat-supp (consumable)	3,400	
23	Tutoring Time: before and after school (4	Principal	"Homework Club" 3 or 4 days/week, 1 hour/day, or before school, and/or math	Teacher extended day		13,600

	days/wk, PM 2 certificated)		tutoring.			
24	Linked Learning lead teacher support (55 hours)	Principal	Works with Linked Learning program: supports supplemental students enrolled, Field trips, industry links…	Teacher extended day	2,500	
25	MEAP Coordinator		Migrant Ed on campus	Other services, consultants Agreement signed with S&F, Donna Friedrich for 2016-17		3,000
26	ELAC translations		Written and in person and for meetings (Rebecca Sullivan, Anna Torres, classified, 30 hours)	Classified extra duty	300	700
27	Tier 1 & 2 support: field trips		Other field trips for student Tier 1 and 2 support	Field trip	1200	600

FORM A: Services, Programs, Recommendations and Assurances

School: **Piner High School**

School Year: **2016/17**

Enrollment: 1161

Date: 9/21/2016

Check one: __x__ Original submission
____ Title revision

CDS Number: 49-70920-4935292

Funding Source	Preliminary Budget
LCFF Supplemental	$253,800
LCFF Concentration	
TITLE I - Targeted Assistance	$305,353

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Edith C. Quintero
Typed Name of ELAC Chairperson's

[signature]
Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Tim Zalunardo
Typed Name of Principal

[signature]
Signature of Principal

10/31/16
Date

April Baxman
Typed Name of SSC Chairperson

[signature]
Signature of Chairperson

10/31/16
Date

About Our School

School Description and Mission Statement

Piner High School (PHS) has enjoyed excellence since opening in 1966. PHS is a rapidly evolving school that provides outstanding university preparation and career-technical education opportunities to a richly diverse student population. The balance of university and career-technical preparation is reflected in a partnership program with Santa Rosa Junior College—the Early College Magnet Program. Students complete college preparatory coursework in core academic and career interest areas, as well as college skills preparation courses. In their junior and senior years students take courses at SRJC that lead to career certification, an Associate's Degree or transfer to a four year university.

Program Highlights:

Career emphasis centers on courses offered in Arts and Communications, Health Science, and Biotechnology Pathway, Business Technology, Culinary Arts, and Geospatial Technologies.

A-G courses allow students to meet minimum entrance requirements for the University of California and California State University system.

Freshmen Transitions Program provides the underpinnings for a successful high school experience that includes a specialized ninth grade class called Computers for College and Careers. The goal of the program is a four-year plan that leads to graduation and success in higher level education and/or the work world.

Advanced Placement courses are offered in English, math, science, social science, art and world language.

A two-story administration and instructional building featuring 23 state-of-the-art classrooms welcomes students and their families to the campus.

A new Science and Technology Center supports Science, Technology, Engineering, and Math (STEM) learning in a state-of-the-art facility that includes an observatory and a planetarium.

Vision/Mission Statement:

Piner High School will be a dynamic educational community filled with compassionate individuals prepared to engage the 21st century. We will promote inquiry, collaboration, creativity, perseverance, and rigor in order to foster civic involvement and personal success.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SCHOOL GOAL: Implement common rubrics across campus and common writing tasks among all subject areas, such as viable argument, with an additional focus on creating additional supports for English Learners. Additionally, continue to design STEM curriculum that is Common Core based and promotes opportunities for students to be assessed against the common school-wide rubrics and through viable argument paragraph writing.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
1. SBAC assessment data. 2. Local teacher performance task assessments. 3. Local teacher viable argument writing performance task assessments. 4. Assessment data of English Learner proficiency in teacher classrooms, on SBAC tests, and on Let's Go Learn. 5. Reclassification of EL students as fully English proficient – the number of students is currently too low. 6. WASC feedback regarding our academic goals for students.	1. SBAC data indicates a need for focused delivery of writing instruction to enhance success on the ELA and Math assessments, as well as student performance assessments in relation to Depth of Knowledge (DOK) complexity in all disciplines. Students operate at the beginning DOK levels in many areas. 2. Teacher data and feedback highlight that students need to improve in their ability to operate at higher levels in their approaches to learning. 3. Teacher data and feedback show that students struggle with developing evidence and analysis to support claims in writing. 4. EL students are often in need of more structured supports to help them articulate themselves in speaking in writing with knowledge learned in the classroom. Often, EL students struggle to engage in expressing learning due to simple barriers, such as sentence starters, transitions, etc. 5. Not enough of the students at PHS who start the year in CELDT level 3 get reclassified by year's end as fully English proficient. With daily classroom interaction and academic exercises, these students should be much more successful. 6. The WASC feedback highlighted we are doing important and effective academic work in regards to helping students grow and learn.	1. Common rubrics will be used to assess student competency and proficiency in connection to classroom curriculum connected to the Common Core. The school-wide rubric data will generate information about how students approach learning and making meaning out of content. 2. The viable argument writing rubric based off of the Rigor and Inquiry school-wide rubrics will allow for quarterly assessment of student writing. 3. The creation, collection, and collating of EL student supports (such as writing templates, sentences starter examples, and a writing handbook for PHS) will provide tangible teacher materials for supporting EL students. 4. Creation of STEM unit design templates and unit examples that include Common Core, school-wide rubric assessments, and viable argument writing task assessments.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Refine school-wide rubrics, including norming sessions, unit design that includes writing, and use of formative assessments	Administration, Principal's Advisory Committee, and Faculty	Provide opportunities for professional development sessions that advance staff competency and expertise, including faculty meetings, department meetings, common planning time, pay for work beyond the contract day, and release time	-Teacher release time			$5,000
2	Develop common curriculum that scaffolds steps needed for analytical writing, including but not limited to Project Based Learning, CTE integrated projects, STEM, etc.	Administration, Principal's Advisory Committee, and Faculty	Provide collaboration time for faculty, including faculty meetings, department meetings, common planning time, pay for work beyond the contract day, and release time	-Teacher release time			$5,000
3	Support common assessments, use of school-wide rubrics, and writing assignments through STEM-focused lessons	STEM Coordinator	Work with staff during release section that is specifically funded for STEM Coordinator; Coordinate STEM professional development geared toward implementation of common rubrics and common writing tasks	-Certificated salary and benefits	$14,852 for .2 FTE		
4	Support common assessments, use of school-wide rubrics and writing assignments through use of technology to help with innovative curriculum integration	Tech Coordinator	Work with staff during release section that is specifically funded for the Tech Coordinator. Coordinate professional development geared towards implementation of technology infused curriculum that also incorporates common rubrics, STEM, and writing tasks.	-Certificated salary and benefits	$20,602 for .2 FTE		
5	Create additional opportunities for students to exhibit skills related to analytical writing, such as in the completion of the STEM certificate	STEM Coordinator and other staff members	Provide opportunities for student involvement in the pursuit of a STEM certificate. Begin the process of developing student writing portfolios that span four years	-Teacher release time -Materials/Supplies	-$5,000 for STEM certificate -$5,000 for development of portfolio pilot		
6	Promote access to Advanced Placement courses for all students	PAC and Vice Principal	Provide AP training to AP teachers. Promote enhancement of writing curriculum within all AP classes. Provide supplemental supplies and technology	-Staff travel and conferences			$5,000

			as needed for these courses				
7	Provide teacher support for and/or certificated staff initiated professionally appropriate research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure requisite materials that promote common rubrics, STEAM integration, writing instruction to improve learning and/or school climate and culture	Principal and Site Council	Provide time for targeted development of collaborative interdisciplinary projects, performance tasks, and units that are connected to the Common Core; provide supporting materials and student experiences in connection to the projects, academic tasks, and/or units. Also, provide technology to enhance student learning. And finally, provide experiential learning opportunities for students that not only connect to standards and skills, but also help develop school climate and culture for the positive.	-Teacher Release Time -Teacher Extra Day Pay -Books -Consumable and Non Consumable Material/Supplies -Instructional Materials -Field Trips -Student engagement activities -Technology (hardware and software) -Professional Development	$53,499.5		$104,987
8	Provide extra supports for English learners.	Principal and Site Council	Purchase Rosetta Stone licenses to aid in language acquisition at the lowest CELDT levels for English learners	-Online Computing Services/Software Licenses			$110 per license – 15 licenses x $110 $1650
9	Develop a writing tool kit with an emphasis on writing supports for English learners	Principal, Department Chairs and departments (especially ELA and Social Science)	Gather, develop, and publish a writing toolkit that all disciplines can use to help students develop effective writing to express knowledge and critical thinking with an added emphasis on making sure that supports exist for English learners.	-Teacher release time	$5,000		
10	Provide extra support for migrant education students who are also part of our English learner population	Principal and MEAP Advisor	Provide advising and support for migrant students by advising them on the education system and giving additional counseling support for transitioning from high school to colleges and careers for a unique population of students.	-Other Services	$4,000		

Please duplicate this page as necessary for additional goals, strengths, or action steps.

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student and family wellness and engagement through the full service community school model.

SCHOOL GOAL: Decrease the number of students with multiple Ds and Fs, across all grade levels but with particular emphasis on ninth and tenth grades. Place an emphasis on extending and refining current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling.

What data did you use to form this goal?	What data did you use to form this goal?	What were the findings from the analysis of this data?
1. Analysis of grade data from 2014-2015 and from fall semester 2015. 2. Analysis of current student supports at Piner High School. 3. WASC feedback regarding the need for more robust and effective interventions for student support.	1. The percentage of students with two of more Ds and Fs at the freshmen and sophomore levels are between 40% and 45%. 2. Piner High School offers many varied supports for students, but despite this, not as many are as effective as they should be and student involvement in these is not as robust as we would like. 3. The WASC team's feedback identified that Piner High School has made important and positive movement in getting rid of non A-G courses so that all students are having a rigorous learning experience. But, the WASC visiting team admits that this puts pressure on the classroom and teachers to better help students who struggle.	1. Our TOSA will continue to monitor data from grades on a quarterly basis. Attendance rates and graduation rates will also be examined. 2. Student participation with different supports. 3. The quality and quantity of supports that are put in place and/or strengthened. 4. The reduction or changing of supports that do not impact students. 5. Classroom data around student performance with the school-wide rubrics, argumentative writing, and STEM integration curriculum.

STRATEGY: : Decrease the number of students with multiple Ds and Fs, across all grade levels but with particular emphasis on ninth and tenth grades. Place an emphasis on extending and refining current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount

1	Create a baseline of data for all grade levels and subgroups in the fall 2016 using spring semester grades.	Teacher on Special Assignment (TOSA)	Share information with Student Intervention Committee (SIC) and determine subsequent support services; Hold initial meetings one on one with students and offer support services as needed	Salary for TOSA is funded at the District Level.			
2	Provide support sections in math and English in the master schedule.	Vice Principal and teachers of record	Enroll students, as needed, in support section in math and/or ELA (scheduling is completed by the counselors)	-Certificated salary and benefits			$35,646 for .2 FTE for each
3	Provide support sections in Math, Social Science, and Science in the master schedule (primarily to reduce class sizes for intensive support of struggling students and English learners).	Vice Principal and teachers of record	Enroll students, as needed, in support section in Math, Social Science and Science (scheduling is completed by the counselors)	-Certificated salary and benefits	$33,506 for .2 FTE for each		
4	Refine and Improve Link Crew in Fall 2016	Teacher on Special Assignment (TOSA) and counselor, under the direction of the Assistant Principals (Site Supplemental Services Program Administrators)	Provide extended day pay for TOSA and Counselor to develop plans for Link Crew and to work with a team of sophomores, juniors, and seniors in providing services to freshmen; provide supplies for program, including food for meetings with students and parents, as applicable	-Teacher release time	$10,000		
5	Continue to develop the Freshmen Transitions Program	Ninth grade teachers, including teachers of Computers for College and Careers, under direction of the Principal	Provide extended day pay and release time, as needed, for ninth grade teachers to develop engaging curriculum that supports student access to college and careers, including a Career Day sponsored by the Volunteer Center of Sonoma County and multiple assemblies sponsored by organizations, such as Kaiser, SAY, and CAPE	-Teacher release time			$5,000
6	Provide academic support during school and after school	Classroom teachers (after school), under	Make recommendations of students who are in danger of failing to the Academic Support Group, which meets during school hours;	-Teacher extended day			$7,000 for extended

State Template for the *Single Plan for Student Achievement*

		the direction of the Vice Principal and the TOSA	Provide extended day pay for Cyber High and for after-school tutoring, as needed.				day pay and needed
7	Provide emotional, social, and mental support counseling through SAY.	SAY Counselor, TOSA, and Vice Principal	Provide more counseling for students who are referred and/or request it, including expanding services to ongoing support groups for students. Also, this will allow for more frequent staff support when necessary.	-Other services			$16,583 for 1 day (with 2 additional days paid for by SRCS at a cost of $30,869).
8	Provide teacher support for and/or certificated staff initiated professionally appropriate research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure requisite materials that promote common rubrics, STEAM integration, writing instruction to improve learning and/or school climate and culture	Principal and Site Council	Provide time for targeted development of collaborative interdisciplinary projects, performance tasks, and units that are connected to the Common Core; provide supporting materials and student experiences in connection to the projects, academic tasks, and/or units. Also, provide technology to enhance student learning. And finally, provide experiential learning opportunities for students that not only connect to standards and skills, but also help develop school climate and culture for the positive.	-Teacher Release Time -Teacher Extra Day Pay -Books -Consumable and Non Consumable Material/Supplies -Instructional Materials -Field Trips -Student engagement activities -Technology (hardware and software) -Professional Development	$53,499.5		$104,987
9	Provide support for a positive attendance program	Assistant Principals (Site Supplemental Services Program Administrators)	Create a committee focused on positive attendance and tardy reductions that includes representation from classified and certificated staff to devise and implement rewards for positive attendance among all grade levels	-Materials/supplies	$2,500		
10	Increase parental involvement in school activities and provide more support for families of EL, LI, & FY students	Assistant Principals (Site Supplemental Services Program Administrators)	Provide enhanced communication with families by giving access to college and career exploration programs through online programs, the PHS website, Parent Link, and college and financial aid nights; also update the PHS website and encourage teachers to	Materials/supplies/food for parent meetings/trainings (Title I)			$2,000

			communicate through Home Access Center (or a comparable program)				
11	Provide funds for teacher release time to investigate and study the results of support and intervention programs.	Principal, PAC, and staff.	Staff will study its own practices to refine them, consider supports at Piner now for improvement, and look into adding new and/or different supports for students that better meet their needs.	-Teacher release time			$12,500
12	Support smaller student to counselor ratios so socio-economically disadvantaged students, along with ELL, and Foster Youth receive more intensive interaction/help	Principal, Vice Principal and Counselors	Provide a counselor so student needs are completely met, especially increased academic counseling and support for the populations listed under actions/services.	-Certificated salary and benefits	$46,341 for .6 FTE		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Santa Rosa High School**   Date: 9/21/2016

School Year: 2016/17   Check one: x ___ Original submission
                                                                              ___ Title revision

Enrollment: 1988   CDS Number: 49-70920-4936803-

Funding Source	Preliminary Budget
LCFF Supplemental	$239,760
LCFF Concentration	
TITLE I - Targeted Assistance	$138,735

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:
1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

_Emma Zavala_____   _____
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

              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, in the local educational agency plan (LEAP & LCAP).

4.   The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
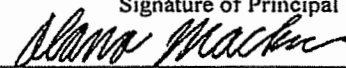5.   The SPSA was adopted by the SSC at a public meeting on:

_Brad Coscarelli_____   _____   _12-5-16_
Typed Name of Principal   Signature of Principal   Date

_Alana Macken_____   _____   _12-5-16_
Typed Name of SSC Chairperson   Signature of Chairperson   Date

About Our School

School Vision and Mission:

SRHS Vision

Santa Rosa High School has an uncompromising commitment to achieve powerful results for all students. Students are confident, inquisitive, principled, and respectful. All students are actively engaged, share in the responsibility for their own learning, and attain high standards. Personal and interpersonal growth, leadership, and service are valued and fostered. Each student graduates prepared for success.

SRHS Mission

The mission of Santa Rosa High School is to produce students who are educated, productive citizens of our society prepared to enter post-secondary education and employment opportunities. They will be critical thinkers and consumers aware of the social and political consequences of their choices.

School Profile and Description:

Santa Rosa High School is part of the Santa Rosa City Schools district, serving approximately 16,500 students. The elementary district serves 4,000 students in grades K-6 and a high school district serving 12,500 students in grades 7-12. There is a common administration with one Board of Education and district administration for 28 schools: eleven K- 6 elementary schools, five 7-8 comprehensive middle schools, one alternative middle school, three small necessary alternative programs, five comprehensive 9-12 high schools, including Santa Rosa High School, one alternative High School, and three charter schools.

Established in 1874, Santa Rosa High School is the 7th chartered High School in California and the oldest of the district's schools. We are a comprehensive high school serving students in grades 9 –12. The facilities feature graceful, gothic-revival buildings set on 44 acres, immediately adjacent to the Santa Rosa Junior College. Proud of its history, Santa Rosa High School maintains a strong tradition as the area's "school of choice." Over 50% of the student population comes from outside its attendance boundaries, in large part because Santa Rosa High School has a strong academic core curriculum, and is home to award-winning arts (including ArtQuest), Career Technical Education and Special Education programs. The attendance district covers low, middle and upper- middle class central Santa Rosa and Mark West district. 45% of our 2015 population are designated Low Income (LI). In our last full WASC report from 2006, the median home price in Sonoma County was $615,000 with the median home in the Santa Rosa High School attendance area at $600,000. Since 2006, the recession dramatically changed these prices. The median price in Sonoma County for 2011 is $368,000. The Santa Rosa High School attendance area median home price is $340,000. Now in 2015, the economy has strengthened and home prices are recovering to pre-recession prices.

The academic programs at Santa Rosa High School are designed to fit the needs of students of varying abilities and interests. In core areas, we offer many different class levels including regular, academic, honors, and Advanced Placement. Every Santa Rosa High School student receives a free planner/organizer at the beginning of the school year. Departments incorporate these planner/organizers as part of the daily curriculum, and free after-school tutoring is available to all students twice weekly. Counselor ratios are 510:1, with our counseling staff meeting with each student individually to design the program that best fits his/her needs. The staff is made up of 68.8 full-time teachers, 11.0 FTE Special Education teachers, 3.0 FTE ROP teachers, 5 administrators and 5 counselors. Classified staff includes 7 full time and 1 part time office/clerical, and 5 full time and 1 part time custodial staff.

Santa Rosa High School is home to several award-winning programs, and has received the California Distinguished School Award, the Exemplary Career Technical Education Distinguished School Award, and the Jack London Award. Students, required to select from one of many available career pathways, can choose additional concentrations. Santa Rosa High School's Career Technical Education provides numerous exceptional programs. Industrial technology offerings include welding/manufacturing, automotive technology, and cabinetry construction. In 2009, our welding program was named California's only "Outstanding Manufacturing Program" by the California Industrial Technical Education Association. Students who select business and computer technology may opt to enroll in Santa Rosa City Schools only CISCO Academy. In each of the last three years our students placed first in the Skills USA Competition. Yearly, students enrolled in our CISCO Academy win national honors and prestigious industry designations in IT router management. Students choosing a broader focus may select Business Management, Computer Applications and/or Web Page Design.

Santa Rosa High School was recently awarded the 2015 California Gold Ribbon award. Out of over 12,000 schools in our state, only 180 high schools have been honored with this award. State Superintendent Tom Torlakson states "These schools are academically successful, vibrant and innovative centers of learning and teaching, embracing rigorous academic standards, and creating a positive school climate".

The third oldest Future Farmers of America (FFA) program in the state, housed at Santa Rosa High School and on our school farm, includes Viticulture Practices and Environmental Horticulture, and Animal Anatomy and Physiology and Veterinary Sciences. Assisted by Kendall Jackson winery, Santa Rosa High School's Agriculture Boosters markets our own Chardonnay made from grapes grown on our 60-acre school farm. The Veterinary Tech program, linked to UC Davis, is housed in the community-funded, cutting-edge facility, which includes one of our two livestock barns. Our students win numerous awards at the Sonoma County Fair at which they showcase livestock and floriculture arrangements. During the 2014-2015 school year 18 students won California Farmer designations and three students won the prestigious National American Farmer Degree.

ArtQuest, our arts magnet program, allows students to choose from a variety of artistic disciplines including dance, photography, video, digital arts, theatre arts, visual fine arts, choir and orchestra. In 2007, our ArtQuest program received a Golden Bell award by the California State School Board Association. The prestigious award "recognizes exemplary performance in 19 major categories, which are essential to support teaching and learning."

The voter-approved school bond demonstrated community support in 2014; it will fund facility and technology improvements throughout the district over the next several years. When lack of funding threatened our woodshop program, local benefactors provided full funding (approximately $80,000). Our many parent/community organizations support specific programs at the school, including Friends of ArtQuest, Choir Boosters, Instrumental Boosters and Agriculture Boosters. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Student/Teacher/Parent organization (STP), and Boosters' groups. In the parent, student and staff surveys administered as part of the self-study process, the majority of student and parent responses supported the fact that the school was doing a good job educating students, and the majority of parents and students felt the school was a safe and orderly place to learn. Twenty-six years ago, our active alumni formed the Santa Rosa High School Foundation. Since its inception, the Foundation has donated over 2 million dollars to our school. This unique source of funding allows for the purchase of educational supplies that may otherwise be unavailable.

Santa Rosa High School sponsors over 35 clubs designed to promote student involvement. Students can choose from clubs including La Raza, Debate, Gay-Straight Alliance, Inter-Key and Christian Club. Santa Rosa High School is a safe campus for diversity; all views and lifestyles are welcome. Campus culture and community involvement are central to the success of Santa Rosa High School. Santa Rosa High School is legendary in the community for our enthusiastic (and loud) support of our athletes. Numerous spirit events are organized and led by our very active Student Government team. The large number of academic programs and clubs, coupled with a 136-year tradition of school spirit, encourages students to become involved and take ownership of their school. Every Friday in the fall

semester, students sing our fight song (written in 1925) in the main building before the start of each period. This promotes unity and pride in the school; students feel a sense of belonging. Students, staff, and our alumni possess a fierce loyalty to the school as evidenced by our motto, "Once a Panther, Always a Panther."

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities)*. As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SCHOOL GOAL: Graduate all students, 100% of each cohort starting in 9th grade, college and career ready with steady improvement of graduation rate.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Drop-out rates Graduation rates U.C. a-g data, PSAT data CTE end of year survey Student transcripts IEPs	We will use the data to inform our teaching, school protocols and procedures, curriculum, course rigor and homework policies, data from our new College and Career Center, along with Credit Recovery and tutorial programs.	Same metrics and data from the first column in this section.

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Implement new State Standards into all curricular areas	Administration, Dept. Chairs, all faculty and staff	The SRHS staff has been working on the Common Core State Standards, now called the State Standards implementation for four years. We are now State Standards based in all core areas. Professional Development will continue in all areas.	Staff travel and conferences	$ 10,000		
2	English and math support section created in the Master Schedule	Site administration and teachers	2016-17 school year	Certificated Salary and Benefits	$85,000 (already built in & paid for)		$59,509
3	Continuation of a new position at SRHS: EL Classroom Aide	Site administration and teachers	Implementation in the Fall of the 2016-17 school year	Classified overtime	$17,900		

State Template for the *Single Plan for Student Achievement*

4	ELD·PLC support	Site administration and ELD PLC members	Ongoing support of college fieldtrips, EL celebration events, supplies, materials and technology.	Materials/ supplies			$5,000
5	Update student and staff technology	Ongoing implementation of technology based instruction, software, hardware	Addition of student technology in all current labs on campus, and in teacher classrooms. Upgrade teachers' technology in their classrooms.	Online computing services	$10,000		$37,300
6	Teacher on Special Assignment (TOSA) position	Site Administration	Assist with data collections, curricular development and other assigned duties	Certificated Salary and Benefits	$20,000		
7	InnovateEd site plan will be updated	Site administration and teachers	Implementation of InnovateEd site plan and updating of InnovateEd site plan.		$0. District funded.		
8	Purchase supplemental materials and school supplies	Site administration	Earmarked funds to purchase any necessary materials that teachers and/or need	Materials/ supplies	$2,500		$22,200
9	Purchase non-consumable instructional materials for classes	Site administration	Earmarked funds to purchase any necessary materials that teachers and/or need, specifically for non-consumable materials.	Instructional materials	$7,300		$8,400
10	Continue to take college field trips and expand the number of trips taken	ELAC and site administration	Pay for buses in order for students to tour various colleges and universities in Northern California	Field trips	$30,000		
11	Continue to offer free after school tutoring for SRHS students	Site administration	Pay credentialed teachers to tutor students after school Monday through Thursday	Certificated Salary and Benefits	$6,500		
12	Support for counselors completing extra activities	Site administration	Have counselors complete College Info Nights, FAFSA	Materials/ supplies	$1,000		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In a 10 in, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Increase student wellness and family engagement through the full service community school model.

SCHOOL GOAL: Provide services to students and families to increase wellness as evidenced by lower truancy rates, fewer disciplinary incidences, and increased success for ELLs, foster youth and homeless students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Student discipline SART meetings SARB meetings Truancy rates Suspension rates Number of referrals	While SRHS has a good truancy rate compared to other schools in the state and county, there is still room for improvement. SRHS can increase its SART and SARB meetings for the 2016-2017 school year.	Same metrics and data from the first column in this section.

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Increase SART and SARB meetings	Assistant Principals and counselors	Ongoing throughout the school year with the help of the Family Engagement Facilitator.		District level support		
2	Increase campus security measures	Site Administration	Add at least two new security cameras in order to increase student wellness.	Software	$6,000		
3	Continued support for counseling services	Site administration	Peer counselors training and development SAY, MEAP and CAPE services will continue at SRHS for 2016-2017.	Teacher extended day	$7,500 $0		$0 $10,300

State Template for the *Single Plan for Student Achievement*

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4	Academic incentives	Site administration	EL celebration will continue at SRHS. Principal's honor roll recognition will also continue.	Materials/ supplies	$2,000		
5	Multi-Cultural month	Teacher	Celebrating cultures once a week for a month.	Equipment	$4,000		
6	Additional resources and support for English language learner families	ELAC and site administration	Resources for Panther Purr translation. Also, funds to support the ELD PLC and the ELAC Coordinator position.	Classified overtime	$7,500		
7	AP Coordinator position	Principal and Assistant Principal	Fund the position of advanced placement coordinator to approve AP courses and run AP testing.	Teacher extended day	$2,500		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Ridgway High School**   Date: 9/21/2016

School Year: 2016/17   Check one: _____ Original submission
                                                                                          __X__ Title revision

Enrollment: 294   CDS Number: 49-70920-4935607-

Funding Source	Preliminary Budget
LCFF Supplemental	$63,360
LCFF Concentration	-
TITLE 1 - Targeted Assistance	$57,947

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

_____   _____
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

                    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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Gabriel Albavera   4.4-17
_____   _____
Typed Name of Principal   Signature of Principal   Date

Tammy Lovitt   4-4-2017
_____   _____
Typed Name of SSC Chairperson   Signature of Chairperson   Date

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State Template for the *Single Plan for Student Achievement*   1

About Our School

School Description and Mission Statement

Recognized by the California Department of Education as a Model Continuation High School, Ridgway High School has established itself as a high performing campus with an emphasis on academic success for all students. Established in 1968, Ridgway serves approximately three hundred students in grades ten through twelve from throughout the Santa Rosa City Schools attendance area. The school's facilities encompass five acres and were constructed in 2002 with an adequate number of classrooms, including a functioning library, computer lab and an integrated computer/telecommunications network.

Staff, parents and students feel that the school is a safe and secure place. The campus culture and routines are well established. Student discipline is handled in a rapid fashion with due respect provided to all involved. Major discipline issues are not a regular occurrence on the campus.

At Ridgway all students can learn and succeed, but not on the same day in the same way. Ridgway creates avenues for student success by stressing positive attitudes, regular attendance, and academic achievement. The school enables students to continue their education when they haven't been successful in the traditional high school system. Our high expectations hold students accountable to essential academic standards and rigorous graduation requirements.

The mission of Ridgway High School is to provide a variety of educational opportunities necessary for students to acquire knowledge and skills in a safe and supportive environment. We encourage students to maintain daily attendance, academic achievement, and positive attitudes while respecting themselves and others.

We believe in the potential and worth of each student as a unique individual.
We believe education is the key to success in life.
We believe students and staff should be active participants in the educational process.
We believe students and staff should be thoughtful and caring individuals.
We believe educational success depends on emphasizing positive characteristics of individuals.
We believe students and staff should accept responsibility for their actions.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

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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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Increase student and family wellness and engagement through the full service community school model
SCHOOL GOAL: Increase the number and variety of wellness centered services available to RHS student and families.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
- Staff meeting minutes where topic was discussed, - Interviews and data reviews with community based service providers: SAY, CAPE, DAAC and Hospice. - Interviews and data reviews with RHS counselors and other staff providing council/mindfulness services. - Parent and student surveys.	- Doing a better job of getting parents involved - Need for more council groups - More staff training to meet student interests - Reduce class sizes - Increase bilingual outreach including web page - Utilizing our new FEW from the beginning of the school year.	- Monthly review of students using both community based and site based services - Parent turn out at "Back to School Night and review of surveys - Number of RHS staff attending council, mindfulness, etc training - Review of verbal and written student feedback thru surveys that have participated in wellness based services.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
STRATEGY: The School will utilize Community Based Organizations to support students, staff and parents with mental health and well being							
1	• Provide substitute teachers for wellness professional Development opportunities, SLT meetings and field trips.	• Principal and School Secretary.	• Provide guidance and clerical support for 2016-2017 school year.		• $3,000 LCFF		
	• Staff travel and conference cost for wellness PD	• Principal and School Secretary	• Provide PD opportunities for staff		• $5000 LCFF		
	• Parent Involvement outreach including childcare for Back to School Night and ELAC.	• Principal and ELAC Coordinator	• Outreach to parents through a variety of sources for the 2016-2017 school year.				• $2,000 Title I
	• Improve school climate as measured by the California Healthy Kids Survey	• Principal	• Provide students with comprehensive school activities like dances and ASB activities.		• $5,000 LCFF		
	• Add an extra day SAY mental health counseling day per week.	• Principal	• Add an extra day per week for 2016-2017 school year.		• $10,000 LCFF		

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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
SCHOOL GOAL: Boost student engagement by reducing truancy and increasing the number of graduates that are college and career ready:

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
- ASVAB Records - Graduation rates from last 3 years - Technology survey reports - Review of graduates attending college and career training programs over last 3 years. - Monthly /Annual attendance data SARB/Truancy Court/Truancy letters data	- We need to increase the coordination with SRJC - The need to upgrade and increase the use of instructional technology in the classroom with the use of the chrome carts - Truancy rates are too high and traditional district and county measures have not been effective. - RHS needs to offer new incentives to connect with truant students. This includes expanding the use of technology, PE options, novels, and providing interesting field trips. 2016-2017 school year had improved attendance but looking to get better.	- Review of credits earned by quarter reports. - Evaluation of monthly attendance reports. - Number of students attending SRJC workshops at RHS. - SRJC English and Math Placement test data. - Review the contacts that our Family Engagement worker had made with students and families

STRATEGY: The school will support all students with incentives that will reduce truancy.							
#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
2	• .35 Cyber High Position	• Cyber High Position	• Cyber High Position for our students. To reduce truancy and increase the number of graduates.				• $33,525 Title I
	• Supplies for Culinary Class	• Culinary Teacher	• Review supplies 2016-2017 school year		• $2,000 LCFF		
	• Field Trips	• Principal and Teachers	• Review and order, 2016-2017 school year.		• $3,000 LCFF		
	• Classroom supplies	• Teachers School Secretary	• Review and plan trips, 2016-2017 school year.		• $2,000 LCFF		
	• Graduation, cap and gown rental	• Principal and Cyber High teacher	• Order gowns 2016		• $2,000 LCFF		
	• Cyber High materials	• Principal and Cyber High teacher	• Order materials 2016		• $700 LCFF		
	• Food for STEP 3+ (Attendance incentives)	• Principal and School Secretary	• Monthly review of attendance for students		• $2000 LCFF		

Please duplicate this page as necessary for additional goals, strengths, or action steps.

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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 3 : Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
SCHOOL GOAL: Increase academic proficiency in English Language Arts (ELA) (Baseline metrics will determined when SBAC results are released - Aug 2016)

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
• SBAC results from 2015 that showed that 80% of students were at Below in writing claim • Staff meeting minutes where topic was discussed • Grades in English	• Ridgway High School students need support in writing to SBAC writing claim. • Our staff has agreed to set the learning target of DOK 3 for our students.	• Staff will identify and agree on common writing tasks • SLT(Site Leadership Team) have scheduled 4 writing prompts for 2016-2017 school year • The staff will have agreement on its common writing tasks across disciplines and have rubrics that are agreed upon by the staff

STRATEGY: The School will implement a school-wide writing intervention program to meet the needs of struggling readers.							
#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
3	• Provide Support materials and Professional Development for staff	• Principal	• August-begin to offer PD to staff so support their work with students on writing.		• $1,000 LCFF		
	• Train staff on systems, provide collaboration time for data analysis, and provide time of development and implementation of interventions.	• Principal and SLT Team			• $1,000 LCFF		
	• Increase extended learning opportunities for EL, LI, FY and SPED.	• Principal and Staff	• Offer after school opportunities like Cyber High for our EL, LI, FY and SPED students.		• $5,000 LCFF		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: **Mesa High School** Date: 4/19/2016

School Year: 2016/17 Check one: __x__ Original submission
  _____ Title revision

Enrollment: 49 CDS Number: 49-70920-4930145-

Funding Source	Preliminary Budget
LCFF Supplemental	$5,760
LCFF Concentration	
TITLE I - Targeted Assistance	$2,200

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

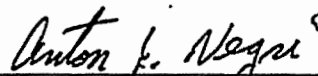|	
Typed Name of ELAC Chairperson's	Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Anton Negri	*Anton J. Negri*	5/27/2016
Typed Name of Principal	Signature of Principal	Date
Loc Tran	*[signature]*	5/27/2016
Typed Name of SSC Chairperson	Signature of Chairperson	Date

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students

SCHOOL GOAL: To increase graduation rates by 2% from the 2015-16 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Graduation rate data from 2015-16 school year	Graduation rate at Mesa was 83.3% for the 2015-16 school year, a 3.3% increase from the 2014-15 school year	Compare graduation rate from the 2015-16 school year to the 2016-17 school year

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Continue to develop interactive, project based curriculum in all classes that would be in alignment with Common core and Smarter Balanced tests	All certificated staff	Monthly collaborative reviews at Mesa staff meetings	Cyber High			
				Instructional materials	$921		$500
2	Involve SAY counselors, Restorative Justice counselors, DAAC counselors and CAPE counselors, as needed.	Administration, staff, and support team and all the wrap-around service providers	Monthly reports to review data with the wrap-around service providers				

State Template for the *Single Plan for Student Achievement*   3

#							
3	Teacher professional development and training on Common Core, release days for classroom visitations, teacher attendance at workshops and conferences, release days for curriculum writing and SBAC prep, teacher extended days,	All certificated staff	Staff members take time for professional development, training, release days, visitations, workshops and conferences		$500		$500
				Substitutes	$348		$348
4	Clerical extra duty	Classified staff	Extra duties related to meetings, projects and students	Clerical extra duty	$491		
5	Improve quality and variety of classroom and Admin materials, supplies and books	Principal, counselor and staff	Identify, enhance and update Admin materials and classroom instructional materials and student supplies and books	Books	$250		$200
				Equipment	$568		
				Consumables	$600		$553
				Instructional Materials	$1000		
6	Continuing need for new, updated technology for students and administration	All staff	Purchase of technology as needed	Technology			$580
7	Need community building activities that directed, sequential, challenging and focused. Need field trips to support student learning in all four Core subject areas	All staff	Activities that may include field trips, team building, purchase of materials and supplies and transportation	Field trip costs & admissions	$200		
				Bus transport	$400		$700
				Consumables	$200		

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student and family wellness and engagement through the full service community school mode

SCHOOL GOAL: Increase daily attendance by 2% or high by the end of the 2016-17 school year

What data did you use to form this goal? Attendance data from 2015-16	What were the findings from the analysis of this data? Attendance rate for 2014-15 was 90.4%, attendance rate for 2015-16 is 88.28%, a decrease of over 2%.	What metrics and/or tools will the school use to evaluate the progress of this goal? Attendance data from 2015-16 compared to 2016-17

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Identify targeted students and parents and invite them to participate in attendance improvement meetings with Mesa staff, involve wrap-around services	Principal, counselor and all staff and wrap-around services	Counselor extended day meetings	Extended day	$232		
			Parent communication	Materials			$35
				Postage	$50		
2	Student incentives and awards, assemblies and trips	All Mesa staff	Incentives and awards monthly and quarterly, including trips and team building activities	Incentives	$200		

State Template for the *Single Plan for Student Achievement*   5

FORM A: Services, Programs, Recommendations and Assurances

School: **Midrose High School**   Date: 9/21/2016

School Year: 2016/17   Check one: ____   Original submission
                                                                        ✕   Title revision 1b|12|16

Enrollment: 60   CDS Number: 49-70920-4930210-

Funding Source	Preliminary Budget
LCFF Supplemental	$14,040
~~LCFF Concentration~~	
TITLE I - Targeted Assistance	$20,138

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES
The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

_____   _____
Omar Varela
Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

_Mary Gail Stablein_____   _____   _10/12/2016_
Typed Name of Principal   Signature of Principal   Date

_Mary Gail Stablein_____   _____   _10/12/2016_
Typed Name of SSC Chairperson   Signature of Chairperson   Date

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students

SCHOOL GOAL: To increase graduation rates by 2% from the 2015-16 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Graduation rate data from 2015-16 school year	Graduation rate at Midrose for the 2015-16 school year was 70.0%, a 10.0% increase from the 2014-15 school year.	Compare graduation rate from the 2015-16 school year to the 2016-17 school year

STRATEGY: The School will implement a school-wide reading intervention program to meet the needs of struggling readers.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Continue to develop interactive, project based curriculum in all classes that would be in alignment with Common Core and Smarter Balanced tests	All certificated staff	Monthly collaborative reviews at Midrose staff meetings	Instructional materials	$1,000		$1,250
			Extended day activities, meetings and test prep	Extended day	$1,471		$1,200
2	Involve Family Engagement counselors, SAY counselors, Restorative Justice counselors, DAAC counselors, Let's Keep Kids in School staff, NAMI representatives and the Elsie Allen Health Clinic	Administration, staff, and support team and all the wrap-around service providers	Monthly reports to review data with the wrap-around service providers				

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

#	Description	Staff	Activity	Budget Item	Amount		Amount
3	Teacher professional development and training on Common Core, release days for classroom visitations, teacher attendance at workshops and conferences, release days for curriculum writing and SBAC prep, teacher extended days	All certificated staff	Staff members take time for professional development, training, release days, visitations workshops and conferences		$2,319		$3,062
				Substitutes	$1,161		$1,513
4	Clerical extra duty	Classified staff	Extra duties related to meetings, projects and students	Clerical extra duty	$614		$307
5	Improve quality and variety of classroom and Admin materials, supplies and books	Principal, counselor and staff	Identify, enhance and update Admin materials and classroom instructional materials and student supplies and books	Books	$500		$1,000
				Equipment	$1,500		$2,000
				Consumables	$1,200		$800
				Instructional materials	$1,000		$1,750
6	Continuing need for new, updated technology for students and administration	All staff	Purchase of technology as needed	Technology	$700		$2,100
7	Need community building activities that are directed sequential, challenging and focused. Need field trips to support student learning in all four Core subject areas	All staff	Activities that may include field trips, team building, purchase of materials and supplies and transportation	Field trip costs & admissions	$669		$1,500
				Bus transport	$500		$1,182
				Consumables	$300		$450
				Extended day & subs	$531		$822

FORM C: 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. (*In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities*). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 2 : Increase student and family wellness and engagement through the full service community school mode

SCHOOL GOAL: Increase daily attendance by 2% or higher by the end of the 2016-17 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Attendance date from 2015-16	Attendance rate for 2014-15 was 82.5%. Attendance rate for 2015-16 is 83.55%, an increase of over 1%.	Attendance data from 2015-16 school year and student and parent enrollment in the "Let's Keep Kids in School" program

STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Identify targeted students and parents and invite them to participate in attendance improvement meetings with Midrose staff, involve all wrap-around services	Principal, counselor and all staff and wrap-around service providers	Extended day meetings	Extended			
			Parent communication	Materials			$100
				Postage	$75		$102
			Monthly reports to review data with all stake holders				
2	Student incentives and awards, assemblies and trips	All Midrose staff	Incentives and awards monthly and quarterly, including trips and team building activities	Incentives	$500		$1,000

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM A: Services, Programs, Recommendations and Assurances

School: Grace High School .   Date: 9/21/2016

School Year: 2016/17   Check one: Original submission

                                                              X   Title revision

Enrollment: 66   CDS Number: 49-70920-4930202-

Funding Source	Preliminary Budget
LCFF Supplemental	$15,120
LCFF Concentration	-
TITLE I - Targeted Assistance	$17,261

Title I Schools – Remember to budget for Parent Involvement
Title I Schools (Program Improvement Schools) – Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted 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 polices related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

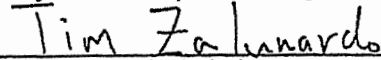_____   _____
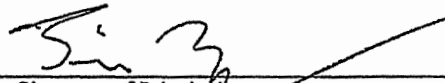   Typed Name of ELAC Chairperson's   Signature of ELAC Chairperson

been met, including those found in district governing board policies, in the local educational agency plan (LEAP & LCAP).
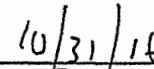
4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
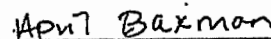5. The SPSA was adopted by the SSC at a public meeting on:

_____   _____   10/31/16
          Typed Name of Principal   Signature of Principal   Date
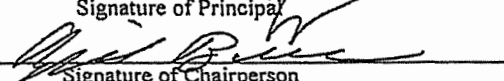
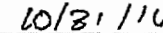_____   _____   10/31/16
          Typed Name of SSC Chairperson   Signature of Chairperson   Date

About Our School

School Description and Mission Statement

This unique school in a smaller setting gives students the opportunity to access a counselor with greater ease, receive more support with smaller class size to earn the credits they lack so that they may graduate on time with their peers. Contrary to misconceptions, this school is not for students who have had disciplinary issues in the past. It is for students whose attendance, grades, health, choices, or other personal issues caused them to get behind in earning the 220 credits needed for graduation from Santa Rosa City Schools. The waiting list is evidence that this is a popular voluntary school option, where students apply, interview and get selected to attend this special school. There is a built in support system for students. Students often have the same three teachers, so there is a close knit school community, where teachers can motivate and help students get re-focused on the goal of graduating and moving on to a junior college or career of their choice. Students buy into the school community because they are with like-minded peers who help to cheer them on to not lose sight of their goals and dreams.

When students take advantage of the alternative school, it's the exact second chance they need to get their high school diploma. Additionally, if students seem to struggle with earning sufficient credits to graduate, teachers, counselors and the administrator meet with students and families to reassess the student's plan, look at options for additional credit recovery, or even discuss alternative options such as the General Educational Development test (GED), change of placement or an additional senior year.

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

School Accountability Report Card
Available at: http://www.srcs.k12.ca.us/District/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx

FORM C: 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. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: To provide a coherent, rigorous and relevant teaching and learning program to graduate college and career-ready students.

SCHOOL GOAL: To increase graduation rates by 1% from the 2015-2016 school year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Graduation data from 2015-2016 school year.	Graduation rate at Grace HS for the 2015-2016 school year is 92%. This is a 2% increase from the 2014-2015 school year.	Compare the graduation rate from the 2015-2016 school year to the 2016-2017 school year.

r STRATEGY: The School will implement a school-wide reading. Intervention program to meet the needs of struggling readers.   ·l

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Continue to develop interactive, project-based curriculum in all classes that would be in alignment with Common Core and Smarter Balanced tests.	All certificated staff	Monthly collaborative reviews at Grace staff meetings	Instructional materials	$2000.00		$800.00
			Extended day activities, meetings and test prep	Extended Day	$580.35		$580.00
2	Involve Family Engagement counselors, SAY counselors, Restorative Justice counselors, DAAC counselors, Keeping Kids in School staff, NAMI representatives.	Administration, staff, and support team and all the wrap-around service providers	Monthly reports to review data with the wrap-around service providers				

Please duplicate this page as necessary for additional goals, strengths, or action steps.
BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: Planned Improvements in Student Performance

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
3	Teacher professional development and training on Common Core, release days for classroom visitations, teacher attendance at workshops and conferences, release days for curriculum writing and SBAC prep, teacher extended days	All certificated staff	Staff members take time for professional development, training, release days, visitations, workshops and conferences	Travel & Conference	$1500.00		$800.00
				Release Time	$1741.05		$3160.00
4	Extra Duty	Classified & Certificated staff	Extra duties related to meetings, projects, supervision, and students	Clerical & Certificated extra duty	$614.00		$245.00
5	Improve quality and variety of classroom and Admin materials, supplies and books	Principal, counselor and staff	Identify, enhance and update Admin materials and classroom instructional materials and student supplies and books	Books	$800.00		$1447.00
				Equipment	$2000.00		$1500.00
				Consumables	$1000.00		$460.00
				Instructional Materials	$2000.00		$800.00
6	Continuing need for new, updated technology for students and administration	All staff	Purchase of technology as needed	Technology (Hardware & Software)	$1100.00		$1100.00
7	Need community building activities that are directed, sequential, challenging and focused. Need field trips to support student learning in all four Core subject areas	All staff	Activities that may include field trips, team building, purchase of materials and supplies and transportation	Field trip costs & admissions			$800.00
				Transportation	$1000.00		$3200.00
				Consumables	$1000.00		
				Extended Day & Subs	$580.35		

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BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

FORM C: 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. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA.GOAL 2 : Increase student and family wellness and engagement through the full service community school mode

SCHOOL GOAL: Increase daily attendance by 1% or higher by the end of the 2016-2017 school year

What data did you use to form this goal? Attendance data from 2015-2016 school year	What were the findings from the analysis of this data? Attendance rate for 2014-2015 was 90.5% Attendance rate for 2015-2016 is 92.63 %, an increase of 2.13%	What metrics and/or tools will the school use to evaluate the progress of this goal? Attendance data from the 2015-2016 school year and student and parent enrollment in the "Keeping Kids in School" program.

STRATEGY: ..UHi

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Identify targeted students and parents and invite them to participate in attendance improvement meetings with Grace staff, involve all wrap-around services	Principal, counselor and all staff and wrap-around service providers	Extended day meetings	Extended Dav	580.35		582.00
			Parent communication	Materials	$78.00		$115.00
				Postage	$46.00		$72.00
			Monthly reports to review data with all stake holders				
2	Student incentives and awards, assemblies and trips	All Grace staff	Incentives and awards monthly and quarterly, including trips and team-building activities	Incentives	$600.00		$1,600.00

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BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I