

The Single Plan for Student Achievement

Herbert Slater Middle

49 70920 6060263

CDS Code

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6/5/17
MA *

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shellie Cunningham

Position: Principal

Address: 3500 Sonoma Ave., Santa Rosa, CA 95405-5414

Telephone Number: (707) 528-5241

FAX: (707) 528-5733

E-mail Address: scunningham@srcs.k12.ca.us

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

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Herbert Slater Middle School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **739**CDS Number: **49-70920-6060263-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$132,104
LCFF Concentration	-
TITLE I - Targeted Assistance	\$38,918

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.

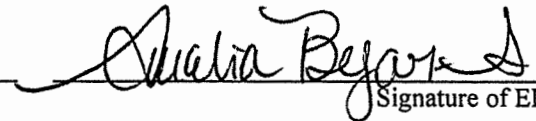
ASSURANCES

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 policies 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



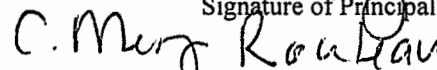
Signature of Principal

5/23/17

Date

Colleen Metz Rouleau

Typed Name of SSC Chairperson



Signature of Chairperson

5/24/17

Date

Herbert Slater Middle School (FORM B)

2017/18 SCHOOL PLAN BUDGET		Funding Source Supplemental (0500) Mgmt (E128/H130)		Funding Source Concentration (0510) Mgmt (E128)		Funding Source Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$132,104			Title I	\$38,918
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.80	\$73,970	0.00		0.40	\$31,069
2xxx	Classified Salary and Benefits			0.00			
	FTE Personnel Total		\$73,970		\$0		\$31,069
REMAINDER FOR SITE TO ALLOCATE			\$58,134		\$0		\$7,849
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$3,150		\$0		\$4,500
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$7,200				
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated		\$1,868		\$0		\$812
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.						\$800
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated		\$0		\$0		\$205
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks						
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$2,066				\$150
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)		\$2,000				
01-resource-0-1140-1000-4312-site-mgmt	Software						

01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$12,850		\$500
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$12,000		
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$12,000		
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$3,000		
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services			
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses			
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$2,000		
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			\$225 .
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$58
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings			\$250
01-resource-0-1140-2495-5901-site-mgmt	Postage			\$349
Remainder for site to allocate Automatically total each column as values are entered		\$58,134	\$0	\$7,849
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$58,134	\$0	\$7,849
FTE Personnel Total	\$73,970	\$0	\$31,069
Preliminary Allocations	\$132,104	\$0	\$38,918

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

S. Cunningham

Date

5/23/17

C. Mary Rouleau

Date

5/24/17

SSC Chairperson's Signature

Analia Bejar

Date

ELAC Chairperson's Signature

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

10,350.00

0.00

4,500.00

STRS	3101	14.43%	1494	0	649
FICA (ssi)	3311				
MC	3331	1.45%	150	0	65
UI	3501	0.05%	5	0	2
WC	3601	2.12%	219	0	95
		18.05%	1868	0	812

Classified

Add benefits to this amount

0

0

1025

PERS	3202	15.80%	0	0	162
FICA	3312	6.20%	0	0	64
MC	3332	1.45%	0	0	15
UI	3502	0.05%	0	0	1
WC	3602	2.12%	0	0	22
		25.62%	0	0	263

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: A. All students will have equitable access to a district and state standards based curriculum with comprehensive instructional strategies that support college and career readiness.

B. Provide support to cultivate measurable student growth in ELA and Mathematics, specifically, one year's grade level growth or adequate progress on IEP goals.

What data did you use to form this goal?

Semester D and F lists
AR baseline test, mid- year and year end tests
LGL baseline
Math skills baseline
SBAC scores
RFEP data
Bridge data

What were the findings from the analysis of this data?

AR mid -year tests show that 8th grade students are gaining a year's growth, on average in ½ year. 7th grade grew, on average, ¼ year
LGL data in Strategic classes show growth from baseline to mid-year.
First semester 15-16 208 students with 2 or more D/F, compared to 16-17, 170 students with 2 or more D/F. 2% improvement
RFEP students increased from 15 in 2016 to 23 in 2017

What metrics and/or tools will the school use to evaluate the progress of this goal?

Review quarter and semester grades
Counseling logs
TOSA logs
LGL assessments
AR Star Reading Assessments
Bridge data
IEP data
RFEP data
SBAC data
Bridge data

STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Provide 3 ELA Support classes, one at each grade level and one in ESL.	Principal	Teacher (.20) 8 th Grade Strategic ELA (Martin)	Certificated staff	\$22,330.30		
			Teacher (.20) 7 th Grade Strategic ELA (TBD)	Certificated staff	\$13,350.10		
			Teacher (.20) ESL Support (Garcia)	Certificated staff			\$13,472.90
2	Provide Supplemental .20 Counseling to at risk students	Principal	Retain .20 Counselor to collect information, review and meet with students and families (TBD)	Certificated staff			\$17,596.20
3	Add additional Math section to reduce class size in grade 7 to support below grade level	Principal	Add .20 teacher (Gariss)	.20 Certificated	\$16,481.70		
4	Before school tutoring/homework club	Principal	Provide before school homework support and tutoring. This is a change from after school in 16-17 (100 days, 2 teachers, 1 aid, ½ hr. day)	Certificated staff/ Classified staff			\$5,312.00 \$1,005.00
5	Increase Staff Development participation	Principal, TOSAs, Team Leaders	School wide review and creation of standards based lessons, rubrics and assessments (ongoing) Student work study, Lesson Study Utilize Monday Common planning time for PD Develop lesson plans using technology and digital resources Conference	Release time, 1 day per teacher/each dept for a department release day conference and travel \$1,500.00 per department	\$6,300.00 *\$1,300.00 \$12,000.00	*benefits for action 5 and action 13 (\$450.00)*	
6	Retain Technology TOSA	Principal	Retain Tech TOSA (Kastanis) Collaborate with Instructional TOSA to develop technology infused lessons Develop lesson plans using technology and digital resources	Certificated staff	\$21,807.80		
7	Retain Instructional Strategies TOSA	Principal	Hire Instructional TOSA, create job description and expectations (Coltrin)	Certificated staff	District funded		
8	Purchase 1 additional Chromebook Cart	Principal	Purchase 36 Chromebooks and Cart	Chromebooks and cart	\$10,015.00		
9	Purchase Technology teaching tools, licensing and equipment	Principal, Tech TOSA	Purchase of items necessary to support technology in the classroom, and any licensing to support. Math 5 big screen TVs for instruction (7), ipad and	Technology and equipment for class/teacher use	\$9,300.00		\$500.00

			stand and additional document cameras				
10	Replacement/repair of Chromebooks	Principal and Tech TOSA	Replace and repair any broken chromebooks	Replacement and repair chromebooks	\$2,500.00		
11.	Purchase Document Cameras and Projectors	Principal	Replace broken, add to classes who need this teaching tool	Purchase 5 projectors and 2 doc cameras	\$3,550.00		
12	Purchase Robotics sets	Principal, TOSA	Purchase 5 Robotic sets to begin Robotic Club, with intent to infuse into a STEM core 18-19	Purchase 5 Robotic sets	\$2,000.00		
13	Professional Development/Training for use of Robotic Sets	Principal	Provide PD to 3 teachers to learn to use Robotic kits	Professional Development 3 teachers x \$150.00	\$450.00	*see action 5*	

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

What data did you use to form this goal? Attendance data Discipline data Grade data, D and F list Parent attendance logs (lack of participation in parent attendance/involvement) Family Engagement Logs	What were the findings from the analysis of this data? Attendance has steadily increased over the past 3 years. 94.54% (14-15), 94.85% (15-1616), 95.07% (16-17) Discipline incidences have continued to decrease over the past 4 years. 2615 entries in 13-14, 1509 in 16-17.	What metrics and/or tools will the school use to evaluate the progress of this goal? Attendance data Discipline data Grade data Parent attendance logs Email/communication home data FEF logs
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STRATEGY:

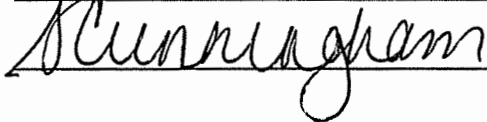
#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must	0500 Supplemental	0510 Concentration	3010 Title I
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				match budget page description vocabulary – i.e. “materials/supplies.”	Amount	Amount	
1	Connections, first 2 days of school activities	Principal and staff	Provide stipend/hourly for staff to plan, organize and prepare for the days and activities	Extra duty pay	\$3,000.00 *\$569.00	* benefits for this and line 2*	
			Materials and supplies for the days	Materials and supplies	\$1,000.00		
2	Parent Information Meetings, nights and morning offerings	Principal, Counseling staff, FEF	Time to plan and prepare materials	Extra duty pay 3 hrs.	\$150.00	*See note line 1	
			Child care and translation for meetings	Classified staff pay			\$283.00
			Materials and supplies	Materials and supplies			\$150.00
3	Support Safe School Ambassador Program, BEST Program	Principal, BEST team, SSA trainers	Time to plan and implement BEST practices, BEST team meetings	Extra Duty pay for BEST team 10x5/50 hrs.	District paid through grant		
			Purchase of BEST reward items	Materials and supplies	\$1,000.00		
			Training of students for SSA, supplies and refreshments	Materials, supplies, refreshments	Funded with donation		
4	Field Trip for targeted students	Teachers, Principal, Counselor	Plan and organize field trip targeting all support students, including Strategic, EL, Bridge, Homeless and Foster Youth, Directed Studies and Study Skills	Entrance fee	\$2,000.00		
				Bussing	\$2,000.00		
5	SAY, Restorative Resources and Family Engagement	District	Support these resources on site	Support	None		
6	School Website maintenance	Principal	Monitor, maintain and update school webpage	Stipend for webmaster	\$1,000.00		
7.	Parent Involvement, Title 1 Compliance	Principal	Provide funding for parent involvement on campus, ELAC meetings, translation, translation of all minutes and other items sent home, food for parent meetings	Materials and supplies Food for meetings			\$250.00
8	Postage	Principal	Purchase postage necessary for home communication	Postage			\$349.00

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Herbert Slater Middle School Year: 2017-2018

Principal's Signature:  Date: 5/23/17

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Shellie Cunningham	X				
Wendy Provost		X			
Leslie Curry		X			
Rebecca Schroder			X		
Colleen Metz Rouleau				X	
Bambi Tyler				X	
Gabe Tucker					X
Sydney Rouleau					X
Numbers of members in each category	1	2	1	2	2

¹ EC Section 52852

Form E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research Based?	Achieved Desired Results?	If Not, Why Not?	Retain Program?
					Yes or No	Yes or No		Yes or No
Math Support class (w/SSW support), computer based	Below grade level students	2016-17 class with SSW support had 20 students whose placement and level were assessed with Let's Go Learn	One year grade level growth utilizing the Lets Go Learn EDGE intervention for support	Although numeric data is unavailable, students completed EDGE interventions as indicated from initial testing results	Yes	Yes		Yes
7 th and 8 th grade ESL/Support block (2 period) class, with computer based support	Below grade level and newcomer students	2016-17 class with SSW support had 13 students whose placement and level	Increase number ESL-to-RFEP students. Students would gain one year grade level growth utilizing the Lets Go Learn EDGE	26 ESL students RFEP'ed. All students achieved at least one year's growth in reading grade level	Yes	Yes		Yes

		were assessed with Let's Go Learn and STAR Reading	intervention for support	and LGL content.				
After School Homework Club	High number of D and F grades	All families, approximately 90 of which had students with 2 or more D's or F's at 1 st IPR, were invited to attend.	Reduce # of D and F grades targeting students who need homework help and study skills support.	Of targeted students, approximately 12% attended at least on tutoring session. Student attendance hampered mid-year when dedicated after tutoring bus ended due to fiscal impact.	Yes	Marginally, in that some of the targeted students did attend and program had similar impact on grades.	Marginally. Average attendance at after school tutoring was 20 students. However, low participation from targeted student group failed to have desired impact on D & F grades.	Yes. Revised tutoring plan and changed from after school to before school.
Purchase of Chrome Book Cart for Math Support.	Below grade level students	2016-17 class with SSW support had 20 students whose placement and level were assessed with Let's Go Learn	One year grade level growth utilizing the Lets Go Learn EDGE intervention for support	Although numeric data is unavailable, students completed EDGE interventions as indicated from initial testing results	Yes	Yes		No, we do not need more equipment for this classroom
Purchase of additional technology, licensing, equipment	Teacher lesson design and	2016-17 began with	Increase teacher use of technology	At year's end, 80% or more of	yes	Yes		Yes, continue to support

	implementation to increase student engagement, hands on learning opportunities, and student driven learning.	approximately 20% of staff actively engaged in use of technology to create lessons through Google classroom.	through lesson development in Google Classroom resulting in increased diverse learning environments/opportunities for students, student engagement, and hands-on student learning.	Slater teachers had developed and used at least one technology based lesson in Google classroom and many were using this technology on an ongoing basis. Slater has a 99.3% Google classroom student activation, most of which have been accessed in the past two weeks.				purchase of technology
Parent Information Nights, planning, childcare, translation Parent Involvement	Student and family engagement, more connection to school and student success	2015-16 ELAC averaged parent attendance of 6 parents per meeting. PTO has strong ongoing membersh	Increase parent involvement so that students are engaged and successful. Reduce the number of discipline incidents and increase attendance. Increase ELAC participation to	Parent participation in ELAC remained steady from prior year, especially when guest speakers of interest presented. PTO strong with	yes	Yes. Improvement noted in ELAC meetings when outside speakers invited. PTO remained strong and very		Yes, ELAC to continue to search for additional high interest speakers. PTO expected to continue committed work. Parent Information Nights

		ip and dedicated board of 12. Parent information Nights averaged 6 parents per event. 2 nd cup of coffee averaged 2 parents per event.	10 parents per meeting. PTO to continue current solid numbers. Parent information Nights to average 15 families per event. 2 nd cup of coffee to average 4 parents per event.	increasing diversity, low attendance at initial parent information nights, low attendance at 2 nd cup of coffee.		supportive of school improvement. Parent Information Nights initiated. 2 nd cup of coffee attended, but limited due to parent conflicting work schedules.		attendance expected to increase as parents gain better understanding. 2 nd cup of coffee to continue and to examine other alternative times to meet.
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The Single Plan for Student Achievement

Santa Rosa Middle

49 70920 6060289
CDS Code

Date of this revision: 2017/18

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For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tom Fierro
Position: Principal
Address: 500 E St., Santa Rosa, CA 95404-4373
Telephone Number: (707) 528-5281
FAX: (707) 528-5283
E-mail Address: tfierro@srcs.k12.ca.us

Acerca de nuestra escuela

Descripción y misión de la escuela

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.

Nuestra visión en Santa Rosa Middle School es proporcionar oportunidades de aprendizaje interconectadas para los estudiantes, con maestros, estudiantes y padres trabajando juntos para pensar críticamente sobre el mundo que nos rodea. Los estudiantes estarán preparados para el éxito en la universidad y carreras en un ambiente de aprendizaje riguroso y creativo que incluya oportunidades para conectarse con nuestra comunidad a través de proyectos de servicio y una variedad de experiencias de enriquecimiento. Los programas innovadores promoverán el desarrollo del carácter y la ciudadanía responsable, ya que nutrir y hacer crecer a los líderes del mañana. Cada estudiante estará preparado para el éxito en una economía global que cambia rápidamente, siendo alfabetizado en tecnología y competente en el currículo académico básico. Los estudiantes honrarán y respetarán la diversidad a través de experiencias ricas y multiculturales. Esta es nuestra promesa del siglo XXI a nuestros estudiantes.

Santa Rosa Middle School represents the heart of Santa Rosa, and embraces its very diverse community of learners. 57.48% of our students are either EL or on the free and reduced lunch program. 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.

Santa Rosa Middle School representa el corazón de Santa Rosa, y abarca a su muy diversa comunidad de estudiantes. El 57,48% de nuestros estudiantes son EL o en el programa de almuerzo gratis y reducido. Nuestra escuela ofrece una amplia gama de ofertas de cursos académicos, incluyendo una variedad de oportunidades electivas y de enriquecimiento. Estamos comprometidos a nutrir y apoyar las necesidades académicas, sociales y emocionales de todos nuestros estudiantes. Tenemos una comunidad de padres muy activa y de apoyo. Juntos, disfrutamos de muchas celebraciones y actividades planeadas para enriquecer la experiencia de todos los estudiantes de secundaria. Estamos extremadamente orgullosos de nuestra cultura escolar, que se enfoca en crear un ambiente de aprendizaje seguro, feliz y positivo.

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

FORM A: Services, Programs, Recommendations and Assurances

School: Santa Rosa Middle School

Date: 4/25/2017

School Year: 2017/18

Check one: ☒ Original submission
☐ Title revision

Enrollment: 694

CDS Number: 49-70920-6060289-

Funding Source	Preliminary Budget
LCFF Supplemental	\$115,591
LCFF Concentration	
TITLE I - Targeted Assistance	\$39,894

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.

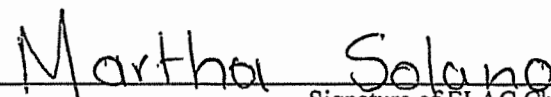
ASSURANCES

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

- The School Site Council (SSC) was correctly constituted in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those policies related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Martha Solano

Typed Name of ELAC Chairperson's

 5-24-17
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).

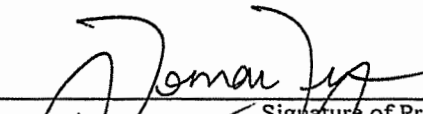
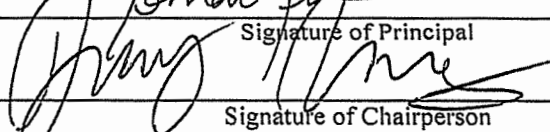
- The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The SPSA was adopted by the SSC at a public meeting on:

Tomas Fierro

Typed Name of Principal

Danny MacDevitt

Typed Name of SSC Chairperson

 5/24/17
Signature of Principal
 5/24/17
Signature of Chairperson
Date

Santa Rosa Middle School (FORM B)
2017/18 SCHOOL PLAN BUDGET

		Funding Source		Funding Source		Funding Source	
		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$115,591			Title I	\$39,894
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.70	\$73,905	0.00		0.20	\$16,617
2xxx	Classified Salary and Benefits			0.00			
FTE Personnel Total			\$73,905		\$0		\$16,617
REMAINDER FOR SITE TO ALLOCATE			\$41,686		\$0		\$23,277
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day	\$9,000		\$0		\$1,500	
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time	\$4,000				\$1,000	
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated	\$2,347		\$0		\$451	
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.					\$0	
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0		\$0		\$0	
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks						
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)	\$2,000				\$1,500	
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)	\$4,819				\$3,000	

01-resource-0-1140-1000-4312-site-mgmt	Software			
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$4,520		\$3,500
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$2,000		\$2,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$3,000		\$1,500
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$10,000		\$7,000
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services			
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses			\$1,500
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation			
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings			\$276
01-resource-0-1140-2495-5901-site-mgmt	Postage			\$50
Remainder for site to allocate Automatically total each column as values are entered		\$41,686	\$0	\$23,277
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$41,686	\$0	\$23,277
FTE Personnel Total	\$73,905	\$0	\$16,617
Preliminary Allocations	\$115,591	\$0	\$39,894

Notes:

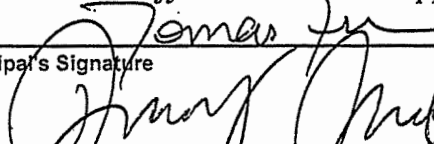

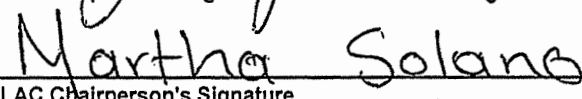
Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature		5/24/17
SSC Chairperson's Signature		5/24/17
ELAC Chairperson's Signature		5/24/17

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated		13,000.00		0.00		2,500.00	
Add benefits to this amount							
STRS	3101	12.43%	1876	0		361	
FICA (ssi)	3311						
MC	3331	1.45%	189	0		36	
UI	3501	0.05%	7	0		1	
WC	3601	2.12%	276	0		53	
		18.05%	2347	0		451	
Classified		0		0		0	
Add benefits to this amount							
PERS	3202	15.80%	0	0		0	
FICA	3312	6.20%	0	0		0	
MC	3332	1.45%	0	0		0	
UI	3502	0.05%	0	0		0	
WC	3602	2.12%	0	0		0	
		25.62%	0	0		0	

School Accountability Report Card

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

OBJETIVO 1 DE LA LEA: Proporcionar un Programa de Enseñanza y Aprendizaje Coherente, Riguroso y Relevante para Graduar a los Estudiantes Universitarios y de Carrera.

SCHOOL GOAL: Our students will leave SRMS prepared for high school and beyond through the following means:
Students will have equitable access to opportunities to master critical thinking, communication skills, collaboration and problem solving. The students will have equitable access to a district and state standards based curriculum. Opportunities to experience and appreciate visual and performing arts, physical education, STEAM (Science, Technology, Engineering, Art, and Mathematics) activities will be available to all students.

META ESCOLAR: Nuestros estudiantes dejarán el SRMS preparado para la escuela secundaria y más allá por los siguientes medios:

Los estudiantes tendrán un acceso equitativo a las oportunidades para dominar el pensamiento crítico, habilidades de comunicación, colaboración y resolución de problemas. Los estudiantes tendrán acceso equitativo a un plan de estudios basado en estándares de distrito y estado. Oportunidades para experimentar y apreciar las artes visuales y de las artes escénicas, educación física, VAPOR (Ciencia, Tecnología, Ingeniería, Arte y Matemáticas) estarán disponibles para todos los estudiantes.

What data did you use to form this goal? <ul style="list-style-type: none"> SBAC scores of students from 7th to 8th Grade were reviewed from the last two years. ELA Teachers began to review student work in department meetings All students were provided with Google Accounts and teachers began learning to apply Google Apps for Education. Los puntajes de SBAC de los estudiantes de 7° a 8° grado fueron revisados en los últimos dos años. ELA Los maestros comenzaron a revisar el trabajo de los estudiantes en las reuniones del departamento Todos los estudiantes recibieron Cuentas de Google y los maestros comenzaron a aprender a aplicar Google Apps for Education. 	What were the findings from the analysis of this data? <ul style="list-style-type: none"> Based on the cohort 7th to 8th, ELA decreased slightly and Math scores rose. ELA teachers saw a need for students being able to clearly communicate their ideas in written form and to read analytically. Students were introduced to GAFE by getting accounts activated. Teachers are using Google Classroom and are working to apply Google Apps for Education Con base en la cohorte 7 a 8, ELA disminuyó ligeramente y las puntuaciones de matemáticas aumentaron. Los maestros de ELA vieron la necesidad de que los estudiantes pudieran comunicar claramente sus ideas en forma escrita y leer analíticamente. Los estudiantes fueron presentados a GAFE al activar las cuentas. Los profesores utilizan Google Classroom y están trabajando para aplicar Google Apps for Education 	What metrics and/or tools will the school use to evaluate the progress of this goal? <ul style="list-style-type: none"> The 7th to 8th cohort will see a rise in SBAC scores. Teachers will review student work in departments regularly. Students will have a digital portfolio of their work and will self-assess this portfolio at the end of the year. La cohorte 7 a 8 va a ver un aumento en los puntajes de SBAC. Los maestros revisarán regularmente el trabajo de los estudiantes en los departamentos. Los estudiantes tendrán una cartera digital de su trabajo y autoevaluarán esta cartera al final del año.
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STRATEGY: The school will use a variety of strategies to assist all students reaching their goals.

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	After School and lunch time tutoring will be provided to students not being successful in classroom Después de la escuela y la hora del almuerzo se proveerá tutoría a los estudiantes que no tengan éxito en el salón de clases	Teachers, Counselors, Principal	Teachers and Counselor to identify students	Extended day	5000		
				Instructional materials			
2	Teachers will look at student work, develop a rubric to assess student	Teachers, Principal	Time is needed for teachers to meet to develop rubrics and standards based grades. Materials will be needed to support classroom activities.	Extended day	1000		

teachers to build articulation in ELA and Math Los maestros se reunirán con maestros de escuela secundaria y primaria para construir la articulación en ELA y Matemáticas			Release time	1000		
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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.
LEA OBJETIVO 2: Aumentar el bienestar y la participación de los estudiantes y las familias a través del modelo de escuela comunitaria de servicio completo.
SCHOOL GOAL: Levels of support will be available to SRMS students. Students not meeting minimum goals will be supported by a multi-tiered system of support.
META ESCOLAR: Los estudiantes del SRMS tendrán niveles de apoyo. Los estudiantes que no cumplan con las metas mínimas serán apoyados por un sistema de apoyo de múltiples niveles.

What data did you use to form this goal? <ul style="list-style-type: none"> Attendance rate of students both individually and collectively The number of students getting D's or F's in ELA or Math in 8th Grade The number of students suspended in 8th Grade. Safe School Ambassadors program and the number of contacts made by students. Tasa de asistencia de los estudiantes tanto individual como colectivamente 	What were the findings from the analysis of this data? <ul style="list-style-type: none"> Attendance rate in P2 was 95.69% for whole school - 38 8th Graders were suspended by the 3rd Q. The number of contacts made by Safe School Ambassadors was difficult to ascertain this year. La tasa de asistencia en P2 fue de 95.69% para toda la escuela - 38 Los estudiantes de 8º grado fueron suspendidos por la 3ª. 	What metrics and/or tools will the school use to evaluate the progress of this goal? <ul style="list-style-type: none"> Attendance rate for 8th Graders will be 96% or better. Suspensions in 8th Grade will decrease compared from 7th Grade Safe School Ambassadors will increase number of contacts as the year progresses.
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work and to help students assess their digital portfolios Los maestros mirarán el trabajo del estudiante, desarrollarán una rúbrica para evaluar el trabajo del estudiante y ayudar a los estudiantes a evaluar sus portafolios digitales		Professional development opportunities	Release time			
		Teachers and students will use GAFE to collect student work. This digital portfolio will stay with the student while at SRMS.	Instructional materials, hardware, software licenses,			
Students will be taught how to use GAFE to develop a digital portfolio to house samples of their work A los estudiantes se les enseñará cómo usar GAFE para desarrollar una cartera digital para albergar muestras de su trabajo	Teachers, Principal	Training in Google Apps For Education	Extended day	1000		1000
			Release Time			
Activities in Visual and Performing Arts, PE, STEAM will be made available to students Las actividades en Artes Visuales y Escénicas, PE, VAPOR se pondrán a disposición de los estudiantes	Teachers, Counselors, Principal	Teachers need training and materials to develop activities that are interdisciplinary and accessible to students.	Instructional materials	500		
			Extended Day	1000		1000
		Additional hardware /technology / software will be needed for	Hardware, software			
Teachers will learn new strategies, update instructional materials and learn how to use new tools to help students become successful Los maestros aprenderán nuevas estrategias, actualizarán los materiales de instrucción y aprenderán cómo usar nuevas herramientas para ayudar a los estudiantes a tener éxito	Principal, Teachers	Teachers will use professional development, research to learn new strategies and technology engage students, create meaningful curriculum	Extended day	500		
			Instructional materials			
			hardware, software license			
Teachers will meet with high school and elementary	Principal, Teachers	Teachers will use extended day and release time to meet with high school departments	Extended day	1000		

<ul style="list-style-type: none"> El número de estudiantes que reciben D o F en ELA o Matemáticas en 8º grado El número de estudiantes suspendidos en 8º grado. Programa de Embajadores de Escuelas Seguras y el número de contactos hechos por los estudiantes. 	<ul style="list-style-type: none"> El número de contactos realizados por Safe School Ambassadors fue difícil de determinar este año. 	<ul style="list-style-type: none"> La tasa de asistencia para estudiantes de 8º grado será del 96% o mejor. Las suspensiones en el 8º grado disminuirán en comparación con el 7º grado Los Embajadores de la Escuela Segura aumentarán el número de contactos a medida que avanza el año.
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STRATEGY: SRMS will continue to refine the multi-tiered layers of support for all students.

Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
Counseling Support will be provided for students Asesoramiento Se proporcionará apoyo a los estudiantes	Principal, Counselors	Counselors will be available to students. They will also go to classrooms to make presentations on character building traits	Personnel			
			Instructional Materials			
		SAY counselor will be available to students in need two days a week	Other services	17000		
Strategic Classes will be set up for identified students needing support in Math / ELA Se establecerán Clases Estratégicas para		Personnel	Certificated			
		Materials to support activities	Instructional materials			
		Software and hardware	Technology, software, hardware			

estudiantes identificados que necesitan apoyo en Matemáticas / ELA						
Teachers and students will be trained in Safe School Ambassador program Los maestros y estudiantes serán entrenados en el programa Embajador de Escuelas Seguras		Teacher training	Release time	500		500
		Materials to support program	Instruction materials			
Recognition will be given to students with good attendance / improved attendance / Se dará reconocimiento a los estudiantes con buena asistencia / mejor asistencia /	Counselors, Principal	Materials for rewards	Materials and supplies	100		500
Teachers will be provided professional development to work with challenging students A los maestros se les proveerá desarrollo profesional para trabajar con estudiantes desafiantes	Principal, Counselors, Teachers	Professional development courses / activities to help meet the needs of challenging youth Cursos / actividades de desarrollo profesional para ayudar a satisfacer las necesidades de jóvenes desafiantes	Staff travel & conferences			2000
			release time	400		1700
			instructional materials			

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Santa Rosa Middle School Year: 2016-17

Principal's Signature: _____ Date: May 22, 2017

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tomas Fierro	x				
Daniel MacDevitt		x			
George Peterson		x			
Natasha Whitfield				x	
Michael Hernández		x			
Ken Stults				x	
Olivia Stults					x
Naxheli Martinez				x	
Rafael Solano				x	
Christina Palacios					x
Jora Parajon			x		
Numbers of members in each category	1	3	1	4	2

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/ target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
Example: Creative Writing Club/\$2000	CELDT Scores	25% English Proficient	Increase 10 %-age points	39% English Proficient	Yes	No	Inadequate Training	No
Strategic classrooms / 24, 304	Grades	24% with 2 or more D's and F's	Decrease by 10%	29 % with 2 or more D's and F's	Yes	No	Inconsistent grading policy	Yes
After school tutoring/ 10000	Grades	24% with 2 or more D's and F's	Decrease by 10%	29 % with 2 or more D's and F's	Yes	No	Not reaching all students	Yes
Develop writing assessment / 3000	Grades	24% with 2 or more D's and F's	Decrease by 10%	29 % with 2 or more D's and F's	Yes	No	Not all teachers involved	No
Research grading practices/ 2000	Grades	24% with 2 or more D's and F's	Decrease by 10%	29 % with 2 or more D's and F's	Yes	No	Not all teachers involved	No
Technology / update instructional materials / 000	Grades	24% with 2 or more D's and F's	Decrease by 10%	29 % with 2 or more D's and F's	Yes	No	There were updates, but more training is needed	Yes

Additional counseling/ 49000	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Adjust counseling to early identification	Yes
Safe School Ambassador Program / 2000	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Better tracking of incidents is needed	Yes
Attendance reward / 500	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Did not have an attendance tech for 1 semester	Yes
Professional development to work with students / 5000	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Not utilized by all staff	No
Students rewards / 500	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Not utilized by all staff	No
Parent contacts/ 4000	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	New student information system will help	No
Teacher professional development to teach social skills / restorative practices / 4000	# of suspensions	45 suspensions	Decrease by 3%	68 suspensions	Yes	No	Not utilized by many teachers;	No

The Single Plan for Student Achievement

Rincon Valley Middle

49 70920 6060271
CDS Code

AC
6/5/17
MA

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ed Navarro
Position: Principal
Address: 4650 Badger Rd., Santa Rosa, CA 95409-2699
Telephone Number: (707) 528-5255
FAX: (707) 528-5644
E-mail Address: enavarro@srcs.k12.ca.us

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Rincon Valley Middle School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **864**CDS Number: **49-70920-6060271-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$55,942
LCFF Concentration	
TITLE I - Targeted Assistance	\$29,524

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 policies 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 currently vacant

Typed Name of ELAC Chairperson's

Position currently vacant

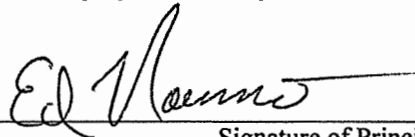
Signature of ELAC Chairperson

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:

Edward Navarro

Typed Name of Principal



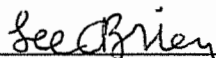
Signature of Principal

5/30/17

Date

Lee O'Brien

Typed Name of SSC Chairperson



Signature of Chairperson

5/30/17

Date

Rincon Valley Middle School (FORM B)

2017/18 SCHOOL PLAN BUDGET		Funding Source Supplemental (0500) Mgmt (E128/H130)		Funding Source Concentration (0510) Mgmt (E128)		Funding Source Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$55,942			Title I	\$29,524
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.00	\$0	0.00		0.20	\$19,693
2xxx	Classified Salary and Benefits			0.00			
	FTE Personnel Total		\$0		\$0		\$19,693
REMAINDER FOR SITE TO ALLOCATE			\$55,942		\$0		\$9,831
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$8,000		\$0		\$1,000
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$5,500				
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated		\$2,437		\$0		\$181
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.						\$0
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated		\$0		\$0		\$0
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks						
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$7,000				\$6,650
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)						

01-resource-0-1140-1000-4312-site-mgmt	Software			
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)			
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)			
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$9,757		
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$23,248		
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services			
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses			
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation			
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings			\$2,000
01-resource-0-1140-2495-5901-site-mgmt	Postage			
Remainder for site to allocate Automatically total each column as values are entered		\$55,942	\$0	\$9,831
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$55,942	\$0	\$9,831
FTE Personnel Total	\$0	\$0	\$19,693
Preliminary Allocations	\$55,942	\$0	\$29,524

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

[Signature]

Principal's Signature

5/30/17

Date

[Signature]

SSC Chairperson's Signature

5/30/17

Date

[Signature]

ELAC Chairperson's Signature

Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

			13,500.00	0.00	1,000.00
STRS	3101	14.43%	1948	0	144
FICA (ssi)	3311	1.45%	196	0	15
MC	3331	0.05%	7	0	1
UI	3501	2.12%	286	0	21
WC	3601	18.05%	2437	0	181

Classified

Add benefits to this amount

			0	0	0
PERS	3202	15.80%	0	0	0
FICA	3312	6.20%	0	0	0
MC	3332	1.45%	0	0	0
UI	3502	0.05%	0	0	0
WC	3602	2.12%	0	0	0
		25.62%	0	0	0

About Our School

School Description and Mission Statement

Welcome to Rincon Valley Middle School! Our school is committed to educating the youth of our community. We offer rigorous academic courses to prepare students for the demands of a college preparatory high school. We understand that challenging academic courses in middle school equate to success in high school, college, and life. At RVMS we are interested in the "whole" child; and because of this we offer a wide range of extra-curricular and co-curricular activities. If your child is interested in sports, clubs, GATE activities, intramurals, and community service; then Rincon Valley Middle School has what you are looking for.

Our staff is dedicated to meet the needs of your child. Every RVMS teacher is highly motivated, and experienced. The average teacher at our site has over fifteen years of teaching experience. Every teacher is part of a grade level team that meet several times a month to discuss ways to improve student success. Our athletic coaches are also teachers at our site. As you may already know, teacher/coaches are very effective at keeping students motivated and offer support in their academic endeavors.

In school, just as in life, some students struggle with different challenges. Rincon Valley Middle school has a wide array of support services to help your child be successful at school. While every student must take responsibility for their own learning; we believe in doing everything possible to support their efforts in achieving success in school, and in life. Because of our dedication to student success, Rincon Valley Middle School was recognized by the Department of Education as a California Distinguished School in 2007.

At Rincon we believe that the road to student success is a partnership between students, parents, teachers, counselors, support staff and administrators. I am proud to say that at Rincon this partnership flourishes. Our parent group, the Student Teacher Parent Council (STPC), has over two hundred and sixty active members. Our parents donate tens of thousands of dollars every year in support of our students and programs. Just as important, our parents volunteer their time to support our many extra-curricular co-curricular activities. If you want to help volunteer, guide school wide programs, or financially support our programs, please join the STPC.

Rincon Valley Middle School has been recognized as a California Distinguished School! The California Department of Education California School Recognition Program "honors some of the state's most exemplary and inspiring public schools. Schools selected for the Distinguished School Awards are strong, well-rounded community schools." Go Falcons!

Rincon Valley Promotes: Academic Excellence, Social Responsibility, Physical fitness, and appreciation of the arts for all students. Our program encourages students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

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](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: Students will gain additional exposure to DOK 3 level questions/tasks, continue to practice explanatory and argumentative writing, and learn core reading skills for all three text types

What data did you use to form this goal? SBAC ELA data from 2015-16. Benchmark writing done in the 2016-17 school year. Student growth in writing as measured by writing benchmark pieces, quarterly department writing,	What were the findings from the analysis of this data? Students continue to struggling with explanatory and argumentative writing. Students struggle answering DOK 3 level questions in classes Our Innovate Ed team has determined that a	What metrics and/or tools will the school use to evaluate the progress of this goal? A representative number of students will write an easy in Q1 and Q3. Students will be evaluated on organization and purpose, evidence and evaluation, and conventions. Comprehensive assessment measuring varying
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<p>SBAC</p> <p>Student growth in success of answering DOK 1, 2, 3 questions</p> <p>Students will utilize appropriate reading strategies (including close reading) to comprehend and infer from texts to complete DOK 3 tasks</p> <p>Anecdotal data showing student are struggling in study skills classes and Homework club.</p>	<p>school-wide focus on evidence based reading and writing in all departments was the best way to improve student performance.</p>	<p>levels of DOK</p> <p>Semesterly writing assessments</p> <p>SBAC scores</p> <p>Quarterly or semesterly assessment in English, History, and Science departments that assesses reading skills</p>
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Create a yearlong investigation plan to determine to how best meet the needs of all students including those who are struggling.	Principal AC team	Release time for support investigation to take place	Teacher release time	6000		
			Staff professional development	Staff travel and conferences	5000		
			Upon the completion of the investigation, the purchasing of needed supplemental curriculum and material and supplies to begin implementation of support	Materials/supplies	2000		
2	Creation of posters and cheat sheets about three text types	TOSA Principal AC team	Release time to create and design the posters and student card as well as cheat sheets	Teacher release time	600		
			Materials to create posters for every classroom. Also the materials for student cards and cheat sheets.	Materials/supplies	1000		
3	Continue support class for ELD	Principal/ teacher	Maintain the current ELD support class	.20 FTE			19,693
4	Best Plus tier two support	Best Plus committee	Staff members will meet to identify those needing tier two supports and collaborate interventions strategies	Teacher extended day	6000		1200

5	Study skills support classes	Teachers	Supplemental materials and supplies for study skills classes	Materials and supplies			6650
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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 520*

52, 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: Increase student and family engagement to build a stronger school community

What data did you use to form this goal? Daily attendance from 2015-16 (95.09%) and current 16-17 (95.93%). Semester D and F list Attendance at PTO/ELAC meeting Student engagement data represented by class referrals, class disruptions, grades and attendance. Family Engagement Facilitator Contacts Restorative Resource Specialist data	What were the findings from the analysis of this data? That attendance is increasing but we still have growth potential. Parent participation is very low at our ELAC meetings Student suspensions have increased 2016-17 Student engagement as measured by academic success (D and F) needs improvement.	What metrics and/or tools will the school use to evaluate the progress of this goal? Attendance reports D and F lists SWIS and Illuminate ed. data Attendance at parent meetings FEF contact data Bridge Data
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
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				description vocabulary – i.e. “materials/supplies.”			
	Provide an addition a day of SAY counseling	Principal	Fund an additional day of counseling services to add to our full service community school model	I counselor 1 day a week	17,248		
2	Creation and upkeep of a school website to further engage parents	Principal/teacher	Webmaster to create and upkeep the school website	Stipend for webmaster	1000		

3	Coffee with principal/parent meetings	Principal/Assistant principal	Engage with parents to increase school to home relationships	Materials/supplies/light refreshments for parent meetings/trainings			2000

4	Best Plus academic and attendance incentives	Counselor/Assistant Principal	Provide incentive to student with 2.0 or better and good attendance	Materials/supplies	2000		

5	Connections, first 2 days of school activities	Principal and staff	Provide stipend/hourly for staff to plan, organize and prepare for the days and activities	Extra duty pay	3600		
			Materials and Supplies for the days		2000		

6	Assembly to improve school climate	Principal/ counselor/ staff	Provide an all school assembly to address school climate issues	Other services - consultants	5000		

7	Professional development on school climate	Principal/ AP/ Staff	Professional development for staff on school culture and climate	Staff travel and conf.	4757		
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FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Rincon Valley Middle School Year: 2017-18

Principal's Signature: Ed Navarro Date: 5/21/17

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ed Navarro	X				
Carol Kovatch		X			
Linn Briner		X			
Amy Kneble			X		
Vanessa Ruiz		X			
Jenny Candalaria		X			
Jacob Weiss					X
Lee Obrien					X
Jennifer Rodriguez Tambra Curtis Zach Chonzena				X X	X
Numbers of members in each category	1	4	1	2	3

¹ EC Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/ target?	End of Year Data	Proven or Research Based?	Achieved Desired Results?	If Not, Why Not?	Retain Program?
					Yes or No	Yes or No		Yes or No
Example: Creative Writing Club/\$2000	CELDT Scores	25% English Proficient	Increase 10 %- age points	39% English Proficient	Yes	No	Inadequate Training	No
ELD .20 teacher	Teacher recommendati ons,	Classroom benchmarks	Increase performance	Students will have improved grades	Yes	Yes		Yes
Chromebook Cart	1 to 1 access	Previous year access available sporadically	Continued access	1 to 1 access – all student use	yes	yes		No

The Single Plan for Student Achievement

Lawrence Cook Middle


49 70920 6060255
CDS Code

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Matt Pollack
Position: Principal
Address: 2480 Sebastopol Rd., Santa Rosa, CA 95407-6728
Telephone Number: (707) 528-5156
FAX: (707) 528-5163
E-mail Address: mpollack@srcs.k12.ca.us


6/6/17
MA *

About Our School

School Description and Mission Statement

Lawrence Cook Middle School is a comprehensive middle school that serves 400 seventh and eighth graders on the west side of Santa Rosa. Our students come to us from nine elementary schools in four different elementary school districts within our boundaries. Lawrence Cook provides an academic program that serves the needs of all students—from those with severe challenges to English learners to gifted students. LCMS provides an elective program that includes arts, crafts, and an award-winning band and music program. We offer five interscholastic after school sports and an after-school program managed by the local Boys and Girls Club. The schoolwide focus on AVID (Advancement via Individual Determination) success skills and a growing AVID elective program is connected to our Compact for Success program. Compact for Success is Lawrence Cook's direct connection with Elsie Allen High School as we prepare students for the college and career pathways at the high school. Students who complete the Compact for Success requirements from 7th grade through 12th grade will gain a guaranteed admission to Sonoma State University. LCMS is Best Plus school that partners with Humanidad to provide counseling to students while we provide Restorative practices to all.

Mission Statement

At Lawrence Cook Middle School, we believe in providing a rigorous academic education while meeting the needs of the whole child. We believe in having high expectations, high accountability, and providing high levels of support. We challenge and support all students while providing a safe and relevant learning environment that prepares our students for college and career pathways in high school.

"LCMS is a proud family that empowers and prepares students for their future."

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

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Lawrence Cook Middle School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **403**CDS Number: **49-70920-6060255-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$116,939
LCFF Concentration	
TITLE I - Targeted Assistance	\$111,825

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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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 policies 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.

Olivia Vazquez

Typed Name of ELAC Chairperson's

Olivia Vazquez

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

Typed Name of Principal

Matthew V. Pollack

Signature of Principal

5/23/17

Date

Emily Humphrey

Typed Name of SSC Chairperson

Emily Humphrey

Signature of Chairperson

5/23/17

Date

Lawrence Cook Middle School (FORM B)
2017/18 SCHOOL PLAN BUDGET
PRELIMINARY ALLOCATIONS
FTE PERSONNEL

1xxx

Certificated Salary and Benefits

Funding Source
Supplemental (0500)
Mgmt (E128/H130)
Funding Source
Concentration (0510)
Mgmt (E128)
Funding Source
Title I (3010)
Mgmt (5197)
\$116,939
Title I \$111,825
FTE
Amount
FTE
Amount
Title I
Amount

0.40

\$41,534

0.00

0.40

\$36,983

2xxx

Classified Salary and Benefits

1.06

\$50,403

0.00

FTE Personnel Total
\$91,937
\$0
\$36,983
REMAINDER FOR SITE TO ALLOCATE
\$25,002
\$0
\$74,842
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)
Amount
Amount
Amount

01-resource-0-1140-1000-1112-site-mgmt

Teacher Extended Day

\$5,000

\$0

\$5,000

01-resource-0-1140-1000-1122-site-mgmt

Teacher Release Time

\$1,000

\$3,000

01-resource-0-1140-1000-3xxx-site-mgmt

Hourly Cert. Benefits (Total Above x 18.05%)
Benefits will be automatically calculated

\$1,083

\$0

\$1,444

01-resource-0-1140-1000-2213-site-mgmt

Classified Overtime - Family Mentor, Tech Assist., etc.

\$0

01-resource-0-1140-1000-2413-site-mgmt

Clerical Extra Duty/Overtime

01-resource-0-1140-1000-3xxx-site-mgmt

Hourly Class. Benefits (Total Above x 25.62%)
Benefits will be automatically calculated

\$0

\$0

\$0

GENERAL EXPENDITURES (ITEM DESCRIPTION)
Amount
Amount
Amount

01-resource-0-1140-1000-4200-site-mgmt

Books - Other than Textbooks

\$1,500

\$0

\$1,500

01-resource-0-1140-1000-4300-site-mgmt

Materials / Supplies (Consumables)

\$4,000

\$0

\$4,000

01-resource-0-1140-1000-4311-site-mgmt

Instructional Materials (Non-consumables): CB
Days (\$2,000)

\$2,000

\$0

\$6,500

01-resource-0-1140-1000-4312-site-mgmt	Software	\$0	\$0	\$0
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$2,000	\$0	\$3,000
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$0	\$0	\$14,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$5,000	\$0	\$12,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$2,919	\$0	\$4,800
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$0	\$0	\$1,000
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses		\$0	\$8,598
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation		\$0	\$9,500
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>		\$0	
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings		\$0	
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$500	\$0	\$500
Remainder for site to allocate Automatically total each column as values are entered		\$25,002	\$0	\$74,842
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$25,002	\$0	\$74,842
FTE Personnel Total	\$91,937	\$0	\$36,983
Preliminary Allocations	\$116,939	\$0	\$111,825

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

May 23, 2017

SSC Chairperson's Signature

Date

5/23/17

ELAC Chairperson's Signature

Date

5/31/2017

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

6,000.00

0.00

8,000.00

STRS	3101	14.43%	866	0	1154
FICA (ssi)	3311				
MC	3331	1.45%	87	0	116
UI	3501	0.05%	3	0	4
WC	3601	2.12%	127	0	170
		18.05%	1083	0	1444

Classified

Add benefits to this amount

0

0

0

PERS	3202	15.80%	0	0	0
FICA	3312	6.20%	0	0	0
MC	3332	1.45%	0	0	0
UI	3502	0.05%	0	0	0
WC	3602	2.12%	0	0	0
		25.62%	0	0	0

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: Decrease the number of students with two or more D/Fs (Increase A's, B's & C's to over 85% of all grades) to facilitate a greater percentage of students to enter high school on a college and career ready pathway. Adopt school-wide common instructional routines and supports: agenda usage, Cornell Notes, CLOSE reading and a focus on (CER) viable argument and claims, evidence, and reasoning and mathematical numeracy and applied problem solving.

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?
<ol style="list-style-type: none">2016~2017 Grades and GPA lists: considerable growth occurred in raising the number of students reaching specific GPA levels. Continued support and scaffolds are still necessary.Let's Go Learn AssessmentsObservations from teachers, administrators, and instructional coaches	<ol style="list-style-type: none">Students need daily instruction and scaffolds to raise and maintain high academic grades.Assessments reveal lower than grade level literacy and numeracy skills.Students need focused instruction, repetition and reinforcement in literacy and numeracy skills to prepare them for high schoolEducators need ongoing professional development and collaboration to analyze student data in order to refine, refocus and reinforce goals	<ol style="list-style-type: none">Progress report and quarter gradesCommon assessments in Illuminate DNA, quarter benchmarks, SBAC interims (IABs)Teacher collaborative review/assessment of student work in all subject areas to maintain and reinforce common instructional routines and supportsProfessional development sign-in sheets, surveys, evaluations and classroom observations

STRATEGY:

#, Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1. Support ELA class sections (2)	Ackerman/Abela	2017~2018 Short Master Schedule	Intervention Class	0	0	36,983
2. ELD Class sections (2)	Kaplan	2017~2018 Short Master Schedule	Supplemental English class for ELLs	41,534	0	0
3. Parent education meetings	Pollack/Soto/Cota (FEF) + Via Esperanza	Quarterly (or more frequently) family/community events	Materials/postage	500	0	500
4. Master scheduling for maximum support in math	Pollack/Soto/Hernandez	2017~2018 Short Master Schedule, Master scheduling	Scheduling	0	0	0
5. Increase technological access for staff and students	Howell/Pollack/Dept chairs	Order 2 chromebook carts + ELMOs Licensing Interventions online: NEWSELA Pro, Lexia, etc.	Chromebook carts, ELMOs Online Software licenses	1,493	0	20,000 8,598
6. After school tutoring Math and ELA	English & Math Teacher	Twice per week	After school tutorial	2,000	0	5,000
7 Supplemental instructional materials for core departments	MPollack, dept chairs	July, 2017→ material orders	Instructional materials: consumable vs. nons	1,000 2,000 (CBD)	0	4,000 7,750
8. Professional Collaboration	LCMS faculty	Extended or release time for professional development around common assessments, common lessons and evidence of student learning	Professional development and collaboration	1,000	0	3,000
9 Conferences (PD)	LCMS staff	AVID Summer Institute 2018; SCOE conferences, various other training related to school mission	Conferences/PD	5,000	0	12,000
10. Field Trips	LCMS Departments	Students to apply academic learning in real world environments	Field Trips, Transpo	2,919	0	9,500
11. Library Materials	Library tech/ MPollack	Continue to expand current, high interest reading materials for students to engage in reading to build fluency and comprehension	Library materials, library subscriptions	1,500	0	1,500
12. MEAP Advisor	LCMS/District	Migrant Ed. Advisor Program	Consultants	3,000	0	0

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: LCMS will Decrease classroom referrals by 15% for the categories of disruption and defiance, profanity, vulgarity. 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?
<ol style="list-style-type: none"> 1. Classroom & Site referrals data 2. Humanidad counseling data 3. Restorative practice data 4. Attendance data 5. Suspension data 6. Family engagement data 	<ol style="list-style-type: none"> 1. Students need academic behavioral support to meet academic and social expectations 2. Collaboration with parents and community based organizations increases student academic and behavioral success. 	<ol style="list-style-type: none"> 1. Classroom & Site referrals data 2. Humanidad counseling data 3. Restorative practice data 4. Attendance data 5. Suspension data 6. Family engagement data

STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Provide a Bilingual office technician	Ms. Gonzalez	Supports communication with families/public and provide a welcoming and positive office climate.	Bilingual Office Tech	\$47,114.03	0	0
2	Student advisor	Mr. Zamora	Supports campus climate: promoting a safe and calm campus while monitoring student	0.06 Student Advisor	\$3,289.13	0	0

			behavior.				
3	Community Building Days	CBD Planning Team: Ackerman, et al.	Plan and organize for three community building days at start of year and three more days (1 per quarter) remainder of year.; materials for events, etc.	Community Building Days	\$2,000	0	0

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Lawrence Cook Middle School Year: 2017~2018

Principal's Signature: _____ Date: _____

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Matthew V. Pollack	x				
Yessica Santana			X		
Barbara Gay		x			
Cristina Kaplan		x			
Nubia Padilla				x	
Emily Humphrey				x	
Rebecca Humphrey					x
AVID Student					X
Kathy Dietkus			x		
Magdalena Mendoza				x	
Numbers of members in each category	1	2	2	3	2

¹ EC Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
Language! ELD Program (no recent cost)	CELDT Scores	25% English Proficient	Increase 10 %-age points	39% English Proficient	Yes	No	Not interactive : EL students need WRSL	No
SPSA/District Goal #1: Reduce D's & F's Cost: \$85,000	SRCS Reports Students w/ D's/F's	<u>2015~2016</u> <u>Q2</u> : 28% stus w/ 2 or more D's/F's <u>Q3</u> : 31% w/ 2 or more D's/F's	**There was no specific goal**	<u>2016~2017</u> <u>Q2</u> : 27.9% w/ 2 or more D's/F's <u>Q3</u> : 32.1% w/ 2 or more D's/F's	No	No, BUT... <u>Q2</u> : no difference <u>Q3</u> : loss of 1%	Several teachers increased rigor of Common Core Standards, C.E.R. and CPM math. The neutrality of results is a POSITIVE result.	<u>YES</u>
SPSA/District Goal 2: Reduce LCMS discipline incidents by 5% from previous year. Cost: \$50,000	SRCS Reports: total discipline incidents reported	<u>2015~2016</u> : 2,374 entries, 240 at-home suspensions, 5 on-campus suspensions, 10 Expulsions	Reduced by 5% in entries and suspensions	<u>2016~2017</u> : 1,418 entries, 175 at-home suspensions, 10 on-campus suspensions, 2 Expulsions	Yes	YES: 38% reduction in reported incidents; 27.1% reduction suspensions at home 400% reduction expulsions		<u>Yes</u> , but need to build capacity for more explicit instruction among all staff for E.I., Mindfulness, etc.

GOAL #1, reduce percentage of students with D's/F's from previous year was not met. The percentages remained constant from one year to the next. With a deeper implementation of the C.E.R. literacy process and CPM Mathematics, maintaining consistent percentages is

encouraging. We do not yet have EOY data (SBAC results). Additionally, staff members are looking forward to using Illuminate DNA for formative assessments and having data to use to drive instruction forward. Recommended continued use of school leadership teams to lead site teams examination of student work and assessment data related to depth of knowledge tasks and standard mastery.

Goal #2 has been met. There was a large decrease in discipline incidents. With the introduction of Mindfulness twice per day on campus, the question is the correlation. Four day of Community Building Days (3 to start the year and 1 in January Continued implementation of Mindfulness and BEST Plus instruction and implementatoin, with half of staff time dedicated to BEST Plus, is recommended. This will necessitate additional time monthly dedicated to whole-staff meetings. Community Building Days and increased family engagement activities are recommended. Increased technology, hands on learning, and field trips may support student engagement and thus support both goals. Additionally, continued partnerships with community based organizations to provide wellness support is also recommended.

1. Lawrence Cook Middle School has combined efforts with Elsie Allen High School with the Compact for Success program for the past six years. LCMS looks to expand its AVID elective program along with further implement AVID teaching and engagement methodologies in all core classes to help more students arrive in high school on college and career pathways.
2. Offering English and Math support classes and instructional coaches was beneficial to supporting students with regards to increasing academic skills to prepare them for college and career. Students in their early acquisition of language benefit from smaller group instruction and it is recommended next year to create an additional section of English for English Language Learners. Additionally, it is recommended to make sure English Learners also receive sheltered support for Science and History next year.
3. Release and extended day time was beneficial towards creating an action plan to support site team implementation of common core standards. Collaboration time to look at student work in relation to the action plan was also valuable as evidenced by students increase in complexity of depth of knowledge tasks. Release time to plan for C.E.R. (Claims Evidence and Reasoning) materials and instruction will connect the core subject departments as we implement deeper levels of knowledge and increase performance among all students.
4. Students benefit from academic and behavioral services. The addition of Humanidad therapy services, restorative specialists, family engagement facilitator, and a bilingual front desk person was beneficial to creating a positive and safe campus climate and culture. The number of referrals to community based organizations increased.
5. Parents have requested additional after school homework help. The Boys and Girls Club provides daily "power hour" as homework help, but parents have requested an English and Math teacher be available. Thus it is recommended two teachers per week provide two hours of after school tutorial.
6. Students and teachers saw benefit from field trips. Students were engaged as they visited and explored museums, animal parks, colleges, universities, and different industries. Although costly, field trips provide our students opportunities to explore the real world way beyond their neighborhood. Many have not ventured outside of their local communities prior to these experiences.

7. Adding more chromebooks this year provide students opportunities to increase digital literacy as we implemented Google Applications for Education. Students become more engaged in their curriculum while utilizing technology. It is recommended we increase available technology next year to assist teachers with implementing engaging lessons in all core subjects and electives.
8. Supplemental instructional materials to assist students with vocabulary acquisition and reading comprehension and to increase rigorous access to complex text were supportive for our students. It is recommended to continue to purchase supplemental instructional materials.
9. Students are successful in electives courses, evidenced by high elective grades and reduced discipline incidents in electives. These classes also extend learning, communication and creativity. Our award winning band brings great pride to our school and family engagement during performances is high. Strong elective programs support positive school climate and culture, and research has shown that art, crafts, and music activate parts of the brain that benefit academic success as well. For these reasons it is recommended financial resources continue to support the strong electives program at LCMS.

The Single Plan for Student Achievement

SC 5/22/17
MA 5/25/17

Hilliard Comstock Middle

49 70920 6068977
CDS Code

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Laura Hendrickson
Position: Principal
Address: 2750 West Steele Ln., Santa Rosa, CA 95403-3299
Telephone Number: (707) 528-5266
FAX: (707) 528-5480
E-mail Address: lhendrickson@srcs.k12.ca.us

About Our School

Mission Statement

At Comstock, our mission is to inspire our students to be global thinkers who will thrive in the 21st Century. We are devoted to developing academic excellence, creating a nurturing environment and fostering an innovative approach to learning. We will cultivate in students a desire to learn and understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind.

Comstock's 21st Century Pledge

As we move into developing our STEAM (Science, Technology, Engineering, Arts and Mathematics) program, we pledge to provide our students with the support and tools and training for 21st century learning:

- The ability to be flexible, adaptable, self-directed, socially aware, accountable & responsible.
- The opportunity to learn core subjects taught in the context of themes like global awareness & civic literacy.
- The opportunity to explore many disciplines through an elective wheel
- The ability to understand and distinguish Information Literacy, Media Literacy & ICT (information, communications & technology) Literacy
- The infusion of: The 4 Cs": Communication, Collaboration, Creativity & Innovation, Critical Thinking & Problem Solving, along with strong and rigorous content knowledge.

The Comstock Commitment

Comstock is the right environment for any student to succeed. It is small, personal and dedicated. The staff at Comstock takes pride in ensuring every student succeeds and no one fails. Our motto is "Believe and Achieve! " By believing in students and students believing in themselves, achievement will always be the end result.

Motto: Together we believe! Together we achieve!

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

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Hilliard Comstock Middle School**Date: **4/25/2017**School Year: **2017/18**Check one: x Original submission
 Title revisionEnrollment: **370**CDS Number: **49-70920-6068977-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$108,851
LCFF Concentration	-
TITLE I - Schoolwide	\$70,048

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 policies 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

Typed Name of ELAC Chairperson's

Maria Vazquez

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

Typed Name of Principal

Laura Hendrickson

Signature of Principal

5/15/17

Date

Sasha Oster

Typed Name of SSC Chairperson

Sasha Oster

Signature of Chairperson

5/15/17

Date

Hilliard Comstock Middle School (FORM B)		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$108,851			Title I	\$70,048
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.80	\$73,053	0.00		0.60	\$62,200
2xxx	Classified Salary and Benefits			0.00			
	FTE Personnel Total		\$73,053		\$0		\$62,200
REMAINDER FOR SITE TO ALLOCATE			\$35,798		\$0		\$7,848
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$3,500		\$0		\$0
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$2,000				
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated		\$993		\$0		\$0
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.						\$0
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated		\$0		\$0		\$0
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks		\$3,500				
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$4,000				\$1,000
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)		\$3,687				
01-resource-0-1140-1000-4312-site-mgmt	Software		\$2,000				

01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$4,000		
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$4,000		
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences			
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>			\$3,350
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$4,618		
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses			
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$3,500		
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings			\$2,698
01-resource-0-1140-2495-5901-site-mgmt	Postage			\$800
Remainder for site to allocate Automatically total each column as values are entered		\$35,798	\$0	\$7,848
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$35,798	\$0	\$7,848
FTE Personnel Total	\$73,053	\$0	\$62,200
Preliminary Allocations	\$108,851	\$0	\$70,048

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

SSC Chairperson's Signature

Date

ELAC Chairperson's Signature

Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

			5,500.00	0:00	0:00
STRS	3101	14.43%	794	0	0
FICA (ssi)	3311				
MC	3331	1.45%	80	0	0
UI	3501	0.05%	3	0	0
WC	3601	2.12%	117	0	0
		18.05%	993	0	0

Classified

Add benefits to this amount

			0	0	0
PERS	3202	15.80%	0	0	0
FICA	3312	6.20%	0	0	0
MC	3332	1.45%	0	0	0
UI	3502	0.05%	0	0	0
WC	3602	2.12%	0	0	0
		25.62%	0	0	0

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: A. Provide a comprehensive instructional program that supports college and career readiness.

What data did you use to form this goal? Master schedule enrollment trends in CTE & electives Growth data: GPA, D/F Reports Summative assessments: Rubrics, pre/post assessments Formative assessments: LGL, AR, SBAC	What were the findings from the analysis of this data? GPA has increased and holding steady. D/F list has decreased. Assessments show 50% growth in most literacy & math bands. Increase growth to 60% in 2017-2018	What metrics and/or tools will the school use to evaluate the progress of this goal? Continue with developed metrics.
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G 1 #	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	Title I
1	CTE Foundations for Success class for 7th graders	S Oster, Teacher	Keep on master schedule	.20 FTE	\$ 18,678	
2	Provide Maker class for Elective wheel	J Lundblad, Teacher	Keep on master schedule	.20 FTE	\$ 15,272	
3	ELA TOSA to support English Literacy	S Cleek	Keep on master schedule	.20 FTE		\$ 22,560
4	Math TOSA to support Math Literacy	M Simon	Keep on master schedule	.20 FTE		\$ 22,529
5	Support one of two ECP class	K Shanklin, Teacher	Keep on master schedule	.20 FTE	\$ 20,236	
6	Classroom supplies for CCSS implementation	Dept Chairs	As needed, supplies for classrooms to support CCSS implementation	misc. supplies for annotation, project based learning, etc.	\$ 3,500	
7	MEAP Counselor	Butte County Office of Ed	Fund counselor to support migrant students	1 counselor 2 days per week		\$ 3,350
8	Early College Magnet Prep course field trips	K Shanklin, Teacher	Support field trips for ECP students to CSU campuses	Busses & subs	\$ 4,000	
9	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 goals.	Release time; extended day; conferences	\$ 5,000	
	Subtotal for Goal 1				\$ 66,686	\$ 48,439

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?	
<ul style="list-style-type: none"> Parent, Student, Staff Surveys Parent Attendance at ELAC/PFO meetings Student Engagement as measured by attendance, grades and discipline data 			Our efforts have brought more community support to the school via increased attendance, lower discipline incidences and increased academic success.		Same	
G 2 #	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	Supplemental Amount	Title I
1	Increase FTE for counselor to provide academic support for students with GPAs below 2.0	A Siniscalco	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
2	Family Wellness Initiative	Principal, PFO, PE teachers, Family Engagement Facilitator	Training & education in nutrition, weight management and exercise	.Education, materials,		\$ 2,498
3	Safe School Ambassador Program	Administration, Counselor, Restorative Specialist Teachers	Training for new cohort	Release time, incentives	\$ 1,000	
			On-going family group meetings		\$ 1,000	
4	BESTPlus student incentives	BESTPlus team	Provide prizes BESTPlus desired behaviors	Prizes/Rewards	\$ 1,000	
5	Supplies and materials for BESTPlus	All staff	Costs for posters materials for student activities		\$ 1,000	\$ -
6	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	\$ 1,495
7	Family Engagement Center	Family Engagement Facilitator/Principal	Furnishings and supplies for center	supplies for parent support;		\$ 1,000
8	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 Piner HS for program articulation	Release time, supplies	\$ 1,000	
9	School Garden	D Bianchi	Support community garden	Supplies	\$ 1,000	
	Sub-total Goal 2				\$ 7,000	\$ 21,609

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?

- 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.

What metrics and/or tools will the school use to evaluate the progress of this goal?

Same


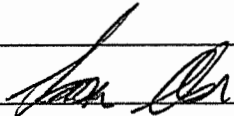
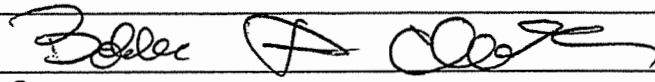
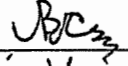

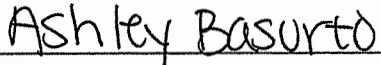
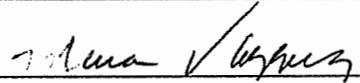

G 3 #					Supplemental Amount	Title I
1	Tech TOSA to support Digital & Media Literacy	S Oster, TECH Tosa	Add to master schedule	.20 FTE	\$ 18,478	
2	Maker Space: Math & Science	Maker Teachers, Tech Tosa	Develop maker space	Supplies, furnishings, equipment	\$ 2,000	
3	Maker Consultants	Maker Teachers, Tech Tosa	Support maker activities		\$ 2,000	
4	Tech/Digital/Media support	Principal, Tech TOSA	Inventory and evaluate tech & media needs	Software, hardware to maintain digital literacy; books & other media	\$ 10,000	
5	Instructional supplies	Tech TOSA	Supplies needed to run digital lab and courses.	Misc. supplies	\$ 2,687	
	Sub-total Goal 3				\$ 35,165	\$ -
	ALLOCATION				\$ 108,851	\$ 70,048
	GRAND TOTAL GOALS 1, 2 & 3				\$ 108,851	\$ 70,048 ✓
	Left to allocate				\$ -	\$ -

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Hilliard Comstock Middle School Year: 2017-2018

Principal's Signature:  Date: May 15, 2017 meeting

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura Hendrickson 	x				
Alexis Siniscalco		x			
Sasha Oster 		x			
Kathy Shanklin		x			
Bobbi Chock 		x			
Bruce Campbell 					x
Kelly Hoang 					x
Ashley Basurto 					x
Michelle Sciavone				x	
Maria Vasquez 				x	
Jose Ruiz				x	
Lory Hovland 			x		

¹ EC Section 52852

Form E: Single Plan for Student Achievement Annual Evaluation:

Hilliard Comstock Middle School 2016-2017

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

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

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

Activity Name/Cost	Cost	Achieved Desired	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research	If Not, Why Not?	Retain Program?
TITLE 1 Expenditures		Yes or No					Yes or No		Yes or No
English support class for students who need ELD	\$ 17,217	Yes	LGL Data; L! assessments; AR;	CELDT Level 1; minimal English Proficiency	Increase 1 Grade Level	Increases in teacher data are show growth. Students will get designated ELD in next year's advocacy block.	Yes	Use advocacy for designated ELD; need sections due to the cutting of 4 sections	No
ELA TOSA to support English Literacy	\$ 22,083	Yes	LGL Data; Teacher Assessments	LGL Pre-test	75% students achieve growth in at least one band	80% student increase	Yes		Yes
Math TOSA to support Math Literacy	\$ 22,526	Yes	ALEKS Data, Math Benchmarks	LGL Pre-test	75% students achieve growth in at least one band	90% student increase	Yes		Yes
MEAP Counselor	\$ 4,000	No	Migrant student's GPA above 2.5	Fund counselor to support migrant students	Academic support for Migrant students	We did not have a counselor for most of the year to work with migrant students. Charge will be pro-rated. We want to continue program next year.	Yes		Yes

Activity Name/Cost	Cost	Achieved Desired	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research	If Not, Why Not?	Retain Program?
TITLE 1 Expenditures		Yes or No					Yes or No		Yes or No
Increase FTE for counselor to provide academic support for students with GPAs below 2.0	\$ 16,616	Yes	GPA	Counselor is funded .80 by district. Site will use a combination of Title I and LCFF funds to make this a full-time position	Increase GPA	GPA average has increased to 3.02%	Yes		Yes
Teacher PLC extended day pay & release time for CCSS collaboration	\$ 4,500	Yes	Interdisciplinary rubrics & curriculum alignment	No curriculum or rubrics	Interdisciplinary rubrics and curriculum for Claims/Evidence/reasoning	Work has been completed for CER and we will continue with this and another goal for next year.	Yes		Yes
Teacher PLC extended day pay & release time for CCSS collaboration	\$ 4,500	Yes	Interdisciplinary rubrics & curriculum alignment	No curriculum or rubrics	Interdisciplinary rubrics and curriculum for Claims/Evidence/reasoning	Work has been completed for CER and we will continue with this and another goal for next year.	Yes		Yes
Early College Magnet Prep course field trips	\$ 4,000	Yes	Student attendance; applications to Piner's ECMP	Previous years	Expose students to college and career opportunities	# of students in 8th grade course exceeded 60. 95% applied for 9th grade program	Yes		Yes
Safe School Ambassador Program	\$ 1,000	Yes	# of SSA referrals	SSA Referrals; discipline data	Increase SSA referrals to stop potential issues		Yes		Yes
BESTPlus release time and materials	\$ 2,000	Yes	BEST Plus initiatives become known.	Costs for posters materials for student activities	Become BESTPlus school; develop interventions and incentives.	Discipline incidences have continued to stay down. SSA students are reporting potential incidences to team leaders.	Yes		Yes
Community Building Days	\$ 2,500	Yes	BESTPlus Team	Supplies for 2 Community Building days in the fall and 2 ½ days in the spring	Supplies, release time, extended day pay	Parent and community participation continues to rise. Discipline incidences have continued to stay low.	Yes		Yes

The Single Plan for Student Achievement

Elsie Allen High

49 70920 4930160

CDS Code

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mary Gail Stablein

Position: Principal

Address: 599 Bellevue Ave., Santa Rosa, CA 95407-7713

Telephone Number: (707) 528-5020

FAX: (707) 528-5023

E-mail Address: mstablein@srcs.k12.ca.us

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MA

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 2 student computer labs and 20 Chrome Book carts. There is wireless internet access in all classrooms. 4 Interactive SMART boards, document readers and projectors in all classrooms, and Phonic Ear audio capabilities throughout the campus to ensure higher levels of student engagement. Each teacher has a laptop. A new College and Career Hub opened in 2015, which houses Chromebooks which are available for student and staff 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 an 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.

Unique to Elsie Allen High School 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 parent education room provides a drop in space for students during the day, yoga for staff after school, and workshops in nutrition and wellness in the evening.

Sharing space on the Elsie Allen campus, Midrose is an alternative program 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."

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

5/30/17
3143

Services, Programs, Recommendations and Assurances

Elsie Allen High School

Date: 4/25/2017

2017/18

Check one: ☒ Original submission
☐ Title revision

CDS Number: 49-70920-4930160

Funding Source	Preliminary Budget
LCFF Supplemental	\$286,787
LCFF Concentration	
TITLE I - Schoolwide	\$302,180

Title I Schools – Remember to budget for Parent Involvement

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

ool for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

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

ASSURANCES

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

ouncil (SSC) was correctly constituted in accordance with district governing board policy and state law.

d its responsibilities under state law and district governing board policies, including those policies related to material changes in the Single Plan for Student
A) requiring board approval.

d consider all recommendations from the following committee, as appropriate, before adopting this plan.

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
ose found in district governing board policies, in the local educational agency plan (LEAP & LCAP).

ed on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school
student academic performance.

lopted by the SSC at a public meeting on:

ail Stabléin

Typed Name of Principal

Signature of Principal

5/30/2017
Date

ail Stabléin

Typed Name of SSC Chairperson

Signature of Chairperson

5/30/2017
Date

Elsie Allen High School (FORM B)		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$286,787			Title I	\$302,180
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	1.00	\$107,696	0.00		1.60	\$163,872
2xxx	Classified Salary and Benefits	1.00	\$35,600	0.00		0.75	\$27,600
	FTE Personnel Total		\$143,296		\$0		\$191,472
REMAINDER FOR SITE TO ALLOCATE			\$143,491		\$0		\$110,708
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$10,000				\$10,000
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$5,000				\$5,000
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated		\$2,708		\$0		\$2,708
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.		\$5,000				\$5,000
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime		\$10,000				\$5,000
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated		\$3,843		\$0		\$2,562
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks		\$5,000				\$5,127
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$53,000				\$39,030
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)		\$5,000				\$3,000
01-resource-0-1140-1000-4312-site-mgmt	Software		\$2,000				\$1,000

01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$15,000		\$5,000
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$3,000		\$3,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$8,000		\$5,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$1,966		\$2,000
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$3,461		\$3,000
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$1,000		\$1,000
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$3,000		\$3,000
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>	\$2,000		\$5,000
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$513	\$0	\$1,281
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings	\$1,000		\$1,000
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$3,000		\$3,000
Remainder for site to allocate Automatically total each column as values are entered		\$143,491	\$0	\$110,708
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

SUMMARY OF THE BUDGET

Total of Site Allocations	\$143,491	\$0	\$110,708
FTE Personnel Total	\$143,296	\$0	\$191,472
Preliminary Allocations	\$286,787	\$0	\$302,180

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

fy SSC review and approval:

MJ Stahl

5/30/2017

Date

MJ Stahl

5/30/2017

Date

Signature

SV

5-30-17

Date

Signature

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

15,000.00

0.00

15,000.00

3101

14.43%

2165

0

2165

3311

1.45%

218

0

218

3331

0.05%

8

0

8

3501

2.12%

318

0

318

3601

18.05%

2708

0

2708

Classified

Add benefits to this amount

17000

0

15000

3202

15.80%

2686

0

2370

3312

6.20%

1054

0

930

3332

1.45%

247

0

218

3502

0.05%

9

0

8

3602

2.12%

360

0

318

25.62%

4355

0

3843

5/30/2017

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 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? D and F list last 2 years	What were the findings from the analysis of this data? Currently no significant change between the 2015- 16 and 2016-2017 school years	What metrics and/or tools will the school use to evaluate the progress of this goal? IPR, Quarter and Semester grade reports
--	--	--

STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	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, Certificated Staff, Classified Staff, Administration	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 Materials/supplies/postage		7,747		14,460
			Overtime for clerical support	Admin & clerical not allowed with Title I.			5,000
			.20 Testing Coordination, .20 Curriculum Technology Assistance for Teachers		40,000		
			After school tutors				5,000
2	Increase Professional Development offerings –	Team Leaders Certificated/Classified	Coordination of Services <ul style="list-style-type: none"> School-wide PLC training 		97,000		30,000

	best classroom engagement/collaboration practices. AVID Summer Institute	Administration	<ul style="list-style-type: none"> • SIOP, AVID strategies, SBG, Step Up to Writing, Common Core training, SBAC, DOK, SSA, RJ • 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 Release Time Equipment/Materials/Supplies/Technology/ Student Planners AVID Summer Institute Chrome Carts Materials/supplies/postage				
			4 AVID Sections				80,000
			2 Intensive ELD Labs 3 math labs		60,000		40,000
3	Compact for Success Liaison to SSU	Administration	1 Section				25,000

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

What data did you use to form this goal? Classroom referral data SAY data. Restorative Practice & Attendance data.	What were the findings from the analysis of this data? Students need wellness support to meet academic and social expectations.	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.
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Coordinate student intervention services to provide wrap-around support	Tier II and III TOSA Intervention Coordinators Administration Certificated Staff Classified Staff	Measured/tallied on-campus support services				
			Coordinate outside agency data collection – Migrant Ed, MEAP Advisor, 10,000 Degrees, CAPE, SAY, College & Career Hub, Restorative Practices Release Time Overtime hours Extended day pay <i>student</i>				4,000
2	SAY Services LINK Crew Services Increase student attendance, Afterschool Tutorial, WASC Coordination (SAY)	SAY staff Link Crew Coordinator ASB Teacher Family Engagement Facilitators, WASC Coordinator, SSA, Testing Proctors Classified Staff Custodial Staff Administration Certificated Staff	Mental-health-wellness services (.5 days per week)				9,000
			Training/Certificated Overtime		25,000		14,180
			Classified/Custodial Overtime Student Support, provide family/community outreach – parent/community meetings, build family leadership network, library services, postage, paper, toner, food, incentives, child care, release time Materials/supplies Extended day pay		25,000		22,940
3	Webmaster	Certificated Staff Classified Staff Administration	Overtime/release time to update and maintain school website Materials/supplies				5,000

4	Increase campus supervision to keep students in school	Administration Classified Staff	8 hour Campus Supervisor		32,040		
5	Increase student support in ELD classes	Administration Classified Staff	6 hour Instructional Assistant				27,600
6	Community Collaborative Engagement class	Administration	1 Section				20,000

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Elsie Allen High School Year: 2017

Principal's Signature: Mary Gail Stablein Date: May, 2017

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mary Gail Stablein	X				
Wendy Eberly		X			
Michael Otto		X			
Monique Luke		X			
Peter Johnson		X			
Genesis Montejo					X
Sierrastarr Roberts					X
Jose Ruiz					X
Kathy Hayes				X	
Jamie Padilla				X	
Emily Humphrey				X	
Jane Oyer			X		
Numbers of members in each category	1	4	1	3	3

¹ EC Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/ target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
Example: Creative Writing Club/\$2000	CELDT Scores	25% English Proficient	Increase 10 %-age points	39% English Proficient	Yes	No	Inadequate Training	No
Document Readers, LCD Projectors \$5,500	Lack of Technology, Students need access to technology	Inventory	All classrooms have working document readers and LCD Projectors	Inventory	Yes	No	Technology upgrades needed yearly	Yes
Consultant \$5,000	Team Leader Leadership Training	Not established Norms and Tier I Strategies	Training in leading Collaborative Groups	Established Norms and Tier I Strategies	Yes	Yes	Continuum of learning within Departments	Yes
Parent Involvement postage, meetings, supplies \$4,000.00	WASC Goal	Sign-in Sheets	Increase by 10%	Sign-in Sheets	Yes	Yes		Yes
Link Crew Training, Materials and Supplies \$4,500.00	WASC Goal		All incoming 9 th graders have a mentor	Student Motivation and Support	Yes	Yes		Yes
AVID Training \$4,300.00	Teacher Training on Best Strategies	N/A	AVID Teachers trained in current strategies	N/A	Yes	Yes	Excessive fees from summer 2016	No
AP Tests	Equity of students taking AP tests	# of tests	All students have access to AP tests	# of tests	Yes	Yes		Yes

\$12,000.00								
Student Planners \$2,000.00	Equity of students having same planner	# of planners	All students have same planner	# of planners used by students	Yes	No	Research planner options	Yes
Science \$1,000.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Williams Act Compliance	Yes		Yes
English \$2,500.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Williams Act Compliance	Yes		Yes
Ceramics \$1,500.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Yes	Yes		Yes
Art \$1,500.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Yes	Yes		Yes
Math \$1,200.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Williams Act Compliance	Yes		Yes
Social Science \$800.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Williams Act Compliance	Yes		Yes
Office Supplies, toner, \$8,000.00	Instructional Materials and Supplies	Last year's inventory	All students have access	End of year inventory	Yes	Yes		Yes
Student Incentives \$1,5000.00	WASC Goal		Increase Student Motivation		Yes	Yes		Yes
Live at the Met \$700.00	Student exposure to Cultural Experience	N/A	N/A	N/A	Yes	No	One time expense this year to send 2 people	No

5. The Single Plan for Student Achievement

AC
6/7/17
MA

Montgomery High

49 70920 4934154

CDS Code

2016/17

Date of this revision: June 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Randy Burbank

Position: Principal

Address: 1250 Hahman Dr., Santa Rosa, CA 95405-6934

Telephone Number: (707) 528-5191

FAX: (707) 528-5056

E-mail Address: rburbank@srcs.k12.ca.us

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Montgomery High School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **1620**CDS Number: **49-70920-4934154-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$201,526
LCFF Concentration	
TITLE I - Targeted Assistance	\$85,034

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 policies 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 is currently vacant

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:

Randy Burbank

Typed Name of Principal

Randy Burbank

Signature of Principal

6-7-17

Date

Debra Hicks

Typed Name of SSC Chairperson

Debra Hicks

Signature of Chairperson

6-7-17

Date

Montgomery High School (FORM B)		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$201,526			Title I	\$85,034
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.60	\$70,867	0.00		0.20	\$18,873
2xxx	Classified Salary and Benefits	0.53	\$20,820	0.00			
	FTE Personnel Total		\$91,687		\$0		\$18,873
REMAINDER FOR SITE TO ALLOCATE			\$109,839		\$0		\$66,161
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day	\$15,000		\$0		\$13,600	
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time	\$7,000				\$10,600	
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated	\$3,971		\$0		\$4,368	
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.	\$2,000				\$4,000	
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime	\$1,000				\$4,000	
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$769		\$0		\$2,050	
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks	\$9,000				\$5,000	
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)	\$6,843				\$2,000	
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)	\$6,000				\$2,000	

01-resource-0-1140-1000-4312-site-mgmt	Software	\$1,000		\$0
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$5,000		\$1,000
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$5,000		\$1,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$26,000		\$2,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$5,000		\$3,000
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$4,000		\$4,000
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$3,000		\$1,000
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$6,000		\$5,400
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>	\$1,000		\$300
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$256	\$0	\$77
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings	\$1,000		\$600
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$1,000		\$166
Remainder for site to allocate Automatically total each column as values are entered		\$109,839	\$0	\$66,161
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$109,839	\$0	\$66,161
FTE Personnel Total	\$91,687	\$0	\$18,873
Preliminary Allocations	\$201,526	\$0	\$85,034

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

[Signature]
Principal's Signature

6-7-17
Date

[Signature]
SSC Chairperson's Signature

6-7-17
Date

Position is currently Vacant
ELAC Chairperson's Signature

Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated					
Add benefits to this amount		22,000.00	0.00	24,200.00	
STRS	3101	14.43%	3175	0	3492
FICA (ssi)	3311				
MC	3331	1.45%	319	0	351
UI	3501	0.05%	11	0	12
WC	3601	2.12%	466	0	513
		18.05%	3971	0	4368

Classified					
Add benefits to this amount		4000	0	8300	
PERS	3202	15.80%	632	0	1311
FICA	3312	6.20%	248	0	515
MC	3332	1.45%	58	0	120
UI	3502	0.05%	2	0	4
WC	3602	2.12%	85	0	176
		25.62%	1025	0	2126

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. Montgomery will also include the IB learner profile and AVID for all students.

What data did you use to form this goal? <ul style="list-style-type: none"> • IB instructional program • A-G completion rates • Common Core instruction 	What were the findings from the analysis of this data? <ul style="list-style-type: none"> • # of DP candidates by subgroups • Grade data • Teacher analysis of student work 	What metrics and/or tools will the school use to evaluate the progress of this goal? <ul style="list-style-type: none"> • 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.	<i>Certificated salary & benefits</i> 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)	2,361	2,000
3	EL materials and supplies, non-consumable	Counselors, Admin	For student support throughout the year: Group work support, posters, motivational materials...calculators, manipulatives, realia.	Materials/Supplies (Non-consumables)	2,000	1,000

4	Field trips (for ELs): Students to educational and real-world places (SRJC, museums...), enrichment, and cultural experiences.	ELD teachers	1 trip per quarter. Covers bus (\$700 approx) and release day (\$150). 4 possible trips. Includes incidentals (lunch, bowling fees, etc.) Approx \$850 per trip	Field trip transportation, teacher release time, other services.		3,400
5	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. : 3 hrs/day x 180 days. Per Cindy Brennan, added to contract. This will be Year 2.	Classified Salary & benefits	20,820	18,873

STRATEGY: MHS will provide Tier 2 supports for struggling 9th and 10th graders.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I
6	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 9 th graders identified by 8 th grade counselors as failing/struggling.	Certificated Salary and Benefits	19,000	19,000
7	Support counselor .20 FTE <i>01-0500-0-1770-3110-1200-250-H130 (per H. Miller)</i>	Principal Vice Principal	(add .20 FTE to the .80 FTE counselor). Reduce caseload; all counselors will work with own struggling students w/intensive support	Certificated Salary & Benefits	19,000	
8	Field trips for ECF 2 per yr @ \$1500 each + 2 release days	Early College Foundation teachers	One per semester to colleges, other real-world outreach experiences. 100 students, 2 busses 2 release days each trip.	Field trip transportation, teacher release time, other services.	3,400	
9	Materials, support for Supplemental students: consumables		For student well-being, support, instructional support, meetings, field days, motivational support, academic support	Materials/Supplies (Consumables)	4,482	

10	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	4,000	1,000
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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
11	AVID Fees for 2018-19	AVID Coordinator, Tracy Maniscalco	Pay in Spring 2018	Other services	4,500	
12	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	
13	AVID field trips	AVID Coordinator	2 per year, 4 classes	Field trip transportation, teacher release time, other services	3,100	2,000
15	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.	Staff travel and conference	10,000	
16	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	
17	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
18	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	10,000	2,000
19	Books: other than textbooks for A-G, IB, college readiness support	Admin and Dept. chairs		Books other than textbooks	9,000	

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%

<p>What data did you use to form this goal? Attendance, truancy and grade data. Expulsion/suspension data. Parent survey feedback: desire for increased outreach/communication from school.</p>	<p>What were the findings from the analysis of this data? # 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.</p>	<p>What metrics and/or tools will the school use to evaluate the progress of this goal? Truancy letters and attendance rate. Expulsion and suspension data.</p> <p>Parent survey and feedback.</p>
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#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	3010 Title I Amount
20	Tutoring Time: before and after school (4 days/wk, PM 2 certificated)	Principal	"Homework Club" 3 or 4 days/week, 1 hour/day, or before school, and/or math tutoring.	Teacher extended day		13,600
21	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	
22	MEAP Coordinator	Principal, Vice Principal	Migrant Ed on campus	Other services, consultants Agreement signed with S&F, Donna Friedrich for 2016-17		3,000
23	ELAC translations	Principal, Vice Principal	Written and in person and for meetings (Rebecca Sullivan, Anna Torres, classified, 30 hours)	Classified extra duty	1,000	1,000
24	Extra day for SAY Counselor	Principal, Vice Principal	To provided mental health service to our students	Certificated Salary & Benefits	13,521	

25	Best Plus PD for collaboration on behavioral support, teaching, and reinforcing school wide behavior values and expectations.	Admin., Counselors, and Teachers	PD collaboration planning, training, conference/workshop participation, other observations, program outreach	Staff Travel & Conferences, Teacher Release Time	2,000	5,000
26	Link Crew high school transition program	Admin., Counselors, and Teachers	Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed. Link Crew trains members of the junior and senior classes to be Link Leaders	Staff Travel & Conferences, Teacher Release Time	2,000	5,000
27	Staff PD for collaboration for cultural proficiency	Principal	Staff planning, training, conference/workshop participation, other observations, program outreach	Staff Travel & Conferences, Teacher Release Time	2,000	5,000

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

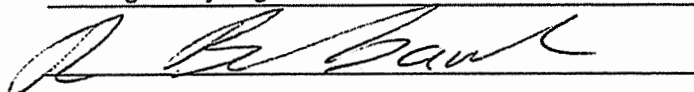
School:

Montgomery High

Year:

2017

Principal's Signature:



Date:

6-7-17

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Randy Burbank	X				
Catherine Paine		X			
Dorothy Patch-Kennedy		X			
Debbie Hicks			X		
Tanya Harlin			X		
Rafael Rivero				X	
Rafeael Vasquez				X	
Student will be elected at the being of the 2017 school year					
Numbers of members in each category	1	2	2	2	TBA

FORM E: Single Plan for Student Achievement Annual Evaluation

¹ EC Section 52852

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - 2014-15 Suspension Rate</u>	<u>CHANGE - Difference between 2014-15 Suspension Rate and 2013-14 Suspension Rate</u>	<u>Number of Students Suspended in 2014-15</u>	<u>Number of Students Enrolled in 2014-15</u>	<u>Number of Students Suspended in 2013-14</u>	<u>Number of Students Enrolled in 2013-14</u>	<u>PRIOR STATUS - 2013-14 Suspension Rate (rounded)</u>	<u>Non-certified data flag **</u>
All Students	Yellow	Medium	Maintained	5.90%	-0.20%	108	1,846	116	1,920	6.00%	N
English Learners	Red	Very High	Increased Significantly	14.00%	4.20%	27	193	16	163	9.80%	N
Socioeconomically Disadvantaged Students	Orange	High	Increased	9.40%	1.10%	75	797	69	825	8.40%	N
Students with Disabilities	Red	Very High	Increased	13.70%	1.50%	36	263	31	255	12.20%	N
American Indian or Alaska Native	None	Very High	Increased	21.70%	2.50%	5	23	5	26	19.20%	N
Asian	Blue	Very Low	Declined	0.00%	-1.40%	0	70	1	72	1.40%	N
Black or African American	Yellow	High	Declined Significantly	9.30%	-3.00%	5	54	7	57	12.30%	N
Filipino	None	Medium	Increased Significantly	4.80%	4.80%	1	21	0	20	0.00%	N
Hispanic or Latino	Orange	High	Increased	7.20%	0.80%	54	755	46	719	6.40%	N
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	9	1	13	7.70%	N
Two or More Races	Yellow	High	Declined Significantly	6.90%	-2.60%	7	101	10	105	9.50%	N
White	Green	Medium	Declined	4.20%	-0.90%	34	801	46	904	5.10%	N

Native Hawaiian or Pacific Islander	None	*	*	*	*	*	9	1	13	7.70%	N
Two or More Races	Yellow	High	Declined Significantly	6.90%	-2.60%	7	101	10	105	9.50%	N
White	Green	Medium	Declined	4.20%	-0.90%	34	801	46	904	5.10%	N

Student Group	Color	Status Level	Change Level	CURRENT STATUS-2014-15 Graduation Rate	CHANGE- Difference between 2014-15 graduation rate and prior 3-year average	Number of 2014-15 cohort graduates	Total number of 2014-15 cohort students	Number of students who graduated in prior 3 years	Total number of students in prior 3 years	PRIOR STATUS -3-year graduation rate average	Number of 2013-14 cohort graduates	Total number of 2013-14 cohort students	2013-14 Graduation Rate	Number of 2012-13 cohort graduates	Total number of 2012-13 cohort students	2012-13 Graduation Rate	Number of 2011-12 cohort graduates	Total number of 2011-12 cohort students	2011-12 Graduation Rate
All Students	Yellow	Medium	Maintained	89.30%	-0.10%	368	412	1,061	1,186	89.50%	369	409	90.20%	374	420	89.10%	318	357	89.10%
English Learners	Yellow	Low	Increased	77.90%	1.10%	53	68	116	151	76.80%	33	47	70.20%	41	53	77.40%	42	51	82.40%
Socioeconomically Disadvantaged	Orange	Low	Maintained	83.70%	-0.50%	169	202	399	474	84.20%	141	168	83.90%	146	174	83.90%	112	132	84.90%
Students with Disabilities	Red	Very Low	Maintained	62.90%	-0.70%	39	62	96	151	63.60%	32	51	62.80%	32	45	71.10%	32	55	58.20%
American Indian or Alaska Native	None	*	*	*	*	*	4	10	17	58.80%	*	5	*	*	6	*	*	6	*
Asian	None	Very High	Increased	*****	3.80%	18	18	51	53	96.20%	18	18	*****	18	20	90.00%	15	15	*****
Black or African American	None	Very Low	Declined Significantly	66.70%	*****	12	18	28	30	93.30%	11	11	*****	*	9	*	*	10	*
Filipina	None	*	*	*	*	*	5	14	14	*****	*	4	*	*	7	*	*	3	*
Hispanic or Latina	Orange	Low	Declined	84.00%	-1.20%	110	131	292	343	85.18%	85	104	81.70%	111	128	86.70%	96	111	86.50%
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	1	*	8	*	*	6	*	*	1	*	*	1	*
Two or More Races	None	Very High	Increased	95.50%	2.10%	21	22	42	45	93.30%	18	19	94.70%	18	19	94.70%	*	7	*
White	Green	High	Increased	93.90%	2.50%	199	212	615	673	91.40%	225	242	93.00%	205	227	90.30%	185	204	90.70%

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>Percent - Current Year Status</u>	<u>Change</u>	<u>Number of students tested in 2014-15</u>	<u>Number of students tested in 2013-14</u>	<u>Number of students RFEP'd in 2013-14</u>	<u>Number of students RFEP'd in 2012-13</u>	<u>Number - Current Year Status</u>	<u>Current year number of testers and RFEP students</u>	<u>Number - Prior Year Status</u>	<u>Prior year number of testers and RFEP students</u>	<u>Percent - Prior Year Status</u>	<u>Tested less than 50% of EL population flag**</u>
English Learners	Orange	Medium	Decline	67.40%	-2.00%	141	101	3	23	97	144	86	124	69.40%	N

Focus 1	Focus 2	Coherence Framework Area
Why the Increased failure rate that accompanied increased A-G completion	Provide students with an Individual Learning Plan	Deepening Learning
If we added 9 th grade seminar class for all 9 th graders	Linked Learning cohort: 10 th thru 12 th grade English/Science/CTE	Creating Collaborative Cultures
Use DOK 3 in all classes by all teacher. This lines up with CCSS and the IB profile	Use of Naviance, LGL, and, to identify students in need and at risk; at the 9 th year, before the end of the first quarter	Fostering Direction
With systems supports and overhauls	Push in Model for all core classes	Creating Collaborative Cultures
Maintain commitment to A-G courses for grades 9 th -10 th ; develop curriculum and instructional strategies that meet the needs of all students in doing so.	See achievement gap data for Latinos. Are the metrics showing the gap narrowing	Securing Accountability
Still working on it	Still working on it	Still working on it

The Single Plan for Student Achievement

Piner High

49 70920 4935292
CDS Code

AC
6/5/17
MA

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tim Zalunardo
Position: Principal
Address: 1700 Fulton Rd., Santa Rosa, CA 95403-1815
Telephone Number: (707) 528-5245
FAX: (707) 528-5246
E-mail Address: tzalunardo@srcs.k12.ca.us

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.srca.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-\(SARC\).aspx](http://www.srca.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx)

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Piner High School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revision

Enrollment: 1294

CDS Number: **49-70920-4935292**

Funding Source	Preliminary Budget
LCFF Supplemental	\$268,926
LCFF Concentration	-
TITLE I - Schoolwide	\$243,754

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 policies 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 Quintero

Typed Name of ELAC Chairperson's



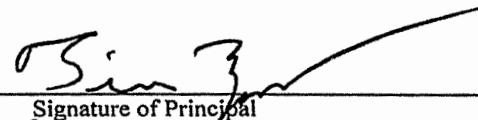
Signature of ELAC Chairperson

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:

Tim Zalunardo

Typed Name of Principal



Signature of Principal

5/25/17

Date

April Baxman

Typed Name of SSC Chairperson



Signature of Chairperson

5/25/17

Date

Piner High School (FORM B)		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$268,926			Title I	\$243,754
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	1.00	\$98,867	0.00		0.20	\$17,787
2xxx	Classified Salary and Benefits			0.00			
	FTE Personnel Total		\$98,867		\$0		\$17,787
REMAINDER FOR SITE TO ALLOCATE			\$170,059		\$0		\$225,967
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$5,000		\$0		\$10,000
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$70,000				\$50,000
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x18.05%) Benefits will be automatically calculated		\$13,538		\$0		\$10,830
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.		\$100				\$500
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime		\$100				\$500
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated		\$51		\$0		\$256
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks		\$5,000				\$5,000
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$33,920				\$25,000
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)		\$30,000				\$30,253

01-resource-0-1140-1000-4312-site-mgmt	Software	\$1,000		\$5,000
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$1,000		\$7,500
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$1,000		\$1,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$1,000		\$15,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$3,350		\$26,000
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$0		\$1,000
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$0		\$15,000
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$5,000		\$20,000
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>	\$0		\$500
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$128
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings	\$0		\$2,000
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$0		\$500
Remainder for site to allocate Automatically total each column as values are entered		\$170,059	\$0	\$225,967
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$170,059	\$0	\$225,967
FTE Personnel Total	\$98,867	\$0	\$17,787
Preliminary Allocations	\$268,926	\$0	\$243,754

Notes:

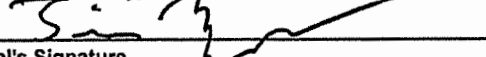

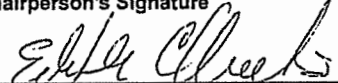
Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

	5-25-17
Principal's Signature	Date
	5-25-17
SSC Chairperson's Signature	Date
	5-25-17
ELAC Chairperson's Signature	Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated							
Add benefits to this amount			75,000.00		0.00		60,000.00
3101		14.43%	10823		0		8658
3311							
3331		1.45%	1088		0		870
3501		0.05%	38		0		30
3601		2.12%	1590		0		1272
		18.05%	13538		0		10830
Classified							
Add benefits to this amount			200		0		1500
3202		15.80%	32		0		237
3312		6.20%	12		0		93
3332		1.45%	3		0		22
3502		0.05%	0		0		1
3602		2.12%	4		0		32
		25.62%	51		0		384

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: Piner will implement common rubrics across campus and common writing tasks among all subject areas, with a continued emphasis on viable argument writing. There will be a focus on tracking student assessment data for viable argument writing in 9th and 10th grades. There will also be an additional emphasis on further refining viable argument writing in the context of math and science. As part of the academic goal, Piner will continue implementing additional supports for English Learners. Finally, Piner will 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?

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.
7. STEM based unit implementation and review.

What were the findings from the analysis of this data?

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

What metrics and/or tools will the school use to evaluate the progress of this goal?

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.

	<p>helping students grow and learn.</p> <p>7. In implementing STEM themes across campus, engaging students in interdisciplinary curriculum, and considering assessment tasks in relation to STEM based learning, there is a need to continue to refine what we have built while also increasing the rigor and complexity of assessments.</p>	
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STRATEGY: Piner will provide support for developing Common Core related curriculum and assessments, viable argument writing, and STEM related curriculum and assessments, while also integrating EL strategies to better scaffold access to each.

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Develop common curriculum that scaffolds steps needed for analytical writing, Project Based Learning, CTE integrated projects, STEM related units/lessons, NGSS and Common Core units/lessons	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 and extended day pay.			\$10,000
2	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	\$53,916.20 for .4 FTE		
3	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 (\$10,000 Total)		
4	Promote professional development (PD) for all staff related to advanced	PAC and Vice Principal	Provide training and support for teachers in developing and designing learning for students (add funds for restorative practices	-Staff travel and conferences			\$15,000

	placement, STEM curriculum, Common Core implementation, and all other PD that helps staff positively impact student learning		training/PD? if funds become available due to changes in FTE coverage by the district office)				
5	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 use of common rubrics, Common Core, STEM integration, NGSS, and analytical 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	\$20,596.15		\$53,883.25
6	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			\$3,350
7	Procure new technology and replace or repair older and/or broken technology that is needed to academically engage students	Principal, Dept. Chairs, Secretary and Technology Support Personnel	Provide the technology necessary to effectively engage students in academic work that centers around Common Core, NGSS, STEM learning, analytical writing, and school-wide learning outcomes. Technology enhances lesson design and engages struggling and reluctant students more fully.	-Technology software and hardware; applications; other technology materials as appropriate	\$5,000		\$10,000
8	Procure science materials and supplies, specifically, that are absolutely necessary to	Principal, Science Dept. Chair	With the implementation of NGSS and STEM across science related classes, and with the corollary need for interactive labs and hand's on learning, certain basic levels of material	-Materials and supplies	\$5,500		

	engage students in rigorous NGSS and STEM related learning		procurement must happen to properly implement curriculum and meet state expectations.				
9	Provide specialized and focused academic monitoring of EL student growth related to academic goals (using a case management system), along with developing and further building an EL site based collaborative model related to curriculum development	EL TOSA	Work with individual EL students and families around building academic plans for growth. Monitoring these academic plans and communicating and meeting with students and families around student growth over the year. Developing lessons and units that are Common Core, STEM, and Viable Argument based with a focus upon increasing embedded supports for language acquisition and growth for EL students.	-Certificated salary and benefits	\$12,932.30		

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: Increase the number of students successfully completing A-G courses with a C or better in all grade levels, with a special emphasis on 9th and 10th graders. Piner will continue to extend and refine current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling. A specific emphasis will be placed on engaging the staff in considering a bell schedule change to create embedded tutoring and academic support for all students. As part of implementing supports, the staff will also be engaged in considering grading practices and their impacts on student performance and grade reporting.

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?
<ol style="list-style-type: none">1. Analysis of grade data from 2014-2015, 2015-2016, and 2016-2017.2. Analysis of current student supports at Piner High School.3. WASC feedback regarding the need for more robust and effective interventions for student support.4. Educational research about embedded school supports and grading practices.	<ol style="list-style-type: none">1. The percentage of students with two of more Ds and Fs at the freshmen level is still too high, while we find that there is a 3 year trend of reduced D's and F's in 10th grade.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.4. We should put a growth mind-set spin on looking at our data to make sure that not only are D's and F's reducing, but that students are completing A-G classes with a C or better.	<ol style="list-style-type: none">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: Increase the number of students successfully completing A-G courses with a C or better across all grade levels, with a particular emphasis on 9th and 10th graders. As part of this focus, Piner will continue to investigate and collate possible new supports while implementing and refining supports as the year progresses.

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Create a baseline of data for all grade levels and subgroups in relation to student grades and A-G completion by grade level.	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 currently – there is discussion about this becoming site funded and it will likely become so.			
2	Provide a support section for EL students by providing an ELD lab class to be a bridge between beginning EL levels and sheltered levels across campus.	Vice Principal and teachers of record	Enroll students, as needed, in the ELD lab class.	-Certificated salary and benefits			\$17,786.50 for .2 FTE
3	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	\$7,500		
4	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			\$3,600

5	Provide academic support during school and after school	Classroom teachers (after school), under the direction of the Vice Principal and the TOSA	Make recommendations of students who are in danger of failing to the Academic Support Group, which meets during school hours; Provide extended day pay for Cyber High and for after-school tutoring, as needed.	-Teacher extended day			\$7,000 for extended day pay and needed
6	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			\$25,964 for 1.5 days (with 2.5 additional days paid for by SRCS at a cost of \$40,939).
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	\$20,596.15		\$53,883.25
8	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	\$2,000		
9	Increase parental involvement in school activities and provide	Assistant Principals (Site Supplemental	Provide enhanced communication with families by giving access to college and career exploration programs through online	Materials/supplies/food for parent meetings/trainings			\$2,000

	more support for families of EL, LI, & FY students	Services Program Administrators)	programs, the PHS website, Parent Link, and college and financial aid nights; also update the PHS website and encourage teachers to communicate through Home Access Center (or a comparable program)	(Title I)			
10	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			\$5,000
11	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	\$32,018.20 for .4 FTE (waiting for DO approval to move this to .2 FTE covered by PHS)		
12	Provide funds for the Associated Student Body to attend a leadership conference to improve campus culture and engage more students in challenging themselves to reach academic success	Principal and ASB Advisor	Associated Student Body and Advisor will attend a state leadership conference intended to improve the ability of Associated Student Body members to increase school spirit for all learners and therefore, engage more students in taking academics seriously and challenging themselves to take rigorous classes.	-Field Trip -Teacher release time			\$12,500
13	Provide planners for every student	Principal and administrative team	Planners will be purchased and provided to all students. These planners help students stay organized and plan their academic tasks, as well as providing them with essential information about the school year so they can be successful.				\$6,000

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Piner High School Year: 2016-2017

Principal's Signature: Tim Zalunardo Date: May 25, 2017

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tim Zalunardo	x				
Florentino Garcia		x			
Marlena Hirsch		x			
Michael Proshek		x			
Lizbeth Moreno			x		
Karol Ramirez			x		
April Baxman					x
Alyssa Gallegos					x
Jonelle Bolduc					x
Dani Foster				x	
Edith Quintero				x	
Jill McCormick				x	
Numbers of members in each category	1	3	2	3	3

¹ EC Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1	LEA GOAL 1
Refine school-wide rubrics, including norming sessions, unit design that includes writing, and use of formative assessments/\$5,000	Student work/teacher units	NA	Collaboration around units/lessons and assessment	Many units/assessments designed	Y	Y	NA	N – can fold money into other, similar activities
Develop common curriculum that scaffolds steps needed for analytical writing, including but not limited to Project Based Learning, CTE integrated projects, STEM, etc./\$5,000	Student writing	NA	Viable argument writing in grades 9-10 for all subjects	Most subjects did so	Y	N	Need to start collecting student scores and results	Y – add in collection of student data
Support common assessments, use of school-wide rubrics, and writing assignments through STEM-focused lessons guided by the STEM Coordinator/\$14,852	STEM Units/lessons/assessments	Minor number of samples	Increased number of teachers using STEM focused curriculum	Increase in STEM related curriculum	Y	N	Need to start collecting STEM units and assessments	Y – add collection and retention of STEM

							for record keeping	focused units/lesson/assessments
Create additional opportunities for students to exhibit skills related to analytical writing, such as in the completion of the STEM certificate/\$10,000	Number of students impacted/involved	120 students at multiple levels	Increased student participation in STEM Certificate and STEM related curriculum	TBD	Y	Y	NA	Y
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/\$158,486.5	Teacher/subject matter initiated curriculum development and units/lessons	Number of teachers requesting funds	Increase in variety of teachers making requests	25-30% increase in staff requesting funds	Y	Y	NA	Y – may be with less funds as more will be set aside for classroom needs and PD
Provide extra supports for English learners through Rosetta Stone/\$1650	Number of students on Rosetta Stone	14 previous year	All students using Rosetta Stone as additional support	19 students using program	Y	Y	NA	Y – may adjust license number based on class size
Provide extra support for migrant education students who are also part of our English learner population/\$3,350	Number of students served	Around 25 students	Support and interaction with our migrant ed. students	28 students	Y	Y	NA	Y – cost is less than last year
Support common assessments, use of school-wide rubrics and writing assignments through use of technology to help with innovative curriculum integration/\$20,602	Tech unit/lesson enhancement	Minor number of teacher created samples	More tech enhanced curriculum developed	Increase in tech tools for enhancing curriculum	Y	N	Baseline tech support too minimal	N – would need more release periods or need better baseline tech support

Promote access to Advanced Placement courses for all students/\$5,000	AP PD	NA	Meet needs as they arise	Vice Principal went to AP coordinator training	Y	Y	NA	N (not as is)– we will put more funds in PD overall for the school, which will include AP
Develop a writing tool kit with an emphasis on writing supports for English learners/\$5,000	Lack of a writing tool kit	NA	Writing tool kit	This was not completed	N	N	Teachers tackle writing as an embedded part of the curriculum – viable argument writing has gotten most attention over a writing tool kit	N – We are working on a site based EL Collaborative that is putting extra time and attention into making sure EL students have what they need. Also, the district's EL Master Plan should be completed as it will provide guidance on what to focus on.
LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2	LEA GOAL 2

Activity Name/Cost	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
Create a baseline of data for all grade levels and subgroups in the fall 2016 using spring semester grades/Cost paid by district.	Number of students supported	260 students	Consistent support of struggling students as well as helping with SST/504/etc.	Around 500-550 students	Y	Y (we see a consistent drop in 10 th graders struggling while 9 th has remained the same)	NA	Y – funding for this is cut at the district office level so we will have to pay for it from site funds.
Refine and Improve Link Crew in Fall 2016/\$10,000	Training/student involvement	58 leaders/multiple events/2 staff trained	More Link Crew leaders/events/and staff leaders	75 link crew leaders identified/more events this year/1 additional staff member trained	Not quite – but most information on Link Crew is that it does support students	Y	NA	Y – will continue with a little less funding as we now have the right amount of adult staff trained
Continue to develop the Freshmen Transitions Program/\$5,000	Team Meetings	2 meetings last year developing viable argument	Building of common 9 th grade skills/approaches and design of a start of the year unit	Common skills/expectations built – unit on hold for design next year	Y	N	The design of a problem based opening year unit is complicated – first steps have been made but more time will be needed to finalize and prepare the unit	Y
Provide academic support during school and after school/\$7,000	Tutoring and Cyber High Sign Ups	Cyber High 15-16 = 211 students; Tutoring – as needed basis	Continued use of both	Cyber High 16-17 = 139; Tutoring continues to be used by	Y	Partially	Cyber High continues to support credit recovery but as our	Y

				similar numbers of students as previous year			counseling team has students recoup missed credits at younger ages, there is less need for Cyber High (a good thing); tutoring needs to be embedded in the academic day as it is currently voluntary so many students who need to go do not	
Provide emotional, social, and mental support counseling through SAY/\$16,583	Number of students served	145 students served in 15-16	More students served.	153 students served in 16-17 so far; by year's end, I would expect that we will be near 180 students or more	Y	Yes...but	We wanted to have groups at Piner this year, but our SAY services exactly seem to cover student need – to have groups on a regular basis, we would need an additional day next year.	Y – with the idea to increase services by an extra day for groups to be possible
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/\$158,486.5	Teacher/s subject matter initiated curriculum development and units/lessons	Number of teachers requesting funds	Increase in variety of teachers making requests	25-30% increase in staff requesting funds	Y	Y	NA	Y – may be with less funds as more will be set aside for classroom needs and PD

Provide support for a positive attendance program/\$2,500	Student attendance	About 95% last year	Increase in student attendance by at least 1%	About 96%	Y	Y	NA	Y
Increase parental involvement in school activities and provide more support for families of EL, LI, & FY students/\$2,000	Parent Involvement	About 10 parents at EL meetings for 15-16	Increase in involved parents	About 15-20 parents at EL meetings for 16-17	Y	Y	NA	Y
Provide funds for teacher release time to investigate and study the results of support and intervention programs/\$12,500	Number of staff visiting other sites	None had done so	Increase in staff seeing other schools bell schedules	5 staff have visited other schools	N	Y	NA	Y – but with much less money as we really need to implement a bell schedule and we are pretty clear on what we need
Support smaller student to counselor ratios so socio-economically disadvantaged students, along with ELL, and Foster Youth receive more intensive interaction/help/\$46,341	Counselor to student ratios	15-16 was about 450 to 1	Decrease in student ratios for academic counselors	16-17 the ratio is more like 400 to 1	Y	Y	NA	Y – district will increase to pay .8 FTE and PHS will decrease to cover .2 FTE
Provide support sections in math and English in the master schedule/\$70,000	Two classes	Student success/learning	The two classes provide additional student support	Students had specialized instruction and more individual focus	Y	Y	NA	N – section allocation from the district office covers these sections for 2017-2018

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)/\$60,000	Three support classes	Student success/learning	The three classes provide additional student support.	Students had specialized instruction	Y	Y	NA	N – section allocation from the district office covers these sections for 2017-2018
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The Single Plan for Student Achievement

Ridgway High (Continuation)

49 70920 4935607

CDS Code

SC
6/6/17
MA *

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Gabriel Albavera

Position: Principal

Address: 325 Ridgway Ave., Santa Rosa, CA 95401-4334

Telephone Number: (707) 528-5325

FAX: (707) 528-5717

E-mail Address: galbavera@srcs.k12.ca.us

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

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Ridgway High School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **279**CDS Number: **49-70920-4935607-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$55,268
LCFF Education	
TITLE I - Targeted Assistance	\$43,976

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 policies 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
Typed Name of Principal_____
Signature of Principal_____
5/20/17
Date_____
Tammy Lovitt
Typed Name of SSC Chairperson_____
Signature of Chairperson_____
5/20/17
Date

Ridgway High School (FORM B)		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$55,268			Title I	\$43,976
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.20	\$22,575	0.00		0.35	\$34,286
2xxx	Classified Salary and Benefits			0.00			
	FTE Personnel Total		\$22,575		\$0		\$34,286
REMAINDER FOR SITE TO ALLOCATE			\$32,693		\$0		\$9,690
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day	\$0		\$0		\$0	
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time	\$3,000					
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated	\$542		\$0		\$0	
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.					\$0	
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0		\$0		\$0	
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks	\$4,000					
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)	\$3,500					
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)	\$2,000					

01-resource-0-1140-1000-4312-site-mgmt	Software			
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$4,000		
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)			
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$6,000		
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$8,000		
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services			
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$700		
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation			
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings			\$2,000
01-resource-0-1140-2495-5901-site-mgmt	Postage			
Remainder for site to allocate Automatically total each column as values are entered		\$31,742	\$0	\$2,000
Balance to allocate		\$951	\$0	\$7,690

SUMMARY OF THE BUDGET

Total of Site Allocations	\$32,693	\$0	\$9,690
FTE Personnel Total	\$22,575	\$0	\$34,286
Preliminary Allocations	\$55,268	\$0	\$43,976

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.
 Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.
 Staff development records should be maintained at the site.
 For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature _____ Date 5/10/17

SSC Chairperson's Signature _____ Date 5/10/17

ELAC Chairperson's Signature _____

Date _____

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

3,000.00

0.00

0.00

STRS 3101
 FICA (ssi) 3311
 MC 3331
 UI 3501
 WC 3601

4.811%	433	0	0
1.45%	44	0	0
0.05%	2	0	0
2.12%	64	0	0
18.05%	542	0	0

Classified

Add benefits to this amount

0

0

0

PERS 3202
 FICA 3312
 MC 3332
 UI 3502
 WC 3602

16.80%	0	0	0
5.20%	0	0	0
1.45%	0	0	0
0.05%	0	0	0
2.12%	0	0	0
25.62%	0	0	0

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: 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?
<ul style="list-style-type: none">• Staff meeting minutes where topics of mental health and mindfulness were discussed and it was found to be a major need on our campus.• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

STRATEGY: Ridgway High School will support all members of the RHS community by bringing in Community Based Organizations (SAY, CAPE etc.) to support students, staff and parents with mental health, mindfulness and well-being needs.

	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
#1	• Provide substitute teachers for wellness professional Development opportunities, SLT meetings and field trips.	• Principal and School Secretary.	• Provide guidance and clerical support for 2017-2018 school year.	• Teacher Release Day	• \$3,000 LCFF		
	• Staff travel and conference cost for wellness PD	• Principal and School Secretary	• Provide PD opportunities for staff for 2017-2018 school year.	• Staff Travel and Conference	• \$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 2017-2018 school year.	• Title I Parent Involvement			• \$2,000 Title I
	• Improve school climate as measured by the California Healthy Kids Survey with school activities and BEST PLUS community Engagement Activities	• Principal	• Provide students with comprehensive school activities like dances and ASB activities.	• Field Trips Transportations/Materials (consumables)	• \$5,000 LCFF		
	• Add an extra day SAY mental health counseling day per week.	• Principal	• Add an extra day of SAY support to the one day a week that is paid by the District. 1 more day per week for 2017-2018 school year which would give Ridgway High School 2 days of Counseling support for our students. .	• Other Services	• \$10,000 LCFF		

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: 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?
<ul style="list-style-type: none"> • Graduation rates from last 3 years • Technology survey reports • Review of graduates attending college and career training programs over last 3 years. • Data from sign in sheets at SRJC workshops • Monthly /Annual attendance data • SARB/Truancy Court/Truancy letters data 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Sign in sheets at SRJC workshops • Sign in sheets at SAY College and Career workshops • Review the contacts that our Family Engagement worker had made with students and families regarding college and career events on campus. • Data from 10,000 Degrees on students that have filled out the FAFSA • Data from SRJC on students who have applied at SRJC from Ridgway High School.

STRATEGY: Ridgway High School will support all students with field trips, workshops and college and career opportunities with Santa Rosa Junior College and local businesses to prepare them for opportunities after graduation. There will also be a school wide focus on improved attendance and a reduction of students who are habitually truant.

#2	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
	• .35 Cyber High Position	• Principal	• Cyber High Position for our students. To reduce truancy and increase the number of graduates.	• Certificated Salary			• \$33,525 Title I
	• Supplies for Culinary Class	• Culinary Teacher	• Review supplies 2017-2018 school year	• Materials (Consumables)	• \$2,000 LCFF		
	• Field Trips	• Principal and Teachers	• Review and order, 2017-2018 school year.	• Field Trips Transportation	• \$3,000 LCFF		
	• Classroom supplies	• Teachers School Secretary	• Review and plan trips, 2017-2018 school year.	• Materials (non-consumables)	• \$3,500 LCFF		
	• Graduation, cap and gowns.	• Principal and School Secretary	• Order graduation gowns 2018	• Materials (non-consumables)	• \$2,000 LCFF		
	• Cyber High materials	• Principal and Cyber High teacher	• Order instructional materials for Cyber High program for 2017-2018 school year	• Books	• \$700 LCFF		
	• Food for STEP 3+ (Attendance incentives)	• Principal and School Secretary	• Attendance and academic incentives (food, gift cards for students that struggle with truancy	• Materials (Consumables)	• \$700 LCFF		
	• Provide 7 desktops that will support all students with Cyber High opportunities.	• Principal and School Secretary	• Replace 7 desktop computers that run our Cyber High Program. The 7 computers that we have in the lab don't work.	• Equipment	• \$4,000 LCFF		

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 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 2017)

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?
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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. There will also be school wide focus on “close reading” and collaboration from all teachers to implement a school wide thematic unit that will be incorporated in all classes during the 2017-2018 school year.

	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	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.	• Teacher Release Time	• \$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	• SLT Team with support of Innovate Ed	• Teacher Release Time	• \$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.	• Teacher Extended Day	• \$5,000 LCFF		
	• Provide books (novels) for Ridgway High School students that will support site reading goal.	• Principal and Staff	• Staff will collaborate to create thematic units that will involve all of our students	• Books	• \$4,000 LCFF		

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Ridgway High School Year: 2017-2018

Principal's Signature:  Date: 5/10/17

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gabriel Albavera	X				
Patty Ramirez			X		
Patrick Houlihan		X			
Tammy Lovitt		X			
Heather Hagle		X			
Carlos Diaz Rangel					X
Crystal Rangel				X	
Numbers of members in each category	1	3	1	1	1

¹ EC Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans. Annual evaluation by the SSC is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). The SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/ target?	End of Year Data	Proven or Research Based?	Achieved Desired Results?	If Not, Why Not?	Retain Program?
					Yes or No	Yes or No		Yes or No
Example: Creative Writing Club/\$2000	CELDT Scores	25% English Proficient	Increase 10 %-age points	39% English Proficient	Yes	No	Inadequate Training	No
Council/Best Plus	Attendance rate/Suspension-expulsion data	30 incidents in 2016-2017 that led to suspension.	Reduce that number by 10%.					
Field Trips, Council, Best Plus activities	Improve Attendance and reduce number of Truant students	70% of students received Truancy letter 1 in 2016-2017.	Reducing that number by 10%					
Increase in FAFSA form completion	Data will be given to schools by District Office	Number not known at this time.	Increase the last years number by 10%					
Increase in Santa Rosa Junior College Applications	Data will be given to schools by District Office	Number not known at this time.	Increase the last years number by 10%					

The Single Plan for Student Achievement

SD 6/5/17
MA

Santa Rosa High

49 70920 4936803
CDS Code

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brad Coscarelli
Position: Principal
Address: 1235 Mendocino Ave., Santa Rosa, CA 95401-4312
Telephone Number: (707) 528-5291
FAX: (707) 528-5724
E-mail Address: bcoscarelli@srcs.k12.ca.us

About Our School

School Description and Mission Statement

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

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Santa Rosa High School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revision

Enrollment: 2022

CDS Number: **49-70920-4936803-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$246,347
LCFF Concentration	-
TITLE I - Targeted Assistance	\$115,899

Title I Schools – Remember to budget for Parent Involvement

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

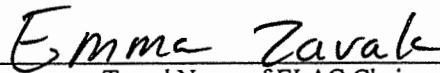
The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

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.

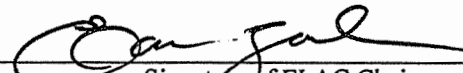
ASSURANCES

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 policies 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



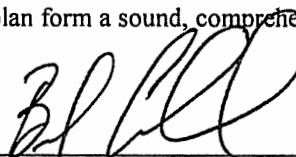
Signature of ELAC Chairperson

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).

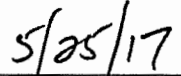
4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:



Typed Name of Principal



Signature of Principal



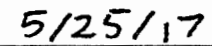
Date



Typed Name of SSC Chairperson



Signature of Chairperson



Date

Santa Rosa High School

2017/18 SCHOOL PLAN BUDGET (Form B)

Santa Rosa High School		Funding Source		Funding Source		Funding Source	
2017/18 SCHOOL PLAN BUDGET (Form B)		Supplemental (0500) Mgmt (E128/H130)		Concentration (0510) Mgmt (E128)		Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS							
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	1.20	\$113,860	0.00		0.60	\$61,825
2xxx	Classified Salary and Benefits	0.75	\$22,438	0.00			
	FTE Personnel Total		\$136,298		\$0		\$61,825
	REMAINDER FOR SITE TO ALLOCATE		\$110,049		\$0		\$54,074
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day		\$12,500				\$5,000
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time		\$7,500				\$5,000
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 16.07%) Benefits will be automatically calculated		\$3,214		\$0		\$1,607
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.		\$3,000				\$1,000
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime		\$0				\$0
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 22.74%) Benefits will be automatically calculated		\$682		\$0		\$227
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks		\$1,000				\$6,000
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)		\$10,000			5,000	
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)		\$13,539				\$5,000

01-resource-0-1140-1000-4312-site-mgmt	Software	\$8,000		\$1,000
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$4,000		\$2,500
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$4,000		\$4,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$7,500		\$5,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$7,500		\$0
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services	\$1,000		\$5,740
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$1,000		\$1,000
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$15,000		\$5,000
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>	\$500		\$0
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 22.74%) Benefits will be automatically calculated	\$114	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Food for Parent Mtgs/Trainings	\$5,000		\$500
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$5,000		\$500
Remainder for site to allocate Automatically total each column as values are entered		\$110,049	\$0	\$54,074
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$110,049	\$0	\$54,074
FTE Personnel Total	\$136,298	\$0	\$61,825
Preliminary Allocations	\$246,347	\$0	\$115,899

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

SSC Chairperson's Signature

Date

ELAC Chairperson's Signature

Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

20,000.00

0.00

10,000.00

STRS	3101	12.58%	2516	0	1258
FICA (ssi)	3311				
MC	3331	1.45%	290	0	145
UI	3501	0.05%	10	0	5
WC	3601	1.99%	398	0	199
		16.07%	3214	0	1607

Classified

Add benefits to this amount

3500

0

1000

PERS	3202	13.05%	457	0	131
FICA	3312	6.20%	217	0	62
MC	3332	1.45%	51	0	15
UI	3502	0.05%	2	0	1
WC	3602	1.99%	70	0	20
		22.74%	796	0	227

5/25/2017

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: 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? Drop-out rates Graduation rates U.C. a-g data, PSAT data CTE end of year survey Student transcripts IEPs	What were the findings from the analysis of this data? 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.	What metrics and/or tools will the school use to evaluate the progress of this goal? Same metrics and data from the first column in this section.
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	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	Staff conferences and field trips to receive curricular training	Staff travel and conferences	7,500		5,000
2	English and math support section created in the Master Schedule	Site administration and teachers	3 sections for English and Math support	Certificated Salary & Benefits	0		61,825
			3 sections for teachers and counselor	Certificated Salary & Benefits	93,960		0
3	Continuation of a new position at SRHS: EL Classroom Aide	Site administration and teachers	An instructional EL aide	Classified Salary & Benefits	22,438		0

4	ELD PLC support	Site administration and ELD PLC members	Various supplies and trainings to support the ELD PLC	Materials/Supplies/Trainings	5,000		0
5	Update student and staff technology	Site administration and technology committee	New software will be purchased to help students understand content matter through technology	Software	8,000		1,000
			New hardware for classrooms	Hardware	4,000		4,000
			Purchase technology to assist the library with its student demands	Media/Library Services	1,000		5,740
			Renew various online services for the following school year	Online Computing Services	1,000		1,000
6	Teacher on Special Assignment (TOSA) position	Site Administration	1 section for a TOSA position to assist with WASC and data collection	Certificated Salary & Benefits	19,900		0
7	InnovateEd site plan will be updated	Site administration and teachers	The InnovateEd site team will meet and develop an action plan to address various needs at SRHS	None	0 (District provided)		0
8	Purchase supplemental materials and school supplies (consumables)	Site administration	A variety of instructional supplemental materials will be purchased for teachers	Materials/Supplies (Consumables)	7,000		5,000
			Books will be purchases as supplemental materials for a variety of classes	Books	1,000		6,000
9	Purchase non-consumable instructional materials for classes	Site administration	Purchases technology and other non-consumable instructional materials for classrooms	Instructional Materials (non-consu)	13,539		5,000
10	Continue to take college field trips and expand the number of trips taken	ELAC and site administration	Provide teachers with substitutes so they can chaperone college field trips	Teacher Release Time	1,500		
			Pay for buses and other expenses to take students on college field trips	Other Services	7,500		0
			Pay for buses and other expenses to take students on college field trips	Field trip transportation	15,000		5,000
11	Continue to offer free after school tutoring for SRHS students	Site administration	After school tutoring will be provided for English, Math, History and World Lang four times a week.	Teacher Extended Day	12,500		0

12	Support for counselors and other staff completing extra hour activities	Site administration	Pay for counselors to attend after school educational events for parents and students	Teacher Release time	0		2,000
			Pay for classified to attend after school educational events for parents and students	Classified Overtime	0		1,000

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: 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? Student discipline SART meetings SARB meetings Truancy rates Suspension rates Number of referrals	What were the findings from the analysis of this data? 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.	What metrics and/or tools will the school use to evaluate the progress of this goal? Same metrics and data from the first column in this section.
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Increase SART and SARB meetings	Assistant Principals and counselors	Postage for mailing truancy and SARB letters <i>parent involvement</i>	Postage	0		100

2	Increase campus security measures	Site Administration	Security cameras to reduce fights and thefts on campus	Equipment (under \$5,000)	4,000	2,500	Must be academic support.
3	Continued support for counseling services	Site administration	Provide time for counselors and other certificated to work with families and students	Teacher Release Time	0	3,000	
4	Academic incentives	Site administration	Have classified contact parents to assist in student engagement	Classified Overtime	3,000	0	
5	Multi-Cultural month	Teacher	Purchase a variety of materials needed to host our multi-cultural month festivities	Materials/Supplies (Consumables)	2,000	0	
			Country Fair Day materials and supplies	Materials/Supplies (Consumables)	1,000		
6	Additional resources and support for English language learner families	ELAC and site administration	Translating services will be paid for so various documents can be translated into Spanish.	Teacher Extended Day	0	5,000	
			School is more than 15% EL's so translation is required - not supplemental.	ORAL translation is ok for meetings not mandated by state			
7	AP Coordinator position	Principal and Assistant Principal	A teacher will be the school's AP coordinator to assist with various facets of AP testing	Teacher Release Time	6,000	0	
8	Parent Engagement	Site administration and School Staff	Snacks for SSC meetings (Parent Involvement)	Food for Parent Mtgs/Trainings	0	500	
			Classified staff to help translate various parent meetings	Classified Extra Duty – Childcare, Translator	500	0	
			Postage for various information to parents	Postage	5,000	400	

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: SANTA ROSA HIGH SCHOOL Year: 2017-2018

Principal's Signature:  Date: May 25, 2017

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Coscarelli	X				
Amber Oden			X		
Forrest Harper			X		
TBD Teacher		X			
TBD Teacher		X			
TBD Teacher		X			
TBD Parent				X	
TBD Parent				X	
TBD Parent				X	
TBD Student					X
TBD Student					X
TBD Student					X
Numbers of members in each category	1	3	2	3	3

¹ *EC* Section 52852

FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/ target?	End of Year Data	Proven or Research Based?	Achieved Desired Results?	If Not, Why Not?	Retain Program?
					Yes or No	Yes or No		Yes or No
Subs for field trip with Italian students/\$810	Student self-reflections, and/or Final exam presentations	Written assignments from students	Increase Interculturality among student population	Students became more Culturally Aware, noticed Several differences and similarities between the two cultures	Yes	Yes		Yes
History department go to a conference/\$6,000	Teacher training on Common Core methods to reach EL & foster students	SBAC results	Increase 5 %-age points for EL and foster youth	Results not yet published	No	N/A	Results not yet published	yes

New classroom computer/\$1,400	CELDT Scores	62% English Proficient	Increase 10 %-age points	72% English Proficient	Yes	Yes		Yes
Promethium/\$1,500	Quiz/Test Scores	25% Proficient	Increase comprehension to enhance proficiency level	45% Proficient	Yes	Yes		Yes
Cover newspaper's expenses/\$3,000	Journalism Printing Cost for Spanish Section	Journalism budget	Getting the newspaper into the hands of students that don't speak/read in English	Journalism budget	Yes	Yes		Yes
New books/\$1,500	Need for more books in the library	English Language Learners & Economically Disadvantaged.	Improve student achievement	Number of books in the library	Yes	Yes		Yes
Chromebook for math/\$6,766	Grades in core courses	Students struggling to complete assignments, particularly writing assignments. English and social science teachers reporting low grades.	Improvements in grades and achievement in other core classes.	Second semester grades are higher including graduating seniors that were in danger of failing English class.	Yes	Yes		Yes

New webmaster/\$2,500	Frequency of the SRHS website being updated	Once a week	Have an revamped website that is updated frequently	2-4 times a week	Yes	Yes		Yes
Headphones for AP testing/\$782	Number of headphones for language tests	19 headphones	Have enough headphones for each student taking the language test	60 headphones	Yes	Yes		Yes
3 digital cameras, hard drive, software and 4 iMacs/\$8,174	Number of computers and other technological materials available for students	0 digital cameras and 0 iMacs	AP student's documenting their work for AP portfolio, student's using computers for research and writing final exam projects.	3 digital cameras and 4 iMacs	Yes	Yes		Yes
Audio-visual system/\$2,000	Outdated audio-visual technology in the classroom - TVs from 1990s not able to stream internet content for instructional purposes.	Use of current technology: <10% of instructional time	Increase student access to technology during instruction	Use of upgraded technology <50% of instructional time	No - Anecdotal	Yes		Yes

NGSS conference/\$682	Amount of NGSS resources at SRHS	The California framework for NGSS	To increase staff knowledge of the NGSS	Numerous resources to teach the NGSS	Yes	Yes		Yes
Conference in Monterey/\$982	Attendance, class discussions	n/a	Visit Monterrey Defense Language Institute and Middlebury College while at conference	Shared with students the latest technology being used to teach critical languages by US Govt; options for students and latest updates in the field of translations and interpretation	Yes	Yes		Yes
Chromebooks for English/\$12,612	Number of computers available for each English student	6%	8%	Results not yet published			Results not yet published	
Planners/\$6,500	Ratio of planners to SRHS students	0	To provide a planner for each SRHS students	2050	Yes	Yes		Yes
AD Conference/\$600	Community feedback	Informal assessment of data	Provide best possible Athletic Dept. at SRHS	Increased training for ADs	Yes	Yes		Yes

Software for floral/\$3,500	Floral Arrangements	20% Completion Rate	Increase Completion rate and overall comprehension of designs	Results not yet published			Results not yet published	
Chromebooks for science/\$10,772	Contact hours with validated scientific data	Unknown / assumed 0%	36 hours / 1 per school week	Results not yet published			Results not yet published	
New books for the library/\$7,133	Number of new reading materials in the library		To increase the number of reading materials available to students in the library	Results not yet published			Results not yet published	

The Single Plan for Student Achievement

S.C.
6/8/17

Maria Carrillo High

49 70920 4930244
CDS Code

Date of this revision: 2017/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Vicki Zands
Position: Principal
Address: 6975 Montecito Blvd., Santa Rosa, CA 95409-2787
Telephone Number: (707) 528-5790
FAX: (707) 528-5789
E-mail Address: vzands@srcs.k12.ca.us

About Our School

School Description and Mission Statement

Mission Statement: The staff of Maria Carrillo High School, in partnership with students, parents, guardians and community members, provides a challenging, caring and safe educational environment that prepares students to mature into: Powerful Producers, Universal Citizens, Masterful Communicators and Active Learners.

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.

FORM A: Services, Programs, Recommendations and AssurancesSchool: **Maria Carrillo High School**Date: **4/25/2017**School Year: **2017/18**Check one: ☒ Original submission
☐ Title revisionEnrollment: **1578**CDS Number: **49-70920-4930244-**

Funding Source	Preliminary Budget
LCFF Supplemental	\$97,393
LCFF Concentration	
TITLE I - Targeted Assistance	\$53,924

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 policies 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.

Katie Barr (for Ikuyu 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

Maddie Doyle

Typed Name of SSC Chairperson_____
Signature of Chairperson_____
Date

Maria Carrillo High School (FORM B)

2017/18 SCHOOL PLAN BUDGET		Funding Source Supplemental (0500) Mgmt (E128/H130)		Funding Source Concentration (0510) Mgmt (E128)		Funding Source Title I (3010) Mgmt (5197)	
PRELIMINARY ALLOCATIONS			\$97,393				\$53,924
FTE PERSONNEL		FTE	Amount	FTE	Amount	FTE	Amount
1xxx	Certificated Salary and Benefits	0.60	\$49,539	0.00		0.40	\$34,952
2xxx	Classified Salary and Benefits			0.00			
FTE Personnel Total			\$49,539		\$0		\$34,952
REMAINDER FOR SITE TO ALLOCATE			\$47,854		\$0		\$18,972
URLY PERSONNEL (Site Authorized) (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-1112-site-mgmt	Teacher Extended Day	\$5,000		\$0		\$2,250	
01-resource-0-1140-1000-1122-site-mgmt	Teacher Release Time	\$5,000				\$3,500	
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Cert. Benefits (Total Above x 18.05%) Benefits will be automatically calculated	\$1,805		\$0		\$1,038	
01-resource-0-1140-1000-2213-site-mgmt	Classified Overtime - Family Mentor, Tech Assist., etc.	\$3,300				\$0	
01-resource-0-1140-1000-2413-site-mgmt	Clerical Extra Duty/Overtime						
01-resource-0-1140-1000-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$845		\$0		\$0	
GENERAL EXPENDITURES (ITEM DESCRIPTION)		Amount		Amount		Amount	
01-resource-0-1140-1000-4200-site-mgmt	Books - Other than Textbooks	\$1,000				\$1,000	
01-resource-0-1140-1000-4300-site-mgmt	Materials / Supplies (Consumables)	\$3,000				\$3,505	
01-resource-0-1140-1000-4311-site-mgmt	Instructional Materials (Non-consumables)	\$2,000				\$2,159	
01-resource-0-1140-1000-4312-site-mgmt	Software	\$1,000				\$1,000	

01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)	\$2,454		
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)	\$5,000		
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences	\$15,000		\$3,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - <i>Consultants; Field Trip Admissions, etc.</i>	\$300		\$55
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services			
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses	\$1,000		\$715
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation	\$400		\$0
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - <i>Childcare, Translator</i>			\$0
01-resource-0-1140-2495-3xxx-site-mgmt	Hourly Class. Benefits (Total Above x 25.62%) Benefits will be automatically calculated	\$0	\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings	\$500		\$500
01-resource-0-1140-2495-5901-site-mgmt	Postage	\$250		\$250
Remainder for site to allocate Automatically total each column as values are entered		\$47,854	\$0	\$18,972
Balance to allocate		\$0	\$0	\$0

SUMMARY OF THE BUDGET

Total of Site Allocations	\$47,854	\$0	\$18,972
FTE Personnel Total	\$49,539	\$0	\$34,952
Preliminary Allocations	\$97,393	\$0	\$53,924

Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.

Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.

Staff development records should be maintained at the site.

For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

SSC Chairperson's Signature

Date

ELAC Chairperson's Signature

Date

INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

10,000.00

0.00

5,750.00

STRS 3101
FICA (ssi) 3311
MC 3331
UI 3501
WC 3601

14.43%

1443

0

830

1.45%

145

0

83

0.05%

5

0

3

2.12%

212

0

122

18.05%

1805

0

1038

Classified

Add benefits to this amount

3300

0

0

PERS 3202
FICA 3312
MC 3332
UI 3502
WC 3602

15.80%

521

0

0

6.20%

205

0

0

1.45%

48

0

0

0.05%

2

0

0

2.12%

70

0

0

25.62%

845

0

0

School Accountability Report Card

Available at: [http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-\(SARC\).aspx](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: 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? 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	What were the findings from the analysis of this data? EL Reclassification rates: 13-14: 16 students (42.1%) 14-15: 1 student (3.7%) 15-16: 4 students (8.7%) 16-17: 21 students (28.8%) Drop Out Rates: EL: 13-14 19% EL: 14-15: 12.5%	What metrics and/or tools will the school use to evaluate the progress of this goal? Student progress toward graduation Student completion rate of A-G courses Reclassification rates for EL students
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	<p>EL: 15-16: 22.8%</p> <p>Sped: 13-14 10%</p> <p>Sped: 14-15: 8.8%</p> <p>Sped: 15-16: 37.5%</p> <p>Low SES: 13-14 8.8%</p> <p>Low SES: 14-15: 13.6%</p> <p>Low SES: 15-16: 19.7%</p> <p>All Students: 13-14 5.5%</p> <p>All Students: 14-15 6.6%</p> <p>All Students: 15-16: 9.0%</p>	
--	---	--

STRATEGY: The school will supply specialized support classes for ELL, Students with disabilities, and students not a grade level in English and by leveraging professional development resources to improve staff skills and competencies, provide a more formal professional development environment, including staff training in cultural competencies.

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
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 2017	0.2 FTE			\$20,251
			Schedule CELDT 1-3 students into Intensive ELD class/Spring 2017	0.2 FTE			14,701
2	Build 3 support classes for struggling 9 th (2) and 10 th grade ELA	VP/Principal/ English Department Chair	Select and schedule students into 9 th grade ELA support classes/Spring 2017	0.4 FTE	34,838		
			Select students and schedule into 10 th grade ELA support class/Spring 2017	0.2 FTE	14,701		

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

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
3	Cluster ELL students in Science, Social Studies and Academic English	VP/Principal/Dept. Chairs, Counselors	Build Master Schedule to accommodate clustering of students, and to allow for common prep periods for as many teachers as possible.				
			Schedule CELDT 1-3 students into Intensive ELD class/Spring 2017				
			Provide release time for EL cluster teachers to work together and to attend pertinent workshops	Extended Day Teacher Release time Staff Travel and Conferences			2,000 3,500 3,000
			Purchase computer software and online computing services to support the instructional program.	Software Software Licenses			1,000 715
			Purchase instructional materials, books, and supplies to support the instructional program	Books Consumable supplies Instructional Materials			1,000 3,000 2,000
4	Cluster students with disabilities in Social Science and Science. Use a co-teaching model for World History and US History	VP/Principal/Sped Dept. Chair Social Studies Dept. Chair Counselors	Build Master Schedule to accommodate clustering of students, and to allow for common prep periods for the four co-teachers				
			Hand schedule students into appropriate cluster classes				
			Provide release time for Sped cluster teachers to work together and to attend professional development.	Extended Day Teacher Release time Staff Travel and Conferences	1,500 1,500 5,000		
			Purchase computer hardware, equipment, software and online computing services to support the instructional program.	Hardware Equipment Software Software Licenses	2,000 1,000 400 400		
			Purchase instructional materials, books, and supplies to support the instructional program	Books Consumable supplies Instructional Materials	400 1,000 500		

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
5	Prepare students who are struggling with college preparatory classes to be successful in both college and career.	VP/Principal/Dept. Chairs, Counselors	Build the Master Schedule with a focus on a specific group of common teachers in order to foster cohesiveness and communication in achievement of educational outcomes.				
			Hand schedule students in the targeted classes				
			Provide release time for teachers to work together and to attend pertinent professional development	Extended Day Teacher Release time Staff Travel and Conferences	2,500 3,000 7,000		
			Purchase computer software and online computing services to support the instructional program.	Software Software Licenses	2,000 1,000		
			Purchase instructional materials, books, and supplies to support the instructional program	Books Consumable supplies Instructional Materials	761 500		
6	Provide students with support before and after school to help with academic support	VP/Principal/	After school tutoring		Paid by parent association		
			Extended Library Hours	Classified Overtime	3,300		

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.
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SCHOOL GOAL: Facilitate improved family to school engagement among targeted groups (ELL, FY, low SES, Struggling students) and foster a school culture that is safe, caring, and conducive to learning.

What data did you use to form this goal? Sign in sheets from ELAC and parent meetings Records of SST and SART contacts. Number of students moving out of Carrillo (Home and Hospital, ISP, homeschooling, intradistrict transfer) Number of discipline incidents Number of new Special Education referrals	What were the findings from the analysis of this data? There has been increased attendance at ELAC meetings this year and there is a full board, which is different from previous years With the addition of a new Assistant Principal there have been a significant increase in the amount of SSTs and SARTs held and most of the students contacted have shown improvement. We have seen an increase in the number of students leaving Carrillo due to severe anxiety brought on by bullying (perceived or real). There has been a marked increase in administrative contacts with students, although this ultimately seems to have made that relationship stronger. There have been many more parent referrals for special education testing as well as an increase in the number of referrals by staff due to "child find."	What metrics and/or tools will the school use to evaluate the progress of this goal? Comparison of ELAC participation from this year to next Number of SSTs this year to next Attendance/truancy data H/H, ISP, transfers this year to next Discipline contacts this year to next Number of initial IEPs this year to next
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STRATEGY:

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. "materials/supplies."	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Connect incoming freshmen students with their Puma Peers/Pals at Orientation	VP/Puma Peer Coordinators	Puma Peer Training	Cert. Extra Duty Pay	1440		
			Orientation Day Activities	Cert. Extra Duty Pay	720		
2	Four after school activities per year to increase Freshmen engagement (includes planning, activity and debrief)	VP/Puma Peer Coordinators	Hourly rate for teachers	Cert. Extra Duty Pay	2160		
			Supplies for activities	Materials/supplies	575		225

#	Activity	Person(s) Responsible	Items to Support Activity	Item Description Terms used must match budget page description vocabulary – i.e. “materials/supplies.”	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
3	Workshops for Freshmen to be given during their Advocacy class	VP/Puma Peer Coordinators	Planning time for Coordinators	Cert. Extra Duty Pay	650		250
4	Weekly collaboration time for coordinators to plan and create activities. (30 per year)	VP/Puma Peer Coordinators	Collaboration before school 1 x per week	Cert. Extra Duty Pay	3850		1550
5	Puma Peers and Puma Pals visit with their Freshmen weekly during advocacy to engage in team building activities	VP/Puma Peer Coordinators	Organizational materials, thank you certificates, folders, utensils, admission tickets, cones, balls, office supplies	Materials/supplies	1075		425
6	Shirts to identify Puma Peers/Pals and Coordinators	VP/Puma Peer Coordinators	Purchase shirts	Materials Supplies	220		80
7	Recruit Puma Peers for following school year	VP/Puma Peer Coordinators	Substitutes for May Day training	Teacher Release Time	345		135
			Rental of Scottish Rite Center	Other Services	145		55
8	Have monthly ELAC meetings	VP/FEF/Teacher	Provide Food for meetings healthy snacks	Other Services			37
9	Increase number of SART Meetings	AP/FEF/Attendance	Meetings held after school requiring additional classified hourly	Classified Overtime	1688		

FORM D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

School: Maria Carrillo High School Year: 2017-2018

Principal's Signature: _____ Date: _____

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Vicki Zands	x				
Lisa Greenstein			x		
Maddie Doyle		x			
Candice Nichols		x			
Sarah Thompson		x			
Natasha Deakins		x			
Kayla Barker					x
Cassie Lee					x
Sam Wong					x
Cory O'Donnell				x	
Katie Hahn				x	
Katie Ruppe				x	

¹ EC Section 52852

Numbers of members in each category	1	4	1	3	3
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FORM E: Single Plan for Student Achievement Annual Evaluation

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

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

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

Activity Name/Cost	Indicator	Baseline Data	What is goal/target?	End of Year Data	Proven or Research Based? Yes or No	Achieved Desired Results? Yes or No	If Not, Why Not?	Retain Program? Yes or No
Build 2 ELD classes/\$34,000	Reclassification of ELs	4 Students	Increase number of students reclassified	21 Students	Yes	Yes	N/A	Yes
Build 3 Sections of English Support (2 9 th , 1 10 th)/\$48,000	D/F grades in core classes	9 th grade 15/16: 27.4%	Decrease number of students with 2 or more D/F grades in Q3	9 th grade 16/17: 27.9%	No	No	Inadequate training	Yes
Provide professional development opportunities specifically in the area of EL, Sped and low SES students/\$15,000	Number of teachers attending training	Baseline year Was not monitored prior	Have EL, Sped and general ed teachers attend professional development	2 Special Ed and 2 General ed teachers attended co-teacher training. The two ELD	yes	yes	N/A	Yes

				teachers attended training				
Improve participation in ELAC/\$1000	Number of parents attending regularly. Having a full board.	Last year there were only 4 meetings which were very poorly attended	Have 10 successful meetings and have a full ELAC Board	8 of 10 meetings were highly attended	No	No	Need more consistent communicat ion with parents to remind them of meetings	Yes
Provide resources for students such as counseling, restorative and drug abuse interventions	Number of reoffenders	Last year we did not have drug abuse interventions or a restorative specialist	Reduce the number of students reoffending therefore reduce the number of referrals and suspensions	There was a marked increase in the number of referrals and suspensions this year, including an increase in reoffenders	No	No	The restorative person did not start until late spring. We did not have a person to do the substance abuse intervention	Yes