

SPSA Year 2017–18 ☒ 2018–19 ☐ 2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name Calaveras Hills High School

Contact Name
and Title Carl A. Stice

Email and
Phone 408-635-2690

2017-20 Plan Summary

School's Story

Briefly describe the students and community and how the school serves them.

Calaveras Hills High School was established in 1969 on the campus of the former comprehensive high school, and shares this location with the District Office, Milpitas Adult School, as well as a Montessori Pre-school. Cal Hills is an alternative high school serving the students of the Milpitas Unified School District. Ninety-five percent (95%) of CHHS students come from Milpitas High School (MHS), the District's comprehensive high school. MHS is the home school for approximately 3,200 students. The mission of Calaveras Hills is to develop responsible citizens, lifelong learners, and leaders. To meet this goal, students need additional supports and clear boundaries. Calaveras Hills implements the following strategies to ensure our students are progressing toward this goal:

Students referred to CHHS are typically behind in credits earned, are typically at risk for not graduating on time, and are most often referred in the eleventh or twelfth grade year. However, some students significantly behind in their credits need intervention in their earlier high school years. More recently we find students referring themselves (with parent agreement) in order to experience a more personalized school setting where their teachers can identify with them and their goals. California Education Code (EC) sections that provide for continuation education include sections 44865, 46170, 48400-48438, and 51055. CHHS serves a diverse community of students ranging from many economic, social, and cultural backgrounds. The average number of students enrolled at CHHS is 125.

Cal Hill has 9.6 teachers, one guidance counselor, a contracted CASSY (Counseling and Support Services for Youth), one contracted security guard, and additional district-wide support staff and services.

Calaveras Hills High School serves approximately 150 students (cumulatively) who come to “Cal Hills” during four different “intake cycles” throughout the year. The City of Milpitas works closely with MUSD to support the youth of our community. The Parks and Recreation Department provides activities and childcare in the schools, and a beautiful, modern Sports Complex is located next to Calaveras Hills High and is available to students and used by our sports teams and athletic leagues. The Milpitas Police Department has close partnerships with our schools to provide resource officers and maintain campus safety, drug and alcohol prevention programs, gang awareness, and fire safety education. An “At Risk Specialist” work closely with the Milpitas Police Department and MUSD schools as a community liaison to identify programs in the community to benefit at risk students. A Latino Community Liaison for secondary schools has a similar role working with the Latino families in our district.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year’s SPSA.

In 2016-17, Cal Hills administration and teachers chose the following areas of focus for the next three years:

- *Culture and Climate*
- *Student Engagement*
- *Attendance*
- *Social Emotional Needs*
- *Parent/Family Engagement*
- *Curriculum and Instruction*
- *Staff Communication/Collaboration*
- *Advisory Program*
- *Professional Development in Restorative Justice*
- *After School Programs grant application*

The following paragraphs briefly reflect on efforts and improvements in these areas.

We identified Culture and Climate of the school as a main area of improvement. In 2016, we contracted with Circle Up for Education to provide training for teachers in Restorative Justice practices. Two professional development days during the first year were dedicated to this training, as well as informal follow up in staff meetings. A third Restorative Justice training took place in August, 2017. **For 2018-2019, a “refresher” training will be scheduled, with focus on classroom-level practices.**

Additionally, one PLC group was dedicated to planning Climate and Culture events, such as the Cal Hills Community Celebration in January 2018, wherein all students and their families were invited to a holiday meal provided by the staff. It was a very positive event that many parents and families attended and expressed their appreciation. Cal Hills also has school assemblies for students where students are provided a family style meal and wherein they are asked to reflect on and speak about what they like about the school as well as what they would like to help improve. **2018-19 will continue and expand these events with two community meals per year and two additional family night events with a topical focus.**

Cal Hills will continue to host the “FLY” (Fresh Lifelines for Youth) program, as well as extracurricular sports programs and student council. These activities are geared at increasing student engagement and providing increased extracurricular offerings.

Meeting the social/emotional needs of students is consistently a focus at Cal Hills. School site funds went to paying for a fifth day per week of a CASSY (Counseling and Support Services for Youth) counselor for students who may struggle with social/emotional or substance abuse issues. **2018-19 will focus on requesting and analyzing CASSY outcome data.**

Parent engagement continues to be a focus. Parents are invited to several district events, including Parent University, where workshops are provided that pertain to the unique challenges and opportunities of being a parent of a high school student. Cal Hills teachers and administration have regular contact with parents, involving them in Restorative Justice practices. We have increased the regularity of positive phone calls home, both from teachers and administrators, which has had a positive outcome on students feeling good about the care they receive at school. **We will continue these practices in 2018-19.**

Cal Hills has been providing greater attendance incentives for students who improve attendance. To hold students accountable for attendance, we have an ongoing list of students that who receive pre-SARB interventions, as well as those who go through the SARB process. This year, three students will go through the SARB process because all lesser levels of interventions have failed to result in improved attendance by these students. We also hold SST meetings for students who are at risk academically, which can be the result of poor attendance. **2018-19 should see a decrease in actual SST referrals due to pre-interventions working at helping**

students get back on track. Administrators are developing a flow chart to specifically track period attendance and strategies to intervene when students are not regularly attending school.

In the area of curriculum and instruction, a lot has happened as well. Two years ago, Cal Hills math teachers implemented the new math curriculum and went to fully integrated math courses. Math I, Math II, and Math III curriculum now integrates general math, algebra, geometry, and trigonometry (for Math III). A new “Introduction to Engineering course was added (for double science and elective credits) which is the beginning of the development of an Engineering pathway at Cal Hills. The two courses, Intro. to Engineering and Design, and Principles of Engineering, utilize curriculum from Project Lead the Way (a nationally recognized CTE curriculum) and will lead to articulation with local community colleges to allow students to continue on an engineering pathway in college. 2017-18 training in reading strategies across subjects was provided by MaryAnn Malkos, reading specialist. Data shows that Cal Hills students need to improve reading and writing scores on SBAC. **2018-2019 will focus on further training/PD and implementation of reading strategies across subjects, as well as continued development of the CTE engineering pathway in order to ensure students are meeting career readiness metrics.**

Graduation Lab (“Grad Lab”) was new this year. Students who need extra help with classes and/or credit recovery through Odysseyware, can receive tutoring from two credentialed teachers after school on Tuesdays and Thursdays. New Title I money was used to provide this opportunity. Several students logged tens of hours in the lab, while others utilized it for drop-in help on classwork, projects, and Odysseyware credit recovery.

One area of improvement that was postponed this year was in the area of assessment and data collection. We had planned to define how the illuminate program will be used moving forward, as well as to purchase a diagnostic assessment for reading and math to be able to more accurately identify performance grade levels of students in reading and math. We also had planned to come up with a list of data to track year to year moving forward with the absence of the ASAM indicators. However, news came that new indicators for alternative schools are currently being revised at the State level, so the decision was made to wait until the new indicators are released. **2018-2019 will focus on collecting Course Completion and Senior Outcomes data (how many students meet “college-readiness” indicators by May, 2019). This will be done in collaboration with Technology Services to assess accurate credit assignment for quarter length courses (rather than semester, which Cal Hills does not have). We will also be fully implementing the NWEA/MAP test (which was piloted this year).**

In the Advisory Program, which is already a highly effective component of the Cal Hills school program, the goal was to create a “one stop” training guide for advisors, Advisory Handbook, to help tighten up practices for consistency. A social studies teacher took the

lead on this project. Starting this year, the guidance counselor oversees all students' graduation plans, also for the purpose of consistency. The advisory teachers then meet with each of their students to implement and track the plan. The plan is adjusted by the counselor at the beginning of each new quarter with updated courses and credit earnings. **This was a challenge this year and will stay a focus in 2018-19. All teachers will receive PD on the role of the Advisory teacher.**

In the area of professional development, we chose Restorative Justice practices as the area of focus for PD this year. We contracted with Circle-Up Education from Oakland to provide training in Community Building and Conscious Conversations, which are the basis for implementing Restorative Justice practices. A third training on Restorative Circles will be provided in August at the kickoff retreat. Other plans that were touched on but not fully realized were training in identifying students at risk (SSTs), understanding IEP accommodations in the classroom (Special Education and 504), formal training in the PLC Cycle of Inquiry, and having teachers who have been trained in PBL train the rest of the staff. **Data shows that students need targeted instruction in order to improve reading comprehension, writing and math scores. PLC's will be focused on the Cycle of Inquiry process to identify where the gaps are to improve student success in classes and on SBAC and NWEA.**

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain** or **build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

How our goals align to state priorities:

Priority 2 - Implementation of CCSS - implementation of CCSS math curriculum, development of new RTI class for EL and RSP students with RSP push-in support

Number of students impacted:

CCSS Math curriculum	RTI Class	Push In Support (RSP students)
130	20	28

Priority 3 - Parental Engagement - expansion of community events and increased parental support through “re-entry” meetings

Priority 4 - Share of Pupils that are College and Career Ready - implementation of articulated CTE course (Engineering); increased access to college classes/ concurrent enrollment at SJCC satellite campus

Number of students participating in CTE programs

2016-17	2017-18
60 (incl. new Engineering)	35

We have had a sharp increase in 2016-17 participation in CTE programs due to the new on-campus offering of Engineering. This will become a complete pathway within the next two years.

Number of students completing one or more CTE courses with credit (including on-campus):

2016-17	2017-18
41	27

We continue to have several students who do not complete the SVCTE course they start. Much of this is due to our students’ struggle with regular attendance, a strong requirement of the SVCTE program.

GREATEST PROGRESS

Number of students completing one or more concurrent enrollment (SJCC or SVCTE) courses:

2016-17	2017-18
35 (including NextFlex project)	8 (NextFlex project did not have SJCC credit)

We have four students completing a class or more at the SJCC Milpitas campus. This is a huge benefit to have a local campus for students to take community college classes.

Priority 6 - School Climate - increase student accountability and support (post suspension re-entry meetings/conscious conversations/restorative justice)

Priority 5 - Pupil Engagement - initiated attendance incentives to reward excellent attendance and tied access to extra-curricular opportunities to attendance

Average Daily Attendance (percentages)

2016-17 (YTD)	2017-18
96.73 (84.6%) YTD 3/31	102.96 (80.4%) YTD 4/6

This data is not inclusive of April or May 2018, which tend to be strong attendance months. This data shows a drop in overall enrollment at Calaveras Hills H.S. We continue to more appropriately market Cal Hills to parents of students who may need an earlier intervention (short term enrollment at Cal Hills) with a strong possibility of return to MHS for senior year and graduation. This will increase attendance numbers next year.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

GREATEST NEEDS

ELA	Nearly Met, Met or Exceeded	Math	Nearly Met, Met or Exceeded
2017	19%	2017	11%

2016	18%	2016	6%
------	-----	------	----

This data shows an increase in both ELA and math for percent of students proficient. SBAC data is generally not a reliable source of data for continuation schools. Other points of data (e.g. course completion, graduation rate, teacher created assessments) are all more accurate sources of data to measure growth for CHHS students. CHHS students tend to not be motivated to do their best on state mandated tests as it has no bearing on graduation or grade promotion. The other issue is that the data collected does not show growth if they do not meet standards. As the data reflects, the majority of our students are not meeting the State level expectations. This is largely due to lack of access to the curriculum due to poor attendance which leads to a deficit in basic skills that would help them better access and respond to the curriculum. This is the impetus for our increased focus on attendance and course completion rate for next year (2018-19). In addition, the math department is collaborating to revise the curriculum to include more strategies that will enable students to access the higher level math courses.

Priority 2 - Implementation of CCSS - research and implementation of research based instructional strategies to support student achievement, including PBL and cross-curricular planning

Priority 4 - Pupil Achievement - increasing the assessment data by providing students with the opportunity to take college placement tests to determine student readiness.

Cal Hills Graduation rate for past two years - based on students enrolled second semester senior year who graduated with MUSD in either June or August, 2017.

2015-16	2016-17
55/75 = 73%	58/75 = 77%

Priority 5 - Pupil Engagement - improve attendance rates for all students and targeted groups

Priority 6 - School Climate - continue to improve suspension rate through implementation of Restorative Justice practices into 2017-18

Suspension numbers the past 3 years

2015-16	2016-17	2017-18
21 students	12 students	17 students

Many students arrive at Cal Hills with a history of disciplinary/social issues. We have extended CASSY support services (available to students 5 days a week)

- development of behavior plans for students (identifies safe people/locations on campus for students in crisis)
- implementation of peer supports/counseling (for 2017-18, through ATOD peer-to-peer intervention program)
- Circle Up Training (use of conscious conversations/awareness of institutional bias)
- re-entry meetings post suspension (to restore teacher/student relationships and improve student accountability)
- increased opportunities for student engagement to incentivize appropriate behavior (sports program, Yearbook, leadership, SAP program, Advisory Program)

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps**?

PERFORMANCE GAPS

Academic Performance (ELA and Math) - Continued interventions for EL students and increased PD to more fully implement cross-curricular Project-Based Learning; PD in Results Oriented Cycle of Inquiry for PLC's moving into 2018-19. Teacher teams with RSP teacher to develop scaffolds for all students to access general curriculum.

Continue PD in Restorative Justice practices to decrease suspension rate.

Refine Advisory Program to track progress more closely, providing earlier Tier 2 and Tier 1 interventions

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$ 60,382

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**

\$ 52,792.00

Briefly describe any differences between budgeted and expended resources. .

We did not spend as much on teacher professional development as was allocated. In addition, we are trying to save funds for site improvements for next year. There was cost savings due to changes in PD strategy for the year.

The majority of funds during 2016-17 school year were targeted at School Culture/Climate goal and technology for learning. Major expenditures were:

Culture/Climate assemblies with guest speakers - approx. \$5,000

PD on Restorative Justice - approx. \$4,300

CASSY counselor - \$15,000

Technology (Chromebooks, cart, Chrome TV's) - approx. \$13,500

DESCRIPTION

AMOUNT: \$7,590.00

Total Supplemental and Concentration Funds for SPSA year

\$ 30,012.00

Percentage of SPSA Budget that is Supplemental or Concentration Funds

50%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

By focusing on our lesser engaged students through emphasis on climate/culture events, introducing the RTI class for EL and struggling readers, and developing attendance incentives (to name a few action items), we are better serving our students who struggle due to family circumstances and/or lower socioeconomic status and also English Learners.

Budget Summary

For 2017-18 SY

PROGRAM ALLOCATIONS

SCHOOL NAME: Calaveras Hills HS

DESCRIPTION	Block Grant	Decentralized	80	CAHSEE	Supplemental	Admin	TOTAL
Allocation:	8,313.00	10,160.00		15,297.00	30,012.00	1,719.00	65,501.00
Expenses:							
Object 1XXX : Certificated Salary							
Teacher Salary							-
Certificated Stipend	300.00						300.00
Substitute Teacher	200.00			1,814.00			2,014.00
Sub-Total	500.00	-	-	1,814.00	-	-	2,314.00
Object 2XXX: Classified Salary							
Classified Clerical Salary							-
Instructional Assistant							-
Sub-Total	-	-	-	-	-	-	-
Object 3XXX: Benefits							
CE Statutory Benefit							-
CL Statutory Benefit							-
Health and Welfare							-
Sub-Total	-	-	-	-	-	-	-

Object 4XXX: Supplies									
Office Material and Supplies	3,813.00		3,000.00				1,719.00		8,532.00
Books (not textbks) & Reference Mat'ls									-
Computer Software			3812.00			18,000.00			21,812.00
Non-Capitalized Equipment			848.00		8,900.00				9,748.00
Sub-Total	3,506.00	-	7,660.00	-	-	8,900.00	18,000.00	-	1,719.00 - 39,785.00
Object 5XXX: Operational									
Conference	1,000.00								1,000.00
Bus and Fieldtrip									-
Other Professional Services	3,000.00		2,500.00		4,000.00	11,012.00			20,512.00
Sub-Total	4,000.00	-	2,500.00	-	-	4,000.00	11,012.00	-	- - 21,512.00
Indirect Costs					583.00				583.00
Total Expenses	8,313.00	-	10,160.00	-	-	15,297.00	29,012.00	-	1,719.00 - 64,501.00
BALANCE	0	0		\$0.00	0	1,000	0		\$1,000.00

NOTE: The above table does not include approx. 22,000 in Title I funds that were received mid-year and were used for supplemental services.

Stakeholder Engagement

SPSA Year

2017–18 ☒ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

School Site Council - Administration, Staff, Students and Parents, monthly meetings
Instructional Leadership Team - Teachers, Administrators and Counselor
SPSA review/planning meetings with All Staff - two per year

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year? These groups are integral to the operations of the school. We seek student and staff input to improve things such as curriculum, instruction, and school culture.

At monthly School Site Council (SSC) meetings, the Calaveras Hills High School Site Council, consisting of staff, students and parents, provided meaningful input into the School Plan and feedback on progress. Updates were provided to the SSC on the main goals and objectives of the SPSA, and especially where the budget was allocated and expended.

Bi-weekly Instructional Leadership Team meetings with representatives from different departments were a valuable way to gain stakeholder input throughout the school year. The teachers and classified staff bring ideas, questions or concerns regarding the school program to the representatives on this team. Many ideas that affected both the program and the budget come from this leadership group. At least two times per year, the SPSA is reviewed with the staff, typically at the beginning of the year and in the spring to review progress and to solicit ideas for the following year. This gives the entire staff an opportunity to provide input while feeding off each other's ideas at the same time.

Goals, Actions, & Services

☐ New

☒ Modified

☐ Unchanged

Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.
All **CHHS** students will receive personalized, standards-based instruction by highly qualified and caring teachers, leading to college and career readiness after graduation.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 **2** 4 5 7 8

LOCAL _____

[Identified Need](#)

As demonstrated by analysis of student work, course completion/graduation rates, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports, low parent education levels and low English language mastery. The need is to close the gap while raising the achievement level for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	5% P&A	8% SBAC Results (Math)	8% SBAC Results (Math)	8% SBAC Results (Math)
SBAC ELA	13% P&A	16% SBAC Results (ELA)	16% SBAC Results (ELA)	16% SBAC Results (ELA)
Reclassification	23.8% Reclassification Rate	30% Reclassification Rate	30% Reclassification Rate	30% Reclassification Rate

Interim Benchmarks	District benchmarks to be developed by MHS and CHHS teachers collaboratively. Baseline TBA.	SBAC results were better this year (above), but not the 16% proficiency we were aiming for. We were not able to reclassify any EL students this year, affected by the		
--------------------	---	--	--	--

	Until district benchmarks for high school ELA and math are developed, SBAC practice tests in the CAASP portal will be utilized for all 11th and 12th grade students.	change of reclassification criteria of not using alternative assessments (only SBAC) SBAC practice tests were utilized		
--	--	---	--	--

Expected

Actual

Calaveras Hills students will be able to demonstrate increasing levels of academic achievement across subjects due to greater focus on project-based learning and writing strategies that will result in greater success on both formal and informal assessments. Due to a lack of standardized benchmark assessments, it is difficult to quantify the improvement. Generally, we anticipate to see a 5% to 10% increase on performance assessments.	SBAC data is listed above. Still working on development of District benchmark/common assessments for English and math.
--	--

Goal 1 Action 1

Multi-Tiered System of Supports Description: (Tier 1) Professional Development focused on improving instructional practice and increasing academic supports for all students.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____
Actions/ Services	<p>PLANNED</p> <p>Teaching staff will be trained in best practices that will result in increased student achievement. Admin./teachers will prioritize project-based learning and development of cross-curricular units. Teachers will collaborate in PLC meetings to analyze data and refine strategies.</p>

ANTICIPATED MODIFICATIONS TO ACTION to inform parents of attendance, grades credits

2017-18 <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2018-19 <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2019-20 <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teachers/administrators will work toward increasing opportunities for hands-on, project based learning opportunities.</p> <ul style="list-style-type: none"> • Provide professional development on Project Based Learning (\$2,000 on campus PD). • Departmental and cross-curricular collaboration; development of themes/shared units among/between subject areas • Provide 6 release days for two teachers (on rotation) to collaborate and plan curriculum (\$1,800) <p>Develop shared leadership among key staff members to increase buy-in and new ideas for instructional/program improvement</p>	<p>Teachers/administrators will work toward increasing opportunities for hands-on, project based learning opportunities.</p> <ul style="list-style-type: none"> • Provide professional development on Project Based Learning (\$2,500 on campus PD). • Departmental and cross-curricular collaboration; development of themes/shared units among/between subject areas • Provide 6 release days for two teachers (on rotation) to collaborate and plan curriculum (\$2,000 sub) <p>Continue to develop shared leadership among key staff members to increase buy-in and new ideas for instructional/program improvement</p>	

<ul style="list-style-type: none"> • Continue Instructional Leadership Team bi-weekly meetings (\$ inclusive) <p>Continue to expand impact of PLC groups on school culture and student achievement</p> <ul style="list-style-type: none"> • Re-design PLC work to focus on data analysis of established metrics we are looking for • Develop specific outcomes/goals for PLC meetings (\$ inclusive) <p>Implement new ELA curriculum</p> <ul style="list-style-type: none"> • Purchase and Implement new District-adopted ELA curriculum (District-purchased curriculum) <p>Provide sufficient services for EL students</p> <ul style="list-style-type: none"> • ELPAC testing + review of EL data and services and (\$500 PFEL-D/sub cost) • Continued development of an RTI/ELD course to provide additional language development support to students. <p>Provide all students with sufficient and current technology to support learning</p> <ul style="list-style-type: none"> • Increase Chromebook ratio to 1:1 for personalized learning (\$1,800) <p>Ensure that all students have equal access to classroom instruction</p> <ul style="list-style-type: none"> • Fully implement and monitor interventions through the SST process (outlined in Goal 2) <p>Provide before/after school tutoring, focusing in ELA and math, by credentialed teacher and university student assistants (\$9,000 for staffing, Title I)</p>	<ul style="list-style-type: none"> • Continue Instructional Leadership Team bi-weekly meetings (\$ inclusive) <p>Continue to expand impact of PLC groups on school culture and student achievement</p> <ul style="list-style-type: none"> • Re-design PLC work to focus on data analysis of established metrics we are looking for (pre-year PD on data) • Develop specific outcomes/goals for PLC meetings (\$ inclusive) • Teachers were provided with training for the new curriculum (specifically the technology piece). This has now been integrated into the overall ELA curriculum that has multiple supplemental resources as well. • continue to explore with ELD Coordinator alternative data points (beyond only SBAC) to ensure all eligible students are redesignated. • The RTI class, in 2nd year, continues to be supported by the ELA teacher, RSP teacher and TOSA to help ensure students receive reading and writing skills interventions as appropriate. Starting 2018-19, we will track these students' NWEA scores to determine growth. • New chromebooks aided in achieving a 1:1 ratio of student to devices, allowing all teachers to utilize online curriculum (e.g. PLP) whenever needed. 	
---	---	--

<p>*Provide equal access to field trips, sports activities, and college visits by contracting with transportation company (\$8,000) Unrestricted and Title I funds</p> <p>85% or greater of student body will complete all courses with full credit.</p> <ul style="list-style-type: none"> Track course completion rates per student in Advisory program and provide incentives for students (\$500/year) Intervene early for students with low course completion rates by adding them to SST meetings to establish effective interventions with support team <p>Add post-graduation planning to Advisory Program</p> <ul style="list-style-type: none"> Outside training to refine Advisory Program and graduation /post-graduation planning (\$800) <p>Expand current student awards to include quarterly awards by subject areas</p> <ul style="list-style-type: none"> Develop quarterly subject area awards (similar to yearly subject area awards) to honor student effort and achievement (\$200 certificates) <p>District-provided early-release days to support site level PD and PLCs</p> <ul style="list-style-type: none"> Early release days for PLC meetings and District PD days Teacher team planning days. Substitutes for additional teacher planning days 	<p>85% or greater of student body will complete all courses with full credit.</p> <ul style="list-style-type: none"> Track course completion rates per student in Advisory program and provide incentives for students (\$500/year) Intervene early for students with low course completion rates by adding them to SST meetings to establish effective interventions with support team <p>District-provided early-release days to support site level PD and PLCs</p> <ul style="list-style-type: none"> Early release days for PLC meetings and District PD days Teacher team planning days. Substitutes for additional teacher planning days <p>District-provided early-release days to support site level PD and PLCs</p> <ul style="list-style-type: none"> Early release days for PLC meetings and District PD days Teacher team planning days. Substitutes for additional teacher planning days 	
---	---	--

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$20,100.00	Amount	\$28,500	Amount	
Source	District Block, Supplemental, Title I	Source	District Block, Supplemental, Title I	Source	
Budget Reference	1000,4000,5000	Budget Reference	1000,4000,5000	Budget Reference	

Goal 1 Action 2

Multi-Tiered System of Supports Description: (Tier 2) Provide high levels of guidance counseling and social/emotional support services to support a safe and supportive environment for student learning.	
Students to be Served	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Calaveras Hills High School staff and administration will continue to facilitate a positive culture and climate for students, and will continue to provide social/emotional support services necessary to support student achievement.	ACTUAL Met overall goal in this area.
	BUDGETED \$22,100	ESTIMATED ACTUAL 16,000

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide high levels of social/emotional support for students to support student achievement	Provide high levels of social/emotional support for students to support student achievement	

<ul style="list-style-type: none"> • CASSY counselor social/emotional support of all students (School pays \$15,000) <p>Provide a positive climate/culture to support student achievement</p> <ul style="list-style-type: none"> • Climate and Culture Assemblies with food 1/qtr. (\$1,200) • Continue Community Celebrations with families - 2/yr. (\$1,000) • Continue Parent Nights - 2/yr. (\$300) • Expand use of guest speakers (\$2,500) • Continue to provide child care for teen moms (\$15,000) • Expand Out to Lunch program with kickoff and end-of-year mentor/mentee lunch (\$800) • Support student Council events (\$500) • Continue attendance incentives (\$800) 	<ul style="list-style-type: none"> • CASSY counselor social/emotional support of all students (School pays \$15,000) <p>Provide a positive climate/culture to support student achievement</p> <ul style="list-style-type: none"> • Climate and Culture Assemblies with food 1/qtr. (\$1,200) • Continue Community Celebrations with families - 2/yr. (\$1,000) • Continue Parent Nights - 2/yr. (\$300) • Expand use of guest speakers (\$2,500) • Continue to provide child care for teen moms (\$15,000) • Expand Out to Lunch program with kickoff and end-of-year mentor/mentee lunch (\$800) • Support student Council events (\$500) • Continue attendance incentives (\$800) • Increase child care expenditures for two teen moms to \$30,000 (Cal Safe) 	
--	---	--

BUDGETED EXPENDITURES:

2017-18

Amount	22,100
Source	District Block, Supplemental
Budget Reference	1000,3000,4000,5000

2018-19

Amount	37,000
Source	District Block, Supplemental, Cal Safe grant
Budget Reference	1000,3000,4000,5000

2019-20

Amount	
Source	
Budget Reference	

Goal **1** Action **3**

Multi-Tiered System of Supports Description: (Tier 3) Provide intensive interventions through RTI, SARB, Re-entry conferences, SST pre-referral and referral conferences, and restorative justice practices for students who need additional supports.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Calaveras Hills administration and staff will provide increased levels of Tier 3 (intensive) services to students who need extra support to successfully complete high school.	ACTUAL Graduation Lab has greatly helped with the Tier 3 interventions. Students are also being identified earlier for SSTs.
	BUDGETED \$6,945	ESTIMATED ACTUAL \$7,000

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase school-wide attendance average by 1% (to 89%) by January, 2018 <ul style="list-style-type: none"> Continued adherence to SARB guidelines and processes (\$ inclusive) Further develop curriculum for RTI class in master schedule (\$500 supplemental material and licences) Closely track attendance and progress for lesser engaged students (\$2,200 attendance awards + quarterly gift cards raffle + OTL) Continue to effectively implement SST process for students in need of intensive support	Increase school-wide attendance average by 1% (to 89%) by January, 2018 <ul style="list-style-type: none"> Continued adherence to SARB guidelines and processes (\$ inclusive) Further develop curriculum for RTI class in master schedule (\$500 supplemental material and licences) Closely track attendance and progress for lesser engaged students (\$2,200 attendance awards + quarterly gift cards raffle + OTL) 	

<ul style="list-style-type: none"> • Train teachers on SST referral process in the Fall (counselor and admin) (\$ inclusive) • Monthly SST meetings (\$1395 monthly sub) • Collaborate in bi-weekly staff meetings by sharing “best practices” to intervene with students of concern (\$ inclusive) • August Staff Retreat to develop PLC goals for year (\$1,400) <p>Implement comprehensive Restorative Justice practices to support student engagement and achievement</p> <ul style="list-style-type: none"> • Restorative Justice training - part 3 (\$2450 training and curriculum) • Continued implementation of RJ practices (\$ inclusive) 	<p>Continue to effectively implement SST process for students in need of intensive support</p> <ul style="list-style-type: none"> • Train teachers on SST referral process in the Fall (counselor and admin) (\$ inclusive) • Monthly SST meetings (\$1395 monthly sub) • Collaborate in bi-weekly staff meetings by sharing “best practices” to intervene with students of concern (\$ inclusive) • August Staff Retreat to develop PLC goals for year (\$1,500) <p>Implement comprehensive Restorative Justice practices to support student engagement and achievement</p> <ul style="list-style-type: none"> • Continued implementation of RJ practices (\$ inclusive) <p>With the implementation of GRAD LAB, we saw a significant increase in students earning credits towards on-time graduation. Continue (\$10,000 Title I).</p>	
---	---	--

BUDGETED EXPENDITURES:

2017-18			2018-19			2019-20		
Amount	6,945		Amount	8,000		Amount		
Source	District Block, Supplemental		Source	District Block, Supplemental		Source		
Budget Reference	1000,4000,5000		Budget Reference	1000,4000,5000		Budget Reference		

Goal **1** Action

4

Multi-Tiered System of Supports Description: Operation of school program to support student achievement

Students to be Served

☐ All District ☒ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services

PLANNED

Calaveras Hills students will have access to a safe learning environment with resources to support their academic achievement

ACTUAL

Classroom and other program expenditures surpassed what was set aside; will increase amount for classroom supplies for 18-19.

Expenditures

BUDGETED

\$8,300

ESTIMATED ACTUAL

\$13,000

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Provide a safe and effective learning environment for students.

- Purchase of all supplies and materials to support classrooms (\$7,000)
- Purchase of safety and first aid supplies (\$500)
- Maintenance of Chromebooks and cart (\$500)

Provide a safe and effective learning environment for students.

- Purchase of all supplies and materials to support classrooms (\$12,000)
- Purchase of safety and first aid supplies (\$300)
- Maintenance of Chromebooks and cart (\$1,000)

<ul style="list-style-type: none"> Awards Night - celebration of student achievement with the community (\$300) 	<ul style="list-style-type: none"> Awards Night - celebration of student achievement with the community (\$300) 	
--	--	--

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	8,300	Amount	10,000	Amount	
Source	District Block Grant, Decentralized Budget, CAHSEE	Source	District Block Grant, Decentralized Budget, CAHSEE	Source	
Budget Reference	4000	Budget Reference	4000	Budget Reference	

Goal **1** Action **5**

Multi-Tiered System of Supports Description: Continue refinement and expansion of credit recovery opportunities that lead to graduation					
<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____	
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____	

Actions/Services	PLANNED Calaveras Hills students will have access to increased levels of academic and credit recovery opportunities to help meet the goal of on-time graduation for students who come to us lacking credits.	ACTUAL This Goal Actions proved to be very effective in helping more students who were not on track to graduate on time meet their goal of graduation.
	BUDGETED \$22,300	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Increase student credit recovery options via online platforms.</p> <ul style="list-style-type: none"> Continue implementation of Odysseyware online curriculum for credit recovery (\$18,000 for 30 site licenses) Train all teachers in Odysseyware (\$2,500) Provide PD time for subject area teachers to modify courses in Odysseyware (\$ inclusive) Instructional Assistant to assist in afternoon Adult Education class 4 days per week (\$4,300) Expand opportunities for credit recovery using Odysseyware by requiring students deficient in credits to make progress in OW to be eligible for other programs (AE/SAP program/Sports) 	<p>Increase student credit recovery options via online platforms.</p> <ul style="list-style-type: none"> Continue implementation of Odysseyware online curriculum for credit recovery (\$18,000 for 30 site licenses) Train all teachers in Odysseyware (\$2,500) Provide PD time for subject area teachers to modify courses in Odysseyware (\$ inclusive) Instructional Assistant to assist in afternoon Adult Education class 4 days per week (\$4,300) Expand opportunities for credit recovery using Odysseyware by requiring students deficient in credits to make progress in OW to be eligible for other programs (AE/SAP program/Sports) 	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	22,300	Amount	22,500	Amount	
Source	CAHSEE, Supplemental	Source	Supplemental	Source	
Budget Reference	1000,4000,5000	Budget Reference	1000,4000,5000	Budget Reference	

Goals, Actions, & Services

	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<u>Goal 2</u>	<p>All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.</p> <p>Calaveras Hills High School students will be provided increased levels of academic and non-academic support in order to be successful in all aspects of the school program.</p>

State and/or Local Priorities Addressed by this goal:

STATE 3 5 6

LOCAL _____

Identified Need

As demonstrated by parent participation, attendance, participation in parent education, and monitoring of student work metrics, low student achievement parallels low parent engagement. The need is to target and evaluate actions to address identifiable opportunities for parent engagement---Focus on the metrics for the state priority areas for this goal.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CASSY data - increase services by 10%	57 students served by CASSY counselor	10% increase in services	10% increase in services Add Substance Abuse group back into CASSY program	10% increase in services

School climate survey		Increase positive climate results by 5%	Increase positive climate results by 5%	Increase positive climate results by 5%
Attendance - 90% goal		Improve overall attendance rate by 1% with more aggressive SARB and increased positive incentives	Improve overall attendance rate by 1% with more aggressive SARB and increased positive incentives	Improve overall attendance rate by 1% with more aggressive SARB and increased positive incentives

2016-17 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Increase attendance by 1% schoolwide	Overall attendance has decreased 4%. Attendance will be the primary focus for 2018-19.
--------------------------------------	--

Goal 2 Action 1

Multi-Tiered System of Supports Description: Tier 1: Increase levels of student and parent engagement in the school programs.

<u>Students to be Served</u>	<input type="checkbox"/> All District students <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> SARB and other Disengaged			
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____			

Actions/Services	PLANNED Increase two-way communication with families of students to provide broadened support for student engagement and achievement.	ACTUAL Continue
	BUDGETED \$3,700	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Increase parent involvement through direct strategies implemented at the site level</p> <ul style="list-style-type: none"> • Quarterly Parent Nights (with food) at Cal Hills with planned topics of discussion (\$3,000) • Increased participation in Parent University and other appropriate district level parent events • Increased accessibility of communication and materials (including letters, flyers, Parentlinks, etc.) into home languages (Spanish, Vietnamese, Tagalog) (\$700) • Hosting Information Nights for families of future or potential Cal Hills students to keep families informed regarding program opportunities • Sharing of Individual Education Plans (google form) with families to help them support and track their students' progress (Quarterly) 	<p>Increase parent involvement through direct strategies implemented at the site level</p> <ul style="list-style-type: none"> • Quarterly Parent Nights (with food) at Cal Hills with planned topics of discussion (\$3,000) • Increased participation in Parent University and other appropriate district level parent events • Increased accessibility of communication and materials (including letters, flyers, Parentlinks, etc.) into home languages (Spanish, Vietnamese, Tagalog) (\$700) • Hosting Information Nights for families of future or potential Cal Hills students to keep families informed regarding program opportunities • Sharing of Individual Education Plans (google form) with families to help them support and track their students' progress (Quarterly) 	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	3,700	Amount	3,700	Amount	
Source	Decentralized - Admin./Translation	Source	Decentralized - Admin./Translation	Source	
Budget Reference	4000	Budget Reference	4000	Budget Reference	

Goal 2 Action 2

Multi-Tiered System of Supports Description: Tier 1: Support student attendance through increased accountability and positive incentives	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Increase student attendance (specifically first period attendance) to raise course completion rates and ensure educational access for all students	ACTUAL Attendance overall dropped by 4%, but course completion stayed consistent.
Expenditures	BUDGETED Inclusive above	ESTIMATED ACTUAL Inclusive above

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue focus on student attendance and engagement by: <ul style="list-style-type: none"> Expand the attendance awards program currently in place; add 	Continue focus on student attendance and engagement by: <ul style="list-style-type: none"> Expand the attendance awards program currently in place; add 	

<p>quarterly gift card raffle incentives (\$ included in Goal 1)</p> <ul style="list-style-type: none"> Track students with <85% attendance Hold monthly SST meetings targeted at students with <85% (\$ inclusive) Per new cell phone policy, students who arrive after Advisory (first period) will not have access to their cell phones during lunch to increase student accountability Attendance incentives served to motivate many students who were on the line of being at-risk due to attendance. With some of our more disengaged students who were already non-attenders, this strategy did not prove as effective. SARB process and site level consequences will be utilized more aggressively to improve overall attendance rate. 	<p>quarterly gift card raffle incentives (\$ included in Goal 1)</p> <ul style="list-style-type: none"> Track students with <85% attendance Hold monthly SST meetings targeted at students with <85% (\$ inclusive) Cell phone policy has been revised and will be reviewed over summer break to include graduated discipline Attendance incentives motivated many students who were on the line of being at-risk due to attendance. With some of our more disengaged students who were not prove as effective. SARB process and site level consequences will be utilized more aggressively to improve overall attendance rate. already non-attenders, this strategy did <p>Increase personal attendance calls and home visits by 20% for chronically absent students</p>	
--	--	--

BUDGETED EXPENDITURES:

2017-18

Amount	0
Source	District BG, Supplemental
Budget Reference	4000,5000

2018-19

Amount	Included in other goals
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Goals, Actions, & Services

☐ New

☒ Modified

☐ Unchanged

Goal 3

Calaveras Hills High students will be provided relevant Career Technical Education and College/Career readiness opportunities beyond the regular academic program

[State and/or Local Priorities Addressed by this goal:](#)

STATE 5 6 7 8

LOCAL _____

[Identified Need](#)

Calaveras Hills students will be prepared for multiple postsecondary opportunities based on the classes and certifications obtained while high school students

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SVCTE enrollment	10 students 16-17	Increase by 50% to 15 students	Increase by 30% to 20 students	Increase by 30% to 26 students
Engineering course enrollment/completion	35 students 16-17	Increase to 60 students participating at least one full semester	Maintain at 60 students participating at least one full semester	Maintain at 60 students participating at least one full semester

SJCC concurrent enrollment	4 students 16-17	Increase by 50% to at least 10 students completing concurrent enrollment in 2017-18.	Increase by 50% to at least 15 students completing concurrent enrollment in 2018-19.	Increase by 50% to at least 22 students completing concurrent enrollment in 2019-20.
----------------------------	------------------	--	--	--

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

With proper emphasis, we anticipate a 50% increase in the numbers of students participating in college and career opportunities listed below.

ACTUAL

Participation in SVCTE and on-campus engineering stayed constant, but did not increase as we has planned.

Goal 3 Action 1

Multi-Tiered System of Supports Description: Expand Career Technical Education and College/Career Readiness opportunities for all students

Students to be Served

☐ All District ☒ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services

PLANNED

Expansion of Pathway for Career Tech Education (CTE) and increased participation to ensure students have broadened postsecondary preparedness

ACTUAL

It has proven challenging to expand the CTE class; however, both sections will continue to be offered and will attempt to have articulation with Evergreen Community College.

Expenditures

BUDGETED

\$20,000

ESTIMATED ACTUAL

20,000

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18**2018-19****2019-20**☐ New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☐ Unchanged

Increase CTE and postsecondary opportunities by:

- Continued expansion of Career Technical Education courses in Engineering and Design (\$20,000 - CTE grant)
- Improved participation in SVCTE program - 50% increase to 15 students consistently enrolled (\$ inclusive)
- Increase numbers of students concurrently enrolled in Community College classes (\$ inclusive)
- Inclusion of website page with updated job opportunities for students to use as a resource
- The challenge historically has been to keep students motivation up to complete the courses. We are working with students on improving attendance completion rates at both the SVCTE and engineering CTE course on campus.

Increase CTE and postsecondary opportunities by:

- Continued expansion of Career Technical Education courses in Engineering and Design (\$24,000 - CTE grant)
- Improved participation in SVCTE program - 50% increase to 15 students consistently enrolled (\$ inclusive)
- Increase numbers of students concurrently enrolled in Community College classes (\$ inclusive)
- Inclusion of website page with updated job opportunities for students to use as a resource
- The challenge historically has been to keep students motivation up to complete the courses. We are working with students on improving attendance completion rates at both the SVCTE and engineering CTE course on campus.

BUDGETED EXPENDITURES:**2017-18**

Amount

20,000

Source

CTE Grant

Budget
Reference

4000,5000

2018-19

Amount

25,000

Source

CTE Grant

Budget
Reference

4000,5000

2019-20

Amount

Source

Budget
Reference

Goal 3 Action 2

Multi-Tiered System of Supports Description: To the greatest degree possible, ensure Calaveras Hills HS graduates are college and career ready

Students to be Served

☐ All District ☒ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services

PLAN

Develop a metric for tracking graduates' participation in post-secondary opportunities

ACTUAL

This goal to be activated after June 7 graduation

Expenditures

BUDGETED

0

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ Unchanged

Develop a metric for tracking graduates' participation in post-secondary opportunities

- Establish a comprehensive list of graduates' personal emails and develop a survey to track post secondary pursuits (\$ inclusive)

Develop a metric for tracking graduates' participation in post-secondary opportunities

- Establish a comprehensive list of graduates' personal emails and develop a survey to track post secondary pursuits (\$ inclusive)

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

0

Amount

0, inclusive

Amount

Source

Source

Source

Budget

Reference

Budget

Reference

Budget

Reference

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Phillip Lamdin	Student	student email	April 24, 2018
2. Alexa Moedano	Student	student email	April 24, 2018
3. Angelina Tellez	Student	student email	April 24, 2018
4. Alicia Santillan	Parent	lsantillan@firstam.com	April 24, 2018
5. Rosamibe Plascencia	Parent	rosa4302@sbcglobal.net	April 24, 2018
6. Ana Naranjo	Parent	anaberthadayana1@gmail.com	April 24, 2018
7. Sridaya Mandyam-Komar	Teacher	skomar@musd.org	April 24, 2018
8. Kimi Lynn-Schmidt	Teacher	kschmidt@musd.org	April 24, 2018
9. Betty Won	Instructional Aide	bwon@musd.org	April 24, 2018
10. Carl Stice	Principal	cstice@musd.org	April 24, 2018

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	3	3

Form E: Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee_____ Signature

English Learner Advisory Committee_____ Signature

Special Education Advisory Committee_____ Signature

Gifted and Talented Education Advisory Committee_____ Signature

District/School Liaison Team for schools in Program Improvement_____ Signature

Compensatory Education Advisory Committee_____ Signature

Departmental Advisory Committee (secondary)_____ Signature

Other committees established by the school or district (list)_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

School Site Council Recommendations and Assurances

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

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

☒ English Learner Advisory Committee signature: X Tabitha E. Keppeler-Hurley

☐ If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC) signature: _____

☐ Special Education Advisory Committee signature: _____

☐ Departmental Advisory Committee (secondary) signature: _____

☐ District/School Liaison Team for schools in comprehensive support and improvement signature: _____

☐ Other committees established by the school or district (specify) signature: _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the LCAP .
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a **thorough analysis of student academic performance**. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was approved by the SSC at a public meeting on: 5/15/18

Carl A. Stice
Typed name of School Principal

Carl A. Stice
Signature of School Principal

5/18/18
Date

Alicia Santillan
Typed name of SSC Chairperson

Alicia Santillan
Signature of SSC Chairperson

5/18/18
Date