

School Year: 2018-2019

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Williams Jr/Sr High School	06-61622-30038	October 16, 2018	November 15, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through School Site Council, English Learner Advisory Committee, Family Community Meetings, and conversations with staff and students, the input and information for this plan was collected. There are fifteen parent meetings held throughout the year. There are 4 SSC meetings, 3 ELAC meetings, and 8 Family Community Meetings. These meetings facilitate discussion, allow opportunity for input and guide the creation of this plan.

The school wide data for our student body indicates a strong need in several areas academically. First, mathematics performance is low and well below state average. Second, student performance in ELA is stronger than in mathematics, but still below state average. Third, EL students continue to struggle to reach college readiness. More precisely, EL students who arrive during high school years struggle to acquire proficiency in English and make progress towards college readiness. Fourth, students and parents have expressed a strong need for support systems for academics and social emotional development. These supports go hand in hand with academic success. Fifth, parent engagement has been identified as critical to the ongoing and future success of our school. Lastly, an area which is connecting all goal areas together in purpose, college and career readiness for all students.

All students will be college and career ready as evidenced in high achievement in Math, ELA, and English proficiency.

There were six areas of identified need, 1) mathematics achievement, 2) ELA achievement, 3) EL achievement, 4) student support systems, 5) parent engagement, and 6) college and career readiness. The SSC worked over the past year identifying need areas and reviewing the areas identified in previous plans. A brainstorming happened where parent input was gathered to discuss possible actions to address the areas of need. Post paper was used to record ideas. A system of prioritizing was used by way of sticky dots to gain consensus on prioritized actions.

As a result of the stakeholder engagement, two additional goal areas were added from the original 4 which were initiated from an analysis of the school wide performance data. Parent engagement and college and career readiness were areas identified which needed attention. Parents identified a desire to be more involved but felt that sometimes they are not sure of how to engage with the school. The parents felt that more opportunities for outreach could be taken. Also small actions at individual meetings could be taken to make parents feel more welcome. Academic achievement in mathematics and ELA is crucial for student success, however student success also depends on other task which involve college and career readiness. After speaking with stakeholders, a need was also identified to take certain actions which will ensure students will be college and career ready.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

Goal 1

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

Basis for this Goal

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student

LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades in Mathematics courses	55% passing rate with a C or better	75% of students passing with a C or better
CAASPP results in mathematics	Grade 7 17% Grade 8 3.4% Grade 11 6.5%	Grade 7 30% Grade 8 30% Grade 11 30%
Local Formative assessments	Short cycle assessments will be created.	75% of students meeting standard on short cycle assessments

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data Teams training for schoolwide approach to formative assessments.1:A/S1,2
Ensure there is an opportunity for drop in tutoring help in mathematics.3:A/S 2,4
Curriculum Alignment and articulation 1: A/S 1,2, 5: A/S3
Create SAT prep workshops for students 2: A/S 5
Pay for students in AP courses to take the AP exam. 2:A/S 4

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$29,958
Source(s)	LCFF (0003)
Budget Reference(s)	Consulting services/operating expenses
	\$2,000 Certificated Salary Benefits
	\$534 Employee Benefits
	\$260 Books and Supplies
	\$27,164 Services and other operating expenditures

Amount(s)	\$2,000
Source(s)	ASSETS (4124)
Budget Reference(s)	\$1,000 Materials and Supplies
	\$500 Certificated Salaries
	\$300 Classified Salaries
	\$200 Employee

Goal 2

Implement and support college and career readiness school wide.

Basis for this Goal

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dual Enrollment rates	289	300
A-G rates	37%	55%
AVID strategies used school wide	100% binders 75% Focused note taking	100% binders 85% Focused note taking

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Ensure all coursework is A-G, CTE or 21st Century relevant.

Ensure all courses are A-G aligned and provide rigorous academic experiences for students

1: A/S 1, 3

Dual Enrollment will be expanded and explored 1: A/S 1, 3

Teachers will be reimbursed to get their master's degree to teach dual enrollment 1: A/S 1, 3

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$66,987
Source(s)	LCFF (0003)
Budget Reference(s)	\$49,505 Certificated Personnel Salaries/ Employee Benefits (PBO)
	\$17,482 Employee Benefits

Amount(s)	\$108,264
Source(s)	LCFF (0003)
Budget Reference(s)	\$81,525 Certificated Personnel Salaries/ Employee Benefits (DE)
	\$26,739 Employee Benefits
	\$11,252 Books and Supplies
	\$30,000 Services and other operating expenditures

Amount(s)	\$19,221
Source(s)	Title 1 (3010)
Budget Reference(s)	Books and supplies

Goal 3

All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments.

Basis for this Goal

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Grades in ELA courses	55% passing with a C or better	75% of students passing with a C or better
CAASPP results in ELA	Grade 7 11% Grade 8 5.75% Grade 11 18.5%	Grade 7 30% Grade 8 30% Grade 11 30%
Local Formative assessments	Short Cycle to be established	75% of students meeting standard on short cycle assessments

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve teaching and learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

Data Teams training for schoolwide approach to writing 1: A/S 1

Create open computer lab time 1: A/S 6

Ensure curriculum Alignment and articulation 5: A/S 3

Hold SAT prep workshops for students 2: A/S 5

Pay for students in AP courses to take the AP exam 2: A/S 1

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000
Source(s)	LCFF (0003)
Budget Reference(s)	Services and other operating expenditures (AP Testing)

Amount(s)	\$17,000
Source(s)	ASSETS (4124)
Budget Reference(s)	\$15,000 Certificated Personnel Salaries
	\$2,000 Employee benefits

Amount(s)	\$10,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Books and Supplies

Goal 4

All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative assessments.

Basis for this Goal

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.

LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Metric/Indicator	Baseline	Expected Outcome
Grades in Mathematics courses	55% of students passing with a C or better	75% of students passing with a C or better
CAASPP results in mathematics	Grade 7 17% Grade 8 3.4% Grade 11 6.5%	Grade 7 30% Grade 8 30% Grade 11 30%
Local Formative assessments	Short cycles to be established	75% of students meeting standard on short cycle assessments
Grades in ELA courses	55% of students passing with a C or better	75% of students passing with a C or better
CAASPP results in ELA	Grade 7 11% Grade 8 5.75% Grade 11 18.5%	Grade 7 30% Grade 8 30% Grade 11 30%
Local Formative assessments	Short cycles to be established	75% of students meeting standard on short cycle assessments

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Align curriculum, provide student support, and use formative assessments for improving student learning in ELA and Math for EL students.

Data Teams training for schoolwide approach to writing and problem solving 1: A/S 1,2

Provide after school tutoring opportunities for EL students to receive additional support in ELA and Math. 3: A/S 2,3,4,8

Summer Academy for credit recovery and academic recovery. 1: A/S 6, 4: A/S 2,3

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000
Source(s)	LCAP (0003)
Budget Reference(s)	\$8,000 Classified Salaries
	\$2,000 Employee benefits

Amount(s)	\$6,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Books and Supplies

Amount(s)	\$10,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Personnel Salaries

Goal 5

Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

Basis for this Goal

LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent involvement in FCM	16 Parents average per committee	25 parents average per committee
Parent involvement in SSC	16 Parents average per committee	25 parents average per committee
Parent involvement in ELAC	16 Parents average per committee	25 parents average per committee

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through Parent workshops and community nights, a parent education program will involve parents in the school on three different levels, volunteerism, involvement, or engagement.

Create parent education workshops to involve parents on a variety of topics parents identify as

Needed 4: A/S1,2,3

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,245
Source(s)	Title 1 (3010)
Budget Reference(s)	Services and Other Operating Expenditures

Goal 6

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, course grades, A-G rates, and graduation rates.

Basis for this Goal

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career

LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of referrals will decrease	4 per teacher per year	Less than 6 per teacher per year
Incident of suspension will decrease	50 incidents per year	Less than 40 incidents per year
Student feeling of connection will increase	44% of the students stated feeling connected	Students will state connection at a rate greater than 75%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A comprehensive intervention and support system will be created to address academic, social, and emotional needs of students to ensure success

Provide after school tutoring 3:A/S 4

Utilize online software for curriculum for credit recovery 2: A/S 6

Plan and utilize summer academy for academic and credit recovery 2: A/S 6

Hire an intervention support specialist to manage a caseload of at risk students 3:A/S 3,9

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Personnel Salaries

Amount(s)	\$5,000
Source(s)	ASSETS (4124)
Budget Reference(s)	Books and Supplies

Amount(s)	\$84,249
Source(s)	LCAP (0003)
Budget Reference(s)	\$60,965 Certificated Personnel Salaries (Int Spec)
	\$23,284 Employee Benefits

Amount(s)	\$126,096
Source(s)	LCAP (0003)
Budget Reference(s)	\$70,929 Certificated Personnel Salaries (Summer)
	\$23,643 Employee Benefits
	\$31,524 Books and Supplies

Annual Review and Update

SPSA Year Reviewed: 2017-2018

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in Mathematics courses	60% of students passing with a C or better	55% passing rate
CAASPP results in mathematics	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 17% Grade 8 3.4% Grade 11 6.5%
Local Formative assessments	60% of students meeting standard on short cycle assessments	NA short cycles not yet established

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for school wide approach to formative assessments.	Curricular maps written Short cycle assessments written ADT packet filled out	\$10,000 LCFF (0003)	\$10,000 LCFF (0003) Services and other operating expenses
Ensure there is an opportunity for drop in tutoring help in mathematics.	Hire school age tutors Hire teachers as tutors Hire college age tutors	\$3,000 LCFF (0003)	\$0
Curriculum Alignment and articulation	Work in vertical teams to ensure power standards are mastered	\$10,000 LCFF (0003)	\$10,000 LCFF (0003)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
			Services and other operating expenses
Pay for students in AP courses to take the AP exam	Students given waivers Students signed up for AP Exams	\$5,000 LCFF (0003)	\$5,590 LCFF (0003) Services and other operating expenses \$106 LCFF (0003) Books and Supplies
Create SAT prep workshops for students	Plan SAT bootcamp	\$5,000 LCFF (0003)	\$0

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We are currently in the process of implementing the curricular maps and assessment cycles. This will be the first year that all cycles will be in place. We should be receiving the first set of ADT data before the end of the first quarter

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness will be seen in the quarter and semester grades.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only difference that might exist will be in the amount of substitute hours needed to get the work done over the summer.

The money was not spent out in the SAT bootcamp. We did not complete this task. However we have re worked the schedule for the upcoming year and the SAT bootcamp is on the calendar.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will fund the SAT bootcamp through the after school program and will be implemented in Goal 1 and 2. It is important to provide the opportunity to prepare for the SAT for our college for all vision.

Goal 2

Implement and support college and career readiness school wide.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dual Enrollment rates	250	289
A-G rates	44%	37%
AVID strategies used school wide	0	100% binders 75% Focused note taking

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ensure all coursework is A-G, CTE or 21st Century relevant.	Apply for all courses that can be A-G are coded as such Pay for A-G offerings at the high school	\$17,000 Title 1 (3010) \$20,000 LCFF (0003)	\$15,004 LCFF (0003) Books and supplies \$18,000 LCFF (003) Certificated Salaries \$2,000 LCFF (0003) Employee Benefits

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The relationship with WCC is strong. The two organizations are meeting monthly. There is an MOU in place and the first teachers to start the pilot program for reimbursement of MA's has begun.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the increased number of students taking dual enrollment courses, there should be a much higher percent of students completing the A-G requirements as well as being college ready according to the CCI.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is an estimate of the cost of reimbursement for the teachers wanting to earn MA's. The actual cost may be different due to variation in cost of programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Goal 2, we will increase the number of dual enrollment courses offered on campus. This will also include reimbursing teachers who earn their masters to teach in our ECHS.

Goal 3

All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in ELA courses	60% of students passing with a C or better	55% passing
CAASPP results in ELA	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 11% Grade 8 5.75% Grade 11 18.5%
Local Formative assessments	60% of students meeting standard on short cycle assessments	Short cycles to be established.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for school wide approach to writing	Strategies for literacy identified in all subjects Writing incorporated into all subjects	\$10,000 LCFF (0003)	\$10,000 LCFF (0003) Services and other operating expenses
Create open computer lab time	Hire student tutors Hire teachers as tutors Hire college age tutors	\$3,000 LCFF (0003) \$5,000 Title 1 (3010)	\$0 LCFF (0003) \$1,605 Title 1 (3010) Certificated Salaries \$295 Title 1 (3010) Employee Benefits
Ensure curriculum Alignment and articulation	Work in vertical teams to ensure power standards are mastered	\$10,000 LCFF (0003)	\$10,000 LCFF (0003)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
			Services and other operating expenses
Hold SAT prep workshops for students	SAT boot camp	\$6,500 LCFF (0003)	\$0
Pay for students in AP courses to take the AP exam	Students who take AP courses will have the cost covered	\$5,000 LCFF (0003)	\$0

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The move towards school wide writing strategies is increasing. The goal will be proficiency for all students on the CAASPP. The Article of the Week activity is a strong step in that direction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen a decline in writing scores since moving away from the school wide focus on the Article of the Week activity.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

It is difficult to estimate just how many students will actually take the AP exam. We have a lot of students who choose to challenge the Spanish test. There are large numbers of students who do very well on this AP exam. We did not have the materials or manpower this year to start the SAT. We paid for AP exams out of another funding source.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Goal 1 and 2, we will fund the SAT bootcamp through the after school program. It is important to provide the opportunity to prepare for the SAT for our college for all vision.

Goal 4

All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative assessments

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grades in ELA courses	60% of students passing with a C or better	55% Passing
CAASPP results in ELA	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 11% Grade 8 5.75% Grade 11 18.5%
Local Formative assessments	60% of students meeting standard on short cycle assessments	Short cycles to be created.
Grades in Mathematics courses	60% of students passing with a C or better	55% passing rate
CAASPP results in mathematics	Grade 7 30% Grade 8 30% Grade 11 30%	Grade 7 17% Grade 8 3.4% Grade 11 6.5%
Local Formative assessments	60% of students meeting standard on short cycle assessments	NA short cycles not yet established

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Data Teams training for schoolwide approach to writing and problem solving	Strategies for literacy identified in all subjects Writing incorporated into all subjects	\$5,000 LCFF (0003)	\$5,000 LCFF (0003) Services and other operating expenses
Provide after school tutoring opportunities for EL students to receive additional support in ELA and Math	Hire student tutors Hire teachers as tutors Hire college age tutors	\$4,000 LCFF (0003)	\$0

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The move towards school wide writing strategies is increasing. The goal will be proficiency for all students on the CAASPP. The Article of the Week activity is a strong step in that direction.

We are currently in the process of implementing the curricular maps and assessment cycles. This will be the first year that all cycles will be in place. We should be receiving the first set of ADT data before the end of the first quarter

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have seen a decline in writing scores since moving away from the school wide focus on the Article of the Week activity.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only difference that might exist will be in the amount of substitute hours needed to get the work done over the summer. There were not any tutors available to hire that could work with the EL students

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal working on outcomes.

Goal 5

Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent involvement in FCM	15 Parents average per committee	16 parents per committee
Parent involvement in SSC	15 Parents average per committee	16 parents per committee
Parent involvement in ELAC	15 Parents average per committee	16 parents per committee

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Create parent education workshops to involve parents on a variety of topics parents identify as needed	Schedule FCM Schedule SSC Schedule ELAC Buy refreshments for each meeting	\$20,000 Title 1 (3010)	\$7,561.34 LCFF (0003) Services and other operating expenditures

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

There has been a calendar created with all the meetings outlined in this goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents are surveyed for their interest and areas of continued learning. Parents will be more involved if they are included in the decision making process that is creating the sequence of learning modules.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference was the program we hoped to bring to engage parents did not happen. We would also like to take parents to conferences to build parent leadership capacity in our school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on parent workshops through the school and parent education rather than multiple conferences.

Goal 6

Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, course grades, A-G rates, and graduation rates.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of referrals will decrease	Less than 6 per teacher per year	4 per teacher
Incident of suspension will decrease	Less than 40 incidents per year	50 incidents
Student feeling of connection will increase	Students will state connection at a rate greater than 75%	44% by student survey

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring	Hire student tutors Hire teachers as tutors Hire college age tutors	\$10,000 LCFF (0003)	\$8,272 LCFF (0003) Classified Salaries \$763 (0003) Employee Benefits
Utilize online software for curriculum for credit recovery	Purchase Fueled software for ongoing credit recovery	\$10,000 LCFF (0003)	\$10,000 LCFF (0003) Services and other operating expenses
Plan and utilize summer academy for academic and credit recovery	Implement and run a summer school program for college courses, credit recovery, and English acquisition.	\$20,000 LCFF (0003)	\$18,000 LCFF (0003) Certificated Salaries \$2,000 LCFF (0003) Employee Benefits

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire an intervention support specialist to manage a caseload of at risk students	Hire a Tier 2 intervention specialist.	\$25,000 LCFF (0003)	\$51,729 LCFF (0003) Certificated Salaries \$19,033 LCFF (0003) Employee Benefits

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The school is using several different strategies to implement a multi tiered system of supports. There is need for academic intervention as well as tutoring services.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This strategy has been incredibly effective in getting our graduation rate up over the last five years.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The cost of the intervention specialist and the summer academy were estimates and exceeded the actual cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue the goal as is but increase the number of challenge day experiences for students.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 26,466

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 512,020

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)

Subtotal of consolidated federal funds for this school

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF (0003)	
ASSETS grant	

Subtotal of consolidated state or local funds for this school:

Total of consolidated (federal, state, and/or local) funds for this school:

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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
Nicholas Richter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jesus Botello	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ana Zamudio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Pineda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cecilia Navarro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Solis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Norma Velazquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inez Duenas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Tamayo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lane Bledsoe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adan Solis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jose Carabeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>				

Form E: Recommendations and Assurances

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

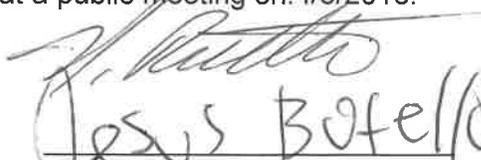
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 4/6/2016.

Attested:

Nicholas Richter
 Typed name of School Principal


 Signature of School Principal

 Date

 Typed name of SSC Chairperson

 Signature of SSC Chairperson

 Date