Single Plan for Student Achievement

Tamalpais High School – 2018

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

The SPSA is strategically aligned to WASC report and LCAP goals.

Tamalpais High School

Tamalpais Union High School District

County-District School (CDS) Code: 21-654822133692

Principal: J.C. Farr

Date of this revision: May 28, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: **J.C. Farr**

Position: **Principal**

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The District Governing Board approved this revision of the SPSA on June 20, 2018.

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Overview of Tamalpais High School:

Tamalpais High School was founded in 1908 and is the oldest of the 3 comprehensive high schools in the district. The school serves students in grades nine through twelve. The school is fortunate to be steeped in a rich tradition of academic success, historical significance, and tremendous pride. Members of the Tam Family boast of the numerous and varied opportunities students experience as a result of the supportive and caring communities that surround the site. Students who attend Tamalpais High School reside in one of three unique communities in southern Marin: Mill Valley, Sausalito/Marin City, and Bolinas/Stinson Beach. Tam's current enrollment is 1592 students, of whom 69% are White not Hispanic, 11% are Hispanic, 4% are African-American, 9% are Asian, and 7% other. Currently 8% of the students are eligible for free or reduced lunch (i.e. low socioeconomic status), 10% receive Special Education services, and 2% are English Learners. Tam has experienced significant enrollment growth over the last 3 years, and is expected to reach 1675 students in 2018-19 school year.

The site experiences significant support and participation from the parents and the community. The community is extremely generous in terms of both financial support and time, in order to ensure the students at Tam are experiencing the most innovative and rigorous academic experience possible. The site is fortunate to partner with very active school connected organizations including: the Tam High Foundation with three subsidiary fundraising bodies that support the fine arts: (PATH) Patrons of the Arts at Tam High and (THUMB) Tam High United Music Boosters, (CTE) Conservatory Theatre Ensemble, the Parent Teacher Student Association (PTSA), and the Athletic Boosters. These organizations help to build a culture that rewards strong teaching practices and creative ways to help bolster student learning in addition to providing multiple opportunities for our student athletes, visual and performing artists, and musicians.

Tamalpais High School is fortunate to have a host of specialized support programs for the students as they enter their high school careers. It is essential to educate the whole child and to this end, programs that focus upon transition, academic support, changing behavior, wellness, and both mental and physical health are abundant. Tam High makes it a priority to welcome students as they transition from 8th to 9th grade beginning with a significant emphasis on freshmen orientation and the introduction of the academic and social life at the site. For several years a one to three week summer school program called "The Transition Program" has helped students from our smaller feeder schools experience a sampling of the curricular expectations and social adjustments necessary to assimilate to high school life. This year Tam re-branded the transition program, naming it "Tam Ascent". The Tam Ascent program offers support for students from smaller feeder schools in the areas of English

Language Arts and Mathematics. There are field trips and relationship building activities to make the Tam Ascent program more robust. In addition to this program, all 9th grade students are partnered with an upperclassman and supported through the Link Crew Program. The Link Crew student leaders monitor their 9th grade students and help them acclimate to the rigor and time demands throughout the year. The Link Crew Leaders provide academic and social guidance for their students, and help the 9th graders navigate high school life.

In the 2014-2015 school year, the Leadership, Peer Resource, and Strategic Peer Mentoring teachers created a new vision for how to develop student leaders and increase opportunities for students to feel connected to Tam High. The WISE Peer Mentoring Program was created with the mission to support 9th and 10th grade students who were exhibiting either academic or social challenges early in the school year. Upperclassmen spent the first month of school receiving training on how to mentor and tutor students. The three teachers are working collaboratively to support all students at Tam High and increase student engagement. These programs continue to thrive into the 2018 school year, offering continued support to our at-promise students.

The Success Network is an equity initiative driven by the collaboration of both school and community partners. The success network began in 2017 and is dedicated to closing the achievement gap at Tam High by supporting historically underserved students, students of low socioeconomic status and students of color. The success network utilizes data, early intervention, communication, streamlined services, and team effort to overcome the many barriers faced by students. The success network coordinates advocacy and closely monitors a historically underserved group of students in order to address needs as they arise. The success network pair's frequent data tracking with the leveraging of already existing services to make a collective impact that better serves the students and also allows each provider to reach their potential impact as well. The success network's focus on working collaboratively with the community based organizations, in hopes of disrupting the systems of racism and poverty that have affected these students and give them the just opportunity to succeed.

The school's master schedule accommodates students' needs in terms of having two hours per week for tutorial time. During tutorial, students report to a homeroom teacher and are able to receive academic support and/or time to complete assignments. During tutorial periods, students may be required to meet with a specific teacher for more intense intervention, remediation, or differentiation of material to experience success in the classroom. The site needs to review the use of the tutorial program to see how to more effectively utilize teacher time to support struggling students on a larger scale and to build students' capacity to seek out help and self-advocate. It is also our intention to teach students to be self-reliant and independent learners during this time.

The mathematics department has historically offered a tutorial program for students before school, during lunch, and after school to support students in difficulty. Our library remains open after school until 7:00 p.m., Monday through Friday, and until 4:00 on Fridays. A paraprofessional offers tutorial support for students during these after school hours.

Tamalpais High School offers a number of specialized academic programs to develop and foster student engagement. In the ninth and tenth grades students are paired in a CORE program that places students with the same English and Social Studies teachers in order to develop strong academic relationships among the students and teachers. The teachers work collaboratively to offer interdisciplinary lessons and share resources. The intended outcome for the CORE program is to establish a cohort of learners supported by teachers who have had the opportunity to work with the students for a two-year duration to ensure they are well prepared to communicate effectively in both a written and oral format, think critically, analyze complex information and work collaboratively.

AIM: (Academy of Integrated Humanities and New Media) is a highly competitive 2-year program of Social Studies and English using a multi-media approach. The program emphasizes academic, professional, technological and documentary film skills.

AVID: (Advancement via Individual Determination) is a new elective at Tam which emphasizes college readiness. AVID targets students that are in the academic middle (2.0-3.5 GPA) that benefit from skill development in support of college readiness. AVID will expand in 2018 with 9th, 10th, and 11th grade students being enrolled in the AVID elective.

COMPASS: (*College of Marin Providing Access and Supporting Success*) is the College of Marin's primary tool in its efforts to end educational inequity in Marin County. It is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS students concurrently enroll in College of Marin courses all four years of high school. Students will graduate from high school college-ready, with a deep understanding of the expectations of a successful college student, more than 20 units of transferable college credit, and free attendance for the first year if they attend COM. They will also have formed connections with other college-motivated peers, an important driver of student success. Currently the COMPASS courses at Tam take place during tutorial. This is on Wednesdays for sophomores and Fridays for freshmen. The COMPASS programs serves as a confidence building program with hopes that as students experience success, they will then move more towards college readiness.

CTE: (Conservatory Theatre Ensemble) is an award-winning 4-year comprehensive drama program using actors, directors, designers, technicians, backstage crew, playwrights, guest

artists and teachers. The program has plays in production throughout the entire school year.

Applied Technology: (ROP Courses) These specialized courses expose students to technical environments and their applications in the modern world. These course offer opportunities to explore a wide spectrum of career paths in the fields of Computer Science, Automotive Technology, Architectural Design, Woodworking, Construction, Engineering, and Film Production. All courses offer hands-on, project based learning that promotes both creative and analytical thinking.

Academic Workshop: These classes are designed to provide supplemental instruction in knowledge, skills, habits and attitudes necessary for academic success. The courses are intended to focus highly on individualized students' academic needs. Counselors assign students to Academic Workshop according to their academic needs.

The Tam Counseling and Wellness: The counseling and wellness program opened in the spring semester of 2018. The program is broken down into three buckets: Education, Support, and Access. Each of these buckets offer coordinated health, mental health, substance use/abuse and sexual health services for students on campus. The Counseling and Wellness program offers both direct student services (1:1 and group support) as well as school wide prevention/education in classrooms and throughout the community with students, staff and parents. A student Advisory board helps to direct the Coordinator and Counselors on how to best meet the students' needs and continue to develop the program.

The Success Mentor Program: The Success Mentor Program was created in 2018. This program represents an opportunity to build strong relationships with students that need additional support through the personal touch of a caring staff member. Research supports that one relationship with an adult on campus can make a positive difference for a student. Staff members volunteer to mentor students one to one to develop positive self-perception, problem solving skills, conflict resolution, socio-emotional academic support and advocacy.

In 2012 modernization projects concluded at Tam High School. As a result of these projects, teachers and students have benefited from classrooms that have been outfitted for 21st century learning. In addition to the physical transformations of a number of classrooms, the site has been equipped with wireless capabilities that enable learners to have continuous access to the internet and information technology. The following areas have also been updated: Keyser Hall, the pool, field house, tennis courts, football field and track, and classroom 2020. During the 2016, the Facilities Master Plan engaged stakeholders to assess the current Tam facilities and develop potential solutions for the future. Enrollment growth continues to challenge the facilities as the student population is expected to grow to approximately 1675 students in 2018.

Tamalpais has historically served the majority of English Language Learners in the district with a dedicated EL Coordinator and sheltered courses. These courses supported academic language acquisition and English fluency development while delivering academic content at a pace believed to optimize learning for English language learners. In the 2014-2015 school year, the ELL program was adjusted, based on district data that highlighted students not in sheltered courses had a higher passing rate than those in sheltered courses, on the ELA portion of the CAHSEE and were re-designated at a much higher level on their annual CELDT scores. All sheltered courses were disbanded to address this disparity and allow our ELL students increased exposure to academic instruction in English. There is an Independent Study Mathematics class that does support some of our ELL students as we transition to placing all ELL students into mainstream courses. The EL students have been placed in mainstream classrooms and supported with an English Language development course, a bilingual para-educator and an EL coordinator and counselor who monitors students' academic progress and serves as their advocate with general education teachers. In 2016 Tam continued to evaluate the effectiveness of the English Language Learner program and strategized to ensure that all students' needs were met.

Tamalpais High is committed to the continuous improvement of its staff and leadership body. Professional development has been targeted to provide the staff with training in the areas of Equity, school culture and climate, facilitation, guiding critical conversations, development of collaboration, culturally responsive teaching, and the development of intervention plans.

TUHSD Mission Statement

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively (Adopted by the Board 25-August-2009).

TUHSD Strategic Priorities

In the past five years, the TUHSD leadership team has identified and adopted a sequence of strategic priorities in the areas of Curriculum and Assessment Systems and Instructional Programs and Practices by conducting a rigorous analysis of research related to highly effective educational organizations, reviewing historical work of the district (i.e. Understanding by Design, Professional Learning Communities), and capturing community input data. As a result of this inspection, TUHSD sequenced the strategic priorities by addressing the following questions (Dufour and Fullan, 2013):

1. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?

2. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?

3. How will we respond when some of our students do and do not learn? What process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic? How will we enrich and extend the learning for students who are already proficient?

WASC Critical Learner Needs:

Provide all students opportunity and access to grade level instruction, higher-level course offerings (AP and honors) and college and career options in the 21st Century.

Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.

Increase student achievement in mathematics.

TUHSD LCAP Goals Updated for 2017-2018*:*

Goal 1: Guarantee students' access to rigorous, relevant and engaging curriculum in all content areas. (Access)

Goal 2: Ensure all students are demonstrating progress towards and proficiency in identified learning goals. (Equity and Achievement)

Goal 3: Support each students' emotional and social growth and work towards a community where all students feel safe and valued. (Culture)

Goal 4: Improve community relations. (Community Relations)

Tamalpais High School Site Goals for 2018-2019:

THS School-wide Goal 1: Ensuring Effective Core Instruction and Supports for all Students

1) Provide effective core instruction that is culturally relevant, engaging, and differentiated to meet student learning needs
2) Create and maintain a classroom culture and school environment where students and teachers feel valued, safe and connected

THS School-wide Goal 2: *Ensuring Supplemental Instruction and Supports for Some Students*

3) Provide supplemental core instruction for students needing additional time and/or support

THS School-wide Goal 3: Providing Intensive Instruction and Supports for Some Students

4) Provide intensive and targeted supports for students who are not successful academically

THS School-wide Goal 4: Provide all students opportunity and access to grade level instruction, higher level course offerings (AP and Honors) and college and career options in the 21st Century.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

THS School-wide Goal 1: **Ensuring Effective Core Instruction and Supports for all Students**
- *By June 2019, there will be an increase in the number of low SES students demonstrating proficiency in the identified learning outcomes as shown in an increase in grades in English Language Arts and Mathematics courses.*
- *By June 2019, an increased participation rate of students of low SES and English language learners in college prep courses.*
- *By June 2019, fewer "D"s and "F"s across all demographics and especially those enrolled in Academic Workshop classes, thus resulting in fewer AW sections*
- *By June 2019, there will be a 100 percent graduation rate*
- *In the 2018-19 school year, all sophomores will take the PSAT*
- *By June 2019, student CELDT scores will increase*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.	**Evidence:** Students of color and of low SES are achieving at a significantly lower level than the larger student population. GPA Longitudinal college graduation rate data Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas. SAT participation rates AP participation rates Analysis of student work indicates varying levels of mastery of program goals. AW Grades PSAT Scores SBAC participation rates and scores DFI List CELDT Scores Attendance data Celebrating growth on standardized tests Demographically proportional referrals
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.	**Means to Monitor Progress:** Gather and analyze data on student performance and discuss effective teaching practices in during collaboration. Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Need(s)	Action Steps	Resources/Support Needed	Timeline/Funding	Person(s) Responsible
2. Assess student learning and the effectiveness of instruction	Equity Math	-Use data to inform/drive the instructional process -Reflect upon instructional practices to ensure they support student learning and adjust as needed -Identify students in need of additional time and support	-Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development -Explore staff training opportunities for strengthening interventions	2018 & Ongoing	Teachers, Administrators
3) Communicate and collaborate to ensure high levels of learning for all students	Equity Math	-Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning -Utilize collaboration to engage in a continuous effort to improve curriculum, instruction, instructional delivery, and review of student achievement data.	-Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports -Funding for professional development -Explore staff training opportunities to strengthen interventions	2018 & Ongoing	Teacher use of growth data (pre/post assessments) reflecting evidence of student growth on the proficiency scale for each program goal -Input from stakeholders

| 4) Participate in customized professional development aligned to district strategic priorities | Access

Equity

Math | -Support teachers in their participation in site and district offerings, including equity focused professional development.

-Support teachers in professional development options that will have an impact on student learning (differentiation, intervention, equity, trauma informed and culturally responsive teaching practices).

-Develop and implement professional development for teachers to reinforce and build S.D.A.I.E. expertise.

-Support teachers in the use of technology to differentiate instruction and provide tailored instructional resources for students. | -Time allocated for professional learning communities to meet to review data and determine the appropriate instructional supports

-Funding for professional development

-Explore staff training opportunities to strengthen interventions | 2018-2020 | -Number of teachers participating in professional development opportunities and related impact on student learning/staff growth

-Teacher share out at staff meetings regarding the impact of the PD and what was learned

-Teacher collaboration process reviewing growth data following instructional use of technology to impact learning |

| 5) Create and maintain a **classroom** culture and school environment where students and teachers feel valued, safe, and connected | Access Equity Math | -Build positive relationships with students, staff and parents

-Empower students to help shape the positive learning environment

-Provide professional development to teachers around equity, cultural responsiveness, inclusion and pedagogy

-Create community agreements and clear behavioral expectations in all classrooms.

-Model desired behaviors that support a positive culture.

-Introduce mindful practices and restorative circles. | -Time allocated for clearly defined professional learning communities to meet to review data and determine the appropriate instructional supports

-Funding for professional development | 2018-2020 | Teachers
Administration
Counselors
Teacher Leaders
Students |

THS School-wide Goal 2: *Ensuring Supplemental Instruction and Supports for Some Students*

- *By June 2019, 95% or above on all participation measurements for SBAC.*
- *Student data in collaboration will demonstrate improvement on formative assessments and course grades for students identified as needing improvement*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.	**Evidence:** Students of color and of low SES are achieving at a significantly lower level than the larger student population. GPA Longitudinal college graduation rate data Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas. SAT participation rates AP participation rates A-G Completion Increase in participation in Leadership, Link Crew, WISE Mentoring, etc. Increased participation through activities
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.	**Means to Monitor Progress:** Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings

Objective	Critical Learner Need(s)	Action Steps	Resources/Support Needed	Timeline/Funding (Year)	Person(s) Responsible
6. Provide supplemental core instruction for students needing additional time and/or support.	Equity Math	-Prioritize tutorial, academic workshop and other times to re-teach material to students not demonstrating growth. -Evaluate the effectiveness of tutorial and academic workshop as it relates to the stated goal of each intervention.	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second language learners.	Ongoing (2018-2020)	Admin Teachers Counselors Para-educators Tutors

		-Provide additional time for students showing growth but not yet proficient in program goals -Refer students to academic peer support programs (Link Crew, Strategic Peer Mentoring, AP Chemistry tutors, The Success Network). -Utilize Special Education teachers to collaborate with general education teachers in working with and supporting students with learning challenges -Provide opportunities for students to work with teachers after school to address learning gaps. - Ensure that students needing additional support are connected to mentors through the Success Mentor Program			
7)Assess student learning and the effectiveness of instruction	Equity Math	-Use data to inform/drive the instructional process during collaboration; intervene by student by standard.	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second language learners.	Ongoing (2018-2020)	-Teachers meet in collaborative teams and review pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal
8) Communicate and collaborate to ensure high levels of learning for all students	Equity Math	-Solicit feedback from all stakeholders about the effectiveness of instruction and impact on student learning -Partner with parents, community based organizations and agencies to support the academic success of students (ex. Bridge the Gap, 10,000	Time for teachers to meet during collaboration. Identify and purchase resources to support high level learning for second	Ongoing (2018-2020)	-Pre/post assessment data reflecting evidence of student growth on the proficiency scale for each program goal -Systematized

| | | degrees, Wise Mentoring) | language learners. | | intervention program including a teacher referral form, and a way to track students as they gain proficiency in targeted areas of need

-Input from stakeholders |

THS School-wide Goal 3: Providing Intensive Instruction and Supports for All Students

- *By June 2019, an increase in school/community partnerships to support academic and behavioral interventions.*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.	**Evidence:** Students of color and of low SES are achieving at a significantly lower level than the larger student population. A-G Completion GPA Longitudinal college graduation rate data Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas. The Marin High School Success Network (AVID, Compass, Wise Mentoring for Girls, 10,000 Degrees, Tam Administrator, Counselor, Bridge the Gap, Dynamic Solutions, and Hanna Project,) will monitor and track the following data points: SAT participation rates AP participation rates Graduation rate AW Grades DFI List CELDT Scores SBAC participation rates and scores
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.	**Means to Monitor Progress:** Gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Need(s) Addressed	Action Steps	Resources/ Support Needed	Timeline (Year)	Person(s) Responsible
10. Provide intensive and targeted supports for students who are not successful academically	Equity Math	-Work in teams to diagnose the cause of poor academic achievement and respond according to the student's unique needs. Develop appropriate interventions based on determined needs. -Communicate recommendations to pertinent stakeholders	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2018 and Ongoing	Team will be created based on individual needs of student
11. Provide alternative means for students to meet graduation requirements	Equity	-Alternative means will be customized to meet the student's unique needs and may include independent study, referral to alternative schools, online courses, reduced course load, college courses, etc. -Communicate recommendations to pertinent stakeholders	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2018-2020	Team will be created based on individual needs of student
12. Provide and/or assess for academic accommodations and modifications as needed	Equity Math	-Develop consistent referral process to Student Study Team and Assessment -Planning Team as deemed necessary -Develop General Education and 504 plans as needed -Align instruction/differentiate instruction according to student IEP or 504 plans -Review and revise existing IEPs and 504 plans	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2018-2020	Team will be created based on individual needs of student

13. Routinely evaluate the effectiveness of interventions and monitor student progress	Equity	-Use data to inform/drive the intervention process to determine if strategies and supports are working.	Online learning platforms, alternative means to meet requirements, funding for teachers to provide intensive academic support	2018-2020	Admin Counselor Teachers

THS School-wide Goal 4: **Provide all students opportunity and access to grade level instruction, higher level course offerings (AP and Honors) and college and career options in the 21st Century.**

- *By June 2019, there will be an increase in the number of students demonstrating proficiency and showing progress towards identified learning outcomes in core classes to increase access to AP and honors level courses.*
- *By June 2019, decreased barriers and increased access to higher level courses for all students.*
- *By June 2019, increased school and local community partnerships to expose students to college and career options in the 21st century.*

Rationale for Goal: All students are not demonstrating proficiency in identified learning outcomes.	**Evidence:** Students of color and of low SES are achieving at a significantly lower level than the larger student population. GPA Longitudinal college graduation rate data Additionally, a gap exists at Tam in student opportunity and performance in Mathematics as compared to other subject areas. SAT participation rates AP participation rates
Evidence of Success: There is a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes.	**Means to Monitor Progress:** Gather and analyze data and discuss effective teaching practices during collaboration... Discuss progress in site and teacher leader meetings.

Objective	Critical Learner Need(s) Addressed	Action Steps	Resources/ Support Needed	Timeline (Year)	Person(s) Responsible

14. Provide effective core instruction that is differentiated to meet learning needs/prior knowledge. (Grade level)	Access	-Routinely review programs and practices to ensure all students have access to and are successful in grade level courses and elective options -Review Master Schedule and course offerings to ensure all classes are at grade level or higher (program audit) -Review curriculum and materials to ensure they are culturally inclusive. -Review collaboration schedule to integrate cycles of inquiry, including the review of data to adapt to student needs. -Utilize data to generate general education plans for students that have difficulties accessing the curriculum.	Time allocated for collaborative teams to meet to review data and determine the appropriate response. Funding for professional development to strengthen interventions.	2018-2020	Teachers Administration, Informal teacher leaders, and Counselors
15. Access for all students to high level course offerings	Access	-Audit honors and AP matrix to remove barriers to access AP and honors courses by evaluating current practices and procedures that may block access to higher level course offerings. -Expand use of Advancement Via Individual Determination (AVID) program and strategies to assist students in the academic ability to access high level course offerings.	Time allocated for collaborative teams to meet to review data and determine the appropriate response. Funding for professional development to strengthen interventions.	2018-2020	Teachers Administration, informal teacher leadership and Counselors
16. College and Career Options for the 21st Century	Access	-Evaluate curriculum and instruction and develop 504 plans as needed.	Time allocated for professional learning communities to meet to	2018-2020	Teachers Administration, informal teacher leadership and Counselors

| | | -Utilize the Success Network collaborative to assist students in creating college and career plans.

-Create opportunities for students to explore career options, including implementation of career days in the spring and the fall.

-Develop partnerships to increase student exposure to potential careers in the 21st century (Business and industry). | review data and determine the appropriate response. Funding for professional development to strengthen interventions. | | Partnering with community based organizations (Bridge the Gap, 10,000 Degrees, WISE Girls) |

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

These centralized Services are intended to support all Site Goals of ensuring access, equity and achievement for all students across the District.

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Support the professional development of teachers in the areas of curriculum, instruction and assessment, aligned to state and national standards, in order to support the goals of WASC and LCAP	2018-2019	● Conferences and Training	District Level $48000	Title II
		● Teacher Collaboration and Task Force Work	District Level $5000	Title II
		● Books and Reference Materials	District Level $2000	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2018-2019	● Technology to Support Translations and Access for Students ● Books and References Materials ● Conferences and Trainings for EL Coordinators	District Level $3000 $1000 $3000	Title III

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1 See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

2 List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a school wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

Of the four following options, please select the one that describes this school site:

☒**This site operates as a targeted assistance school (TAS), not as a school wide program (SWP).**

☐**This site operates a SWP but does not consolidate its funds as part of operating a SWP.**

☐**This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**

☐**This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

	State Programs	Allocation	Consolidated in the SWP
	Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$0	☐
☐	**LCFF – Supplemental Grant** Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$	☐
☐	**LCFF – Concentration Grant** Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	$	☐
☐	**California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school	$	☐

☐	**Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program	$	▱
☐	**Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners		▱
☐	**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring	$	▱
☐	**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	▱
☐	**Pupil Retention Block Grant (Carryover only)** Purpose: Prevent students from dropping out of school	$	▱
☐	**Quality Education Investment Act (QEIA)** Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	▱
▱	**School and Library Improvement Program Block Grant (Carryover only)** Purpose: Improve library and other school programs	$	▱
▱	**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety	$	▱
▱	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students	$	▱
	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) *The district anticipates receiving $120,000 for 2015-2016 from Northern California Career Pathways Alliance to support CTE pathways.* *The district anticipates receiving approximately $70,000 for 2015-2016 in Perkins funds to support CTE pathways*	$0	▱
	Total amount of state categorical funds allocated to this school		
Federal Programs		**Allocation**	**Consolidated in the SWP**

☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)		⬜
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	**$5216**	⬜
⬜	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	$	⬜
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals *The district receives this money and supports site goals aligned to LCAP and WASC, as outlined in Form B*		⬜
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards *The district receives this money and supports site goals aligned to LCAP and WASC, as outlined in Form B*		Title III funds may not be consolidated as part of a SWP[3]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$	⬜

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[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	⟋
☐	**Other federal funds** (list and describe)	$	⟋
☐	**Other federal funds** (list and describe)	$	⟋
☐	**Other federal funds** (list and describe)	$	⟋
Total amount of federal categorical funds allocated to this school			
Total amount of state and federal categorical funds allocated to this school		$ 5216	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
J.C. Farr	X	☐	☐	☐	☐
Kelli McGiven	☐	X	☐	☐	☐
Alyssa Sandner	☐	X	☐	☐	☐
Luc Chamberlin	☐	X	☐	☐	☐
Sophia Ferro	☐		☐	X	
Darla Deme	☐	☐	X	☐	☐
Grace Backer	☐	X	☐		☐
Christopher Adams	☐	☐	☐		X
Michelle Muir	☐	☐	☐	X	☐
Elaine Wilkinson	☐	☐	☐	X	☐
Avi Perkoff	☐	☐	☐		X
Lillian Einhorn	☐	☐	☐	☐	X
Numbers of members in each category	1	4	1	3	3

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[4] *EC* Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **:**

    ☐English Learner Advisory Committee   Signature

    ☐ Teacher Leader Body (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: June 6, 2018.

Attested:

J.C. Farr	
Typed name of School Principal	Signature of School Principal Date

Michelle Muir	
Typed name of SSC Chairperson	Signature of SSC Chairperson Date