Single Plan for Student Achievement

Sir Francis Drake High School – 2015

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 reports and LCAP goals.

Sir Francis Drake High School

District: Tamalpais Union High School District

County-District School (CDS) Code: 052770

Principal: Liz Seabury

Date of this revision: May 2015

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:	Liz Seabury
Position:	Principal
Telephone Number:	415-458-3410
Address:	1327 Sir Francis Drake Blvd San Anselmo CA 94960
E-mail Address:	lseabury@tamdistrict.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

Overview of Sir Francis Drake High School:

Sir Francis Drake High School is situated on a twenty-one acre campus traversed by two year-round creeks. Drake opened in 1951 becoming the District's second high school. Located in the Ross Valley in Marin County, Drake serves many of the West Marin communities, Fairfax and San Anselmo. Drake High School has 985 students enrolled in an academically rigorous and innovative curricular program. This level of enrollment has been fairly steady over the past ten years with an increase beginning in the 2015-16 school year. Drake High School's demographics include 85% white students with the additional 15% including students of Hispanic, African American and other racial decent. Furthermore, 10% of the students are from a lower socio-economic household.   Drake High School currently has three English learners.

Sir Francis Drake was a part of a systematic change movement in the 1990s to provide small learning communities (SLCs) in the 9th and 10th grade for students. We continue this tradition of providing a personalized academic and social/emotional approach to learning. All freshmen and sophomores are placed in one of four SLCs to receive part of their core academic education. Much of our educational approach involves both integration of curriculum/instruction and project-based learning. Drake High also offers two integrated Academies for students in their junior and senior year who are interested in communication (ComAcad) or environmental studies (SEA-DISC). Drake is also proud to offer a four-year Engineering program, Peer Resource, numerous elective course offerings and thirteen AP courses. On the AP tests taken in the past year, 81.4% of Drake students scored a 3 or higher. Most Drake students attend four-year universities/colleges with 71.5% of our students being UC/CSU eligible.

Drake parents are encouraged to participate in on-campus parent committees that work to meet the needs of the student population and provide resources for parents. These include the Drake Fund, the Drake Leadership Committee (DLC), the Drake Talks community discussions, and many parent information evenings provided by our counseling team and our small learning community teachers.

Drake's curriculum emphasizes a college preparatory program but provides for all levels of ability and interest. Course offerings range from Advanced Placement and Honors classes to academic support for those who need extra help. Juniors and seniors may choose a traditional curriculum or an integrated, project-based program. The project-based programs are two-year, blended 11th & 12th graders, in two academies – Communications and Environmental Studies.

At Drake High, we believe in a strong connection between a student's activities/athletics program and a student's academic success. Athletic teams for girls and boys include soccer, volleyball, football, tennis, water polo, cross-country, basketball, wrestling, track and field, softball, baseball, swimming and diving, golf, lacrosse, mountain biking and sailing. Our newly evolving dance team adds to the great spirit at Drake, and an active

student government provides a variety of student programs and activities as well as service to the community. Students pursue individual interests in many organized clubs and internships.

Sir Francis Drake High School has undergone major renovations as part of a modernization program that began with the passing of Bond Measure A in March 2001 and a second bond Measure A in June 2006. Renovations have been made on all classrooms. Other projects include the following: a new two-story building with six classrooms, new cafeteria and Student Center, new near-Olympic sized swimming pool, turf football and baseball fields, new soccer / lacrosse field off site, renovated space in the art buildings, new gym floor and bleachers, updated locker rooms, updated pathways and landscaping. In addition, all classrooms have been updated with the latest technology to best enhance the learning experience, including new wiring in 2014 and increased bandwidth.

Sir Francis Drake High School includes Classroom 2020, a sign-up classroom which utilizes two SmartBoards, a MacBook laptop cart, an iPad cart, movable tables/chairs, wall-to-wall white boards, portable huddle whiteboards and a sound room. This classroom is designed to model teaching and learning in the 21st Century.

In the fall of 2014, Drake opened two new integrated classrooms. In these rooms, a team of two teachers teach approximately sixty students in a combined space. These teachers integrate their curriculum, have shared objectives and have a learning environment that creates a harmonious interrelated whole. The classrooms are equipped with multiple projectors, movable furniture on wheels in order to change the learning environment quickly, portable teacher stations, and one-to-one devices for all students.

Access to technology is plentiful on campus for staff and students. There are approximately 1,200 devices available for student use on campus, including desktop computers, laptops and iPads. Drake has a total of six computer labs with over thirty desktops, three mobile laptop carts, thirteen mobile iPad carts with over thirty iPads and many other desktop computers/devices in individual programs. In addition, close to 400 students are in a program that uses one-to-one technology in which each student is issued an iPad to use at school and at home.

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 *(see page 6)*

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):

- 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?

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

- 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?

TUHSD 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.

- (DHS Critical Learner Need)To prepare students for post high-school success, Drake High School needs to develop practices that support student development of agency.

**TUSHD LCAP Goals Updated for 2015-2016*:*

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)

Sir Francis Drake High School Site Goals for 2015-2016:

DHS Goal: Improve academic achievement for all students through engaging and effective instructional practices and targeted intervention.

DHS Goal: Provide all students opportunity and access to grade level instruction/core competencies, college preparatory courses (UC/CSU "a-g"), higher level course offerings (AP and Honors) and college and career options.

DHS Goal: To prepare students for post-high school success, Drake High School needs to develop practices that promote student development of agency.

DHS School-wide Focus for 2015-16- Theories of Action:

- If we effectively implement and value professional learning communities, then instructional practice, student learning and school culture will improve.

- If teachers receive targeted professional development on differentiation and related instructional practices, then all students' learning will improve.

- If we define agency and use learning principles with students, then students' career and college readiness will improve.

TAMALPAIS UNION HIGH SCHOOL DISTRICT 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.

STRATEGIC PRIORITIES

Curriculum & Assessment System	Instructional Programs & Practices	Human Resources	Leadership Development	Governance	Community Relations	Finance & Facilities
✓Establish district wide curriculum that is coherent from the learner's perspective using the Understanding by Design frameworks	✓Develop a system of intervention to support the academic and behavioral success of all students	✓Recruit a diverse applicant pool through innovative methods; assess effectiveness of earlier efforts, adjust planning and actions as necessary	✓Actively recruit and hire teachers with leadership capacity and values aligned with the district mission	✓Provide direction and support for the superintendent and administrative team	✓Utilize the most effective means of communication with the district's internal and external stakeholders including websites and social media	✓Ensure long-term fiscal health of the district and maintain a balanced budget
✓Identify what each student should know and be able to do in each department or program and create courses or series of courses that align with established program goals	✓Develop a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate		✓Provide sustained and mission-focused coaching, professional, and leadership development for staff	✓Continue to educate stakeholders regarding the role and work of the governance team	✓Develop understanding of the school district in all aspects of its operations by providing an honest, consistent, and comprehensive flow of information about policies, programs, and progress of the schools	✓Continue active leadership role in the county and state to advocate for adequate school funding
✓Provide all students with access to an established guaranteed and viable curriculum		✓Improve HR department communications with all stakeholders; focus on two-way communication and soliciting input				✓Develop short-term and long-term plans for the operational impact of increasing enrollment
✓Develop and use quality assessments that align to proficiency scales and guide instruction in all courses	✓Utilize SMART goals to create short- and long-term system, site, and team plans		✓Continue to train and support Teacher Leaders as they work to facilitate the review and response to student data in collaborative groups	✓Support mission-driven programs and practices through allocation of adequate resources		✓Maximize the remaining bond funds by developing and implementing a plan for the completion of the modernization program
✓Support the development of cornerstone assessments that measures each student's understanding & transfer of knowledge within and across disciplines	✓Support each student's emotional and social growth and work towards a community where all students feel safe and valued					✓Develop and implement a comprehensive post-modernization maintenance plan to ensure safe school environments
✓Ensure student mastery of 21st century skills	✓Promote and ensure a culture of appreciation, support, and understanding in which all staff members feel valued		✓Explore, develop, and implement appropriate opportunities for two-way communication and engagement with stakeholders		✓Actively seek information from the community regarding expectations and aspirations for our schools	
✓Create accurate and consistent grading and reporting practices across TUHSD to support all learners in developing content and 21st century skill proficiency	✓Guarantee student access to rigorous, relevant, and engaging courses		✓Utilize Teacher Leader evaluation system to ensure growth and accountability of each leader			✓Develop agreements among school and community organizations for sharing resources and increasing efficiency
✓Strategically evaluate current and future course offerings to ensure alignment with the mission	✓Develop inclusive special education model that meets the needs of identified students	✓Collaborate with Educational Services department to support implementation of staff development plans	✓Provide targeted training and support to develop the capacity of individual administrators at all levels and functions	✓Ensure smooth transition of the governance team as new members are elected and seated on the Board of Trustees	✓Bring about community understanding of the need for continuous improvement and what must be done to facilitate that improvement	✓Develop and implement a process to ensure community and staff awareness of the financial condition of the district

Form A: 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:

<u>**DHS School-wide Goal**</u> **:   Improve academic achievement for all students through engaging and effective instructional practices and targeted intervention.**

- *By June 2016, student proficiency on the CAHSEE will increase by 2% on ELA and math for all students.*
- *Meet 95% or above on all participation measurements for both SBAC and CAHSEE.*
- *By June 2016, students enrolled in the Learning Center /AW will show an increase in grades in at least two academic core courses.*
- *Student data in PLCs will demonstrate improvement on formative assessments and course grades for students targeted for tier ½ intervention.*

Rationale for Goal: All students are not demonstrating proficiency on the CAHSEE and identified learning outcomes (i.e. program goals), and there is a marked disparity between students of color as well as low SES students and the general population.	**Evidence:** • Proficiency on CAHSEE in ELA and math • Pass rate for CAHSEE performance gap between white and Hispanic sub groups. • Achievement gap in the UC/CSU Eligibility between whites and African American and Hispanic students
Evidence of Success: • Standardized Test Scores and participation rates(CAHSEE) • Student grade reports in Learning Center/AW • Student work/formative assessment data in PLC work • Grade Data (D,F,I Data)	**Means to Monitor Progress:** Gather and analyze data on all student performance (CAHSEE, SBAC, GPA, UC eligibility) Gather and analyze data on student performance for students enrolled in Learning Center/AW. Gather and analyze data on student work in PLCs and report out findings.

Objective	Critical Learner Need(s) and LCAP Goal	Action Steps	Resources and Support Needed	Cost and Funding Source	Person(s) Responsible
Improve student proficiency through use of PLCs to identify students who need intervention **Use PLCs to identify alignment of program goals across grade levels.**	Achievement Equity Access Math	**Use PLCs to identify program goal proficiency for all students.** -Identify students who need interventions and enrichment through formative assessment data -Identify and use instructional strategies for differentiation and intervention. -report out use of aligned program goals across grade levels in curriculum areas. **ELA and math teachers use CCSS aligned materials to provide instruction to all students and identify students in need of intervention.** -Math instructional support for math teachers. -Identify students needing reading support. Provide Learning Center -Identify students needing math support. Provide Learning Center **Provide a Learning Center/AW to identified students to receive instruction in ELA/math and science/social studies. Also provide student-hood/study skills and motivation.**	PLC Collaboration time Continued support on use of scales/feedback for students. PD on differentiation and intervention strategies for tier 1 Planning time to align curriculum across grade level. CCSS Materials for classroom use PD and coaching on CCSS Diagnostic Assessments Reading Program CCSS aligned materials in pre-Algebra/PD for specialized instructional support in pre-Algebra PD time for Learning Center teachers on AVID instructional strategies including tutorial.	$46,048.73 for: -PD on differentiation -PD on CCSS for ELA and math -Planning time for curriculum alignment -PD/planning for Learning Center teachers on AVID,CCSS and course outcomes. -Reading program -PD materials on instructional practice in differentiation $8,208 for support for EL students in Learning Center if necessary.	Teacher Leaders Teachers Counselors Admin

DHS School-wide Goal 2: To prepare students for post-high school success, Drake High School needs to develop practices that promote student development of agency.

- *By June 2016, a decrease in all suspensions and especially suspensions of Hispanic students.*
- *By June 2016, an improved attendance record for all students.*
- *By June 2016, a decrease in the gap on UC/CSU eligibility between white and Hispanic students.*
- *By June 2016, an increase in the number of students indicating college attendance as their choice after high school.*
- *By June 2016, fewer D,F and I across all demographics and especially those enrolled in the Learning Center.*

Rationale for Goal: Preparing students to be successful in their post-high school lives is one main goal for Drake High School. Developing school policies and practices that promote students to be strong agents of their own learning, life-choices and developing a growth mind-set is essential to a successful post-high school life. There are significant gaps in achievement in economically disadvantaged and students of color subgroups relative to the general population in many areas of Drake's indicators. Working to develop a school culture designed to promote growth, communication and agency will lead to this outcome.	**Evidence:** Sir Francis Drake's low SES students and student of color perform lower than their white counterparts. This is most strongly identified in our UC/CSU eligibility data. There are also significant difference in our suspension rates between whites and students of color, our attendance data and grade data.
Evidence of Success: • Suspension and attendance data • UC/CSU Eligibility data • Grade data • Student feedback from advisory on common understanding on agency.	**Means to Monitor Progress:** Gather and analyze the following data for the aforementioned subgroups: CAHSEE score in Language Arts and Math UC Eligibility Grade Point Average Suspension and attendance rate Senior survey data

Objective	Critical Learner Need and LCAP Goal	Action Steps	Resources and Support Needed	Cost and Funding Source	Person Responsible
Develop and implement a school-wide definition and agreements of agency that includes use of learning principles with student feedback and grading practices.	Culture Equity Access Achievement	**Develop student and staff definition and understanding of agency through the revision of agency learning principle scale.** -Use in advisory for student reflection -Use in classroom to provide feedback to students -Use in discipline and in behavior interventions. -Student feedback to teachers on instructional practice. **Use all learning principles with students to provide feedback to and from students.** -Use PLCs to collect formative assessment data on learning principles. -Monitor and communicate growth with students. **Provide opportunities for discussion on grading practices.** -Explore, improve and provide more consistent and clear grading practices.	Staff collaboration time Student Senate Advisory time Examples of agency scales. Staff meeting time to share best practices. PD/planning time to develop strategies to incorporate learning principles into classroom practices. Staff meeting time to share best practices. Staff meeting time to share best practices.	As needed	Teacher Leaders Teachers Counselors Admin Classified Staff
Feedback tool for program/class assessment	Culture Equity Achievement	**Develop Feedback Tool** -gather input on criteria for feedback (Learning Principles?) -develop process for development of tool	Identify samples from other schools. (Design Team compensation)	(Instructional Improvement Funds- non categorical)	Teacher Leaders Teachers Admin

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	2015-2016	• Conferences and Training (i.e. Advanced Placement, TPRS etc.)	$15,000	Title II
		• District Workshops, Courses, Guest Speakers/Presenters (TBD)	$49,200	Title II
		• Stipends for Instructional Facilitators	$22,600	Title II
		• Books and Reference Materials (new teachers, UbD)	$1,000	Title II
Ensure proper supports for English Language Learners, in order to support the goals of WASC and LCAP	2015-2016	• Technology (IPADS), to support translations, apps, etc.	$3000	Title III

---

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.

		• Books and reference Materials (students)	$1426	Title III
		• Books and Reference Materials (teachers)	$1000	Title III
Ensure the academic achievement of all students in TUHSD is meeting or exceeding proficiency and growth targets set by the federal government (AYP)	2015-2016	Transportation costs	$38,064	Title I

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 schoolwide 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 schoolwide 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	$	☐

		Allocation	Consolidated in the SWP
☐	**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	$8,208	☐
☐	**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	**$8,208.00**	
Federal Programs		**Allocation**	**Consolidated in the SWP**
☒	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$46,048.73	☐

☐	**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).	**N/A**	☐
☒	**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)	$4,604.87	☐
☒	**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*	$0	☐
☒	**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*	$0	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	$	☐
☐	**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)	$	☐

---

[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.

☐ **Other federal funds** (list and describe)	$		☐
☐ **Other federal funds** (list and describe)	$		☐
Total amount of federal categorical funds allocated to this school	$46,048.73		
Total amount of state and federal categorical funds allocated to this school	**$54,256.73**		

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 Member	Secondary Student
Liz Seabury	☒	☐	☐	☐	☐
Judy King	☐	☒	☐	☐	☐
Tristan Bodle	☐	☒	☐	☐	☐
Jasper Thelin	☐	☒	☐	☐	☐
Kyle Kassebaum	☐	☐	☒	☐	☐
Tanya Jaspering	☐	☐	☒	☐	☐
John Hassan	☐	☐	☐	☐	☒
Will Sileo	☐	☐	☐	☐	☒
Amber Suzor	☐	☐	☐	☐	☒
Becky Hausammann	☐	☐	☐	☒	☐
Sierra Salin	☐	☐	☐	☒	☐
Sonya Stanley	☐	☐	☐	☒	☐
Numbers of members in each category	1	3	2	3	3

---

[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 **(Check those that apply, delete what does not, add more if needed)**:

   ☒ District/School Liaison Team for schools in Program Improvement _____ Signature

   ☒ Departmental Advisory Committee (secondary) _____ 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: May 20, 2015.

Attested:

_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date