

# The Single Plan for Student Achievement

## HALF MOON BAY HIGH SCHOOL

41688904132817

CDS Code

Date of this revision: May 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001, and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Mary Streshly

Position: Principal

Telephone Number: 650-712-7200

Address: Lewis Foster Drive, Half Moon Bay, CA 94019

E-mail Address: [Streshlym@cabrillo.k12.ca.us](mailto:Streshlym@cabrillo.k12.ca.us)

CABRILLO UNIFIED SCHOOL DISTRICT

The District Governing Board approved this School Plan on August 13, 2009

and the revisions on June 24, 2010 and May 13, 2011

## 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

**SCHOOL GOAL # 1: HMBHS will increase annually by 7% the number of HMBHS graduates who are college ready (meet the minimum eligibility requirements set by UC/CSU)**

WASC Critical Areas for Follow up:

**#5 Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes.**

(Based on conclusions from Analysis of Program Components and Student Data pages)

<p>Student groups and grade levels to participate in this goal:</p> <p>ALL STUDENTS – measured in last quarter of spring semester of graduating year</p>	<p>Anticipated annual performance growth for each group:</p> <p>10% annually</p>
<p>Means of evaluating progress toward this goal:</p> <p>Transcript analysis/tracking of graduating seniors/SASI query, senior exit surveys, annual PLP survey, discipline data, EAP, EPT (CSU placement test)</p>	<p>Group data to be collected to measure academic gains:</p> <p>% of students in the following subgroups enrolled in college prep and advanced coursework:</p> <p>White/non Hispanic, Hispanic/Latino, English Learner, Students with disabilities, Socio-Economically disadvantaged</p>

<b>GOAL # 1 Actions to be Taken to Reach This Goal<sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>2</sup> Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenditures</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<p>Continue to Implement the English Learner Pathway towards College Readiness (a 4-year course of study designed to make English Learners CSU eligible upon graduation) Pathway design also includes:</p> <ul style="list-style-type: none"> <li>• Use zero period English Language Development support class for incoming 9<sup>th</sup> grade “long term” ELL students (Strategic Academic Support ) to ensure a successful transition into the high school’s college prep pathway</li> <li>• Additional English Language Development support section for ELD level 2</li> <li>• Reinstate SDAIE Social Studies course for ELD CELDT level 1,2 and 3</li> <li>• Spanish for Spanish Speakers levels 1 and 2 prepare Latino students for earlier access to AP Spanish 4 and 5</li> <li>• Continue to expand 9<sup>th</sup> grade science enrollment by offering UC/CSU A-G approved Earth science course for incoming 9<sup>th</sup> graders who don’t meet the math pre-reqs for Biology</li> <li>• Adopt a course which would follow Algebra 2, such as finite math or a slower paced Pre-Calculus, that will ensure more students are able to complete a college ready math sequence.</li> <li>• Gain UC/CSU A-G approval for highest level of ELD pathway – ELD 3</li> <li>• Continue to offer UC approved science electives like Marine Ecology and Agriculture</li> <li>• Continue to develop UC/CSU A-G approved Sculpture I curriculum</li> <li>• Counseling &amp; parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Aug 2011- June 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2011, Spr 2012</p> <p>Completed 2011</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Personal Learning Plans evaluated annually by counseling and Bilingual Resource Teacher</p> <p>Master schedule, grade reports, % repeating content area courses, attendance</p> <p>Master schedule, grade reports, % students advancing 1 CELT level, CST</p> <p>Master schedule, grade reports, % students advancing 1 CELT level, CST</p> <p>Master schedule, UC/A-G approval notification, placement test results</p> <p>Master schedule, PLP monitoring, % of students on college prep track for science</p> <p>Master schedule, course description guide, EAP for math, % CSU/UC eligibility</p> <p>% of EL and RFEP students on college prep track for English, UC/A-G approval</p> <p>Master schedule, UC approval notification, student enrollment, Student enrollment increase in Sculpture I (inc. 3-6 sections) 2008-2010</p> <p>Event attendance, parent</p>	<p></p> <p>.2FTE</p> <p>.2 FTE</p> <p>.2FTE</p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p>\$15,000</p> <p>\$15,000</p> <p>\$15,000</p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p>EIA-LEP</p> <p>EIA-LEP</p> <p>EIA-LEP</p> <p></p> <p></p> <p></p> <p></p> <p></p>

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

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

GOAL # 1 Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<p>Night and Spanish Speaking Parents Back to School Night</p> <ul style="list-style-type: none"> <li>Improve school culture and climate—continue to enhance freshman orientation with more student and parent involvement, support the re-organization of student government to empower student voice and participation, adopt the Renaissance program</li> <li>Science and Math Tutoring after school 4days per week</li> <li>Spring Tutoring for athletes after school</li> <li>UC A-G approval of freshman World Studies course to increase preparation and college readiness</li> <li>Enroll at least 20 students in AP Art History, enroll enough students in Art II to offer at least 2 sections, enroll enough students in Sculpture II to offer at least 2 sections, explore the possibility of offering on section of Sculpture III and/or more students in AP 3D Design</li> <li>Continue to grow and enhance PLP program for continued monitoring of progress and student empowerment through information and self-exploration</li> <li>Transition to a standards-based 9<sup>th</sup> grade core and 10<sup>th</sup> grade core in order to heighten standards-based achievement in physical education</li> <li>Offer targeted Algebra Readiness during intensive summer session</li> <li>Continue to decrease enrollment in Algebra Readiness and increase success rate in Algebra 1</li> <li>Continue zero period online credit recovery during 11-12 school year to maintain both UC/CSU eligibility and graduation eligibility</li> </ul>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>completed 2011</p> <p>Fall 2011-Feb 2012</p> <p>ongoing</p> <p>completed 2011</p> <p>summer 2012</p> <p>ongoing</p> <p>Fall/spring 2011-2012</p>	<p>surveys/feedback, PLP logs, Agendas, announcements, parent surveys</p> <p>School spirit and school climate survey, orientation feedback, senior exit survey</p> <p>Sign in sheets, student grades</p> <p>Sign in sheets, eligibility rosters</p> <p>Master schedule, course syllabi, course catalog, World History CST scores</p> <p>Master schedule, art dept. annual goals</p> <p>PLP curriculum map, dept agendas, student surveys</p> <p>Summer school enrollment, transcripts, grades, CST &amp; CAHSEE scores</p> <p>% UC/CSU eligibility tracking, graduation track monitoring and AVENTA pass rate monitoring by counseling</p>	<p>Two teachers hourly rate/\$30/hr</p> <p>Volunteer coaches</p> <p>Subject to section allocation availability</p> <p>1 FTE summer session</p> <p>seat subscription fee – 30 seats per semester</p>	<p>\$4,000</p> <p>\$5,000</p> <p>\$16,000</p>	<p>PAC grant</p> <p>Other funding TBD</p> <p>Other funding TBD</p>

## Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and it has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

**SCHOOL GOAL # 2:** HMBHS will increase annually by **9.6%** the number of students who achieve at the proficient level or higher on the California Standards Test in **English Language Arts**.

**23** students need to improve to proficient or above.

WASC Critical Areas for Follow up:

**#3 Ensure all teachers are implementing differentiated instructional strategies to allow all students' success in a rigorous standards-based curriculum**

**#5 Provide collaboration time for all teachers to analyze data through Schoolloop, EADMS and other data-related tools**

(Based on conclusions from Analysis of Program Components and Student Data pages)

<p>Student groups and grade levels to participate in this goal:</p> <p>Grades 9-11</p> <p>Hispanic subgroup</p> <p>White subgroup</p> <p>Socio-economically disadvantaged subgroup</p> <p>English Learner subgroup</p> <p>Students with disabilities subgroup</p>	<p>Anticipated annual performance growth for each group:</p> <p><b>14.8 %</b></p> <p><b>4.9 %</b></p> <p><b>15.9 %</b></p> <p><b>18.6%</b></p> <p><b>20.5 %</b></p>
<p>Means of evaluating progress toward this goal:</p> <p>The annual CA Standards test in English Language Arts</p> <p>Benchmark exams/common assessments, Early Assessment program results</p>	<p>Group data to be collected to measure academic gains:</p> <p>Disaggregated data provided by the CA Department of Education</p> <p>Local assessment data in EADMS</p>

GOAL # 2 Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> <li>Continue Prof. Dev. for closing the achievement gap, specifically in the areas of differentiated instruction and teaching academic vocabulary for English Learner success in the content areas</li> </ul>	Aug 2010-ongoing thru 2011	Workshop attendance, minimum day agendas, site professional development plan	Workshop fees, release time	\$5,000	Funding TBD
<ul style="list-style-type: none"> <li>Continue to identify focal students for targeted intervention in Strategic Academic Support class and online credit recovery during the school year</li> </ul>	Aug 2010 – ongoing thru 2011	Published list of focal students, passing rate, staff dev. agenda and department minutes	CR site fee	\$16,000	Funding TBD
<ul style="list-style-type: none"> <li>The revised Freshman Studies course will incorporate study skills and academic vocabulary</li> </ul>		Social Studies curriculum guides		Subj area collab time and release	Funding TBA
<ul style="list-style-type: none"> <li>English Department will take steps toward developing a common, comprehensive writing program/approach that is consistent across grade levels.</li> </ul>	Completed spring 2011 ongoing spring 2012	ELA department minutes, student work, ELA benchmark and curriculum binders		Subj area collab time	
<ul style="list-style-type: none"> <li>The English Department will focus at least one quarterly benchmark on writing and develop corresponding rubrics to help calibrate their analysis of student work. The department will tie a % of final grade to proficiency level on the STAR exam.</li> </ul>	completed	Department curriculum binders/share drive, department minutes/discussion notes, benchmark results/templates, CST results and EAP		Subj area collab time	
<ul style="list-style-type: none"> <li>The English Department will research contemporary and multi-cultural literature to expand their literature options in order to increase student engagement in reading and seek board adoption of core literature</li> </ul>	Fall 2010 – spring 2011	Core novel lists by grade level, literature adoption process		Subj area collab time and release	
<ul style="list-style-type: none"> <li>Social Studies has created benchmark exams that align with the STAR for all subject areas for Q 1 and Q3</li> </ul>	Completed spring 2011	EADMS local assessment reports		Subj area collab time and release	
<ul style="list-style-type: none"> <li>The Science Department incorporates direct instruction related to reading comprehension, note taking skills from textbook, vocabulary acquisition, academic language...</li> </ul>	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans		Subj area collab time and release	
<ul style="list-style-type: none"> <li>Music Dept: incorporate the study of genre, theme, foreshadowing, and history/culture into all music classes</li> </ul>	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans, classroom observation feedback		Subj area collab time and release	
<ul style="list-style-type: none"> <li>Art dept. continue to develop daily writing in all entry level course</li> </ul>	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans, peer observation feedback		Subj area collab time and release	

<sup>3</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

<b>GOAL # 2 Actions to be Taken to Reach This Goal<sup>3</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>4</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenditures</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<ul style="list-style-type: none"> <li>World Language Goal: learn what CAHSEE format is so that we can mirror its format and skills required to pass</li> <li>PE now has a classroom unit in Core 1-2. It involves reading, writing, and discussion about health, physical exercise and nutrition.</li> </ul>	fall 2011  ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans, peer observation feedback  Course syllabi, Schoolloop, curriculum guides, lesson plans, peer observation feedback		Subj area collab time and release	

### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

**SCHOOL GOAL # 3:** HMBHS will increase annually by **11.4%** the number of students who achieve at the proficient level or higher on the California Standards Test in **Math**. **27** students need to improve to proficient or above.

WASC Critical Areas for Follow up:

**#3 Ensure all teachers are implementing differentiated instructional strategies to allow all students' success in a rigorous standards-based curriculum**

**#5 Provide collaboration time for all teachers to analyze data through Schoolloop, EADMS and other data related tools**

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal: Hispanic subgroup White subgroup Socioeconomically Disadvantaged subgroup English Learner subgroup Students with Disabilities	Anticipated annual performance growth for each group: <b>17.9 %</b> <b>6.4 %</b> <b>20.4 %</b> <b>21.8 %</b> <b>20.5 %</b>
Means of evaluating progress toward this goal: The annual California Standards Test in Math Benchmark exams/common assessments	Group data to be collected to measure academic gains: Disaggregated data provided by the CA Dept. of Education, local assessment data in math, Cruncher reports

Actions to be Taken to Reach This Goal <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
<ul style="list-style-type: none"> <li>Continue After school Math Department tutoring with expansion of math tutoring to 4 days a week – Mon. – Thurs.</li> </ul>	ongoing	Tutor center sign in sheets, D/F lists, % of students repeating math course, % of students moving on to next level	Hourly pay for 2 math faculty None	-\$4,000	PAC grant
<ul style="list-style-type: none"> <li>Intensive Summer Intervention for targeted Algebra Readiness students to bridge students to Algebra 1</li> </ul>	June-July 2012	Master schedule (students transitioning out of Algebra Readiness, grade reports, CST)	Summer school teacher	\$5,000 (repeated from goal 1)	Funding TBD
<ul style="list-style-type: none"> <li>Adopt a course which would follow Algebra 2, such as finite math or a slower paced Pre-Calculus, that will ensure more students are able to complete a college ready math sequence.</li> </ul>	Fall 2011	Curriculum binders, unit plans, lesson plans, benchmark results	Instructional software	\$500	CAHSEE support monies
<ul style="list-style-type: none"> <li>Department will continue its monthly student recognition program called “mathletes”</li> </ul>	ongoing	Class recognition boards, student surveys, grade reports, CST and benchmark results	awards	\$3,000	PAC grant
<ul style="list-style-type: none"> <li>Department will adopt a “grade bump” system for proficient and advanced scores on the CST</li> </ul>	ongoing	CST results and trend data			
<ul style="list-style-type: none"> <li>Science dept. will continue to identify and embed essential math standards into their content instruction in Earth science, chemistry, physics and biology</li> </ul>	ongoing	Curriculum maps, department minutes, unit plans			
<ul style="list-style-type: none"> <li>Music Dept: Incorporate direct instruction of mathematical concepts as it relates to musical metering</li> </ul>	ongoing	Lesson plans, classroom observations, collaboration and department meeting notes	Subj area collab time		
<ul style="list-style-type: none"> <li>Continue Prof. Dev. for closing the achievement gap, specifically in the areas of differentiated instruction and teaching academic vocabulary for success in the content areas</li> </ul>	ongoing	Lessons plans, classroom observations, collaboration and department meeting notes	Subj area collab time		
<ul style="list-style-type: none"> <li>Art Dept. will integrate math skills into the curriculum for use in entry level courses at least once per quarter</li> </ul>	ongoing	Lessons plans, classroom observations, collaboration and department meeting notes	Subj area collab time, PD day super Tuesday agendas		Funding TBD
<ul style="list-style-type: none"> <li>Counselors encourage math tutoring and remind students of potential grade bumps that correspond to their success on the STAR exam</li> </ul>	ongoing	PLP agendas			

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

## 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

**SCHOOL GOAL # 4:** HMBHS will show a 12 point increase on the Annual Performance Index (API – from 570-582) in the English Learner subgroup. (Based on conclusions from Analysis of Program Components and Student Data pages)

**WASC Critical Areas for Follow Up:**

- #1. Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the schoolwide action plan.
- #2. Ensure all students are enrolled in rigorous academic courses
- #5. Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes

Student groups and grade levels to participate in this goal:  
English Learner subgroup, grades 9-11

Anticipated annual performance growth for each group:  
12 point gain in the English Learner subgroup

Means of evaluating progress toward this goal:  
The California High School Exit Exam for 10<sup>th</sup> graders  
All California State Standards exams  
Benchmark exams, CELDT scores, EAP, CSM placement exam  
% of students eligible for redesignation  
Attendance records

Group data to be collected to measure academic gains:  
Disaggregated data provided by the CA Dept. of Education

<b>GOAL # 4: Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	<b>Start Date<sup>8</sup></b> <b>Completion Date</b>	<b>Evidence of Progress</b>	<b>Proposed Expenditures</b>	<b>Estimate of Cost</b>	<b>Funding Source</b>
<ul style="list-style-type: none"> <li>Fund site bilingual liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Learner Pathway toward College Readiness, college entrance information, financial aid etc...</li> <li>Adopt and fund .2 FTE Bilingual Resource/English Learner Coordinator position to support EL pathway, ELD department, monitor student progress, placement and advise parents through the English Learner Advisory Council</li> <li>Using the ELD pacing guide aligned to ELA, teachers will continue to refine their quarterly benchmark exams, organize the results, analyze the data and reflect upon teaching practices</li> <li>Additional English Language Development support section for level 2 and 3 and strategic academic support (zero period for EL's in the mainstream)</li> <li>Continue to Implement the English Learner Pathway towards College Readiness (a 4 year course of study designed to make English Learners CSU eligible upon graduation) Pathway design also includes: <ul style="list-style-type: none"> <li>Using EADMS, our new data tool, collect longitudinal data for EL's that is disaggregated for English Learners for the CST, CAHSEE, CELDT and benchmark exams across core content areas</li> <li>Social Studies will offer a specialized SDAIE course for CELDT level 1,2 and 3 students and closely collaborate with the ELD department</li> <li>Hire an ELD and reading specialist.</li> <li>Focus staff development on SDAIE strategies to support EL's in the mainstream content areas</li> <li>Use zero period support class for incoming 9<sup>th</sup> grade ELL students to improve transition of long term EL's into mainstream college prep classes in all content areas with an emphasis on English and Math</li> </ul> </li> </ul>	<p>ongoing</p> <p>Fall 2011</p> <p>ongoing</p> <p>Aug 2011- June 2012</p> <p>ongoing</p> <p>ongoing</p> <p>Aug 2011- June 2012</p> <p>completed</p> <p>ongoing</p> <p>ongoing</p>	<p>Liaison parent communication logs, conference reports, ELAC minutes</p> <p>Data compiled by resource specialist, conference minutes, ELAC agendas/minutes, ELD curriculum binders and dept. agendas</p> <p>Curricular maps, common assessments, data templates, data discussion notes, unit plans</p> <p>Master schedule, ELD curriculum binders/share drive, benchmark exams and pacing guides for these classes</p> <p>Student schedules, UC/CSU eligibility reports, EL/RFEP graduation/retention rate, discipline records, grade reports</p> <p>Data reports, data discussion notes, strength and weakness analysis</p> <p>Student grades, course syllabus, CST data, CELDT data</p> <p><i>Staffing, master schedule</i></p> <p>Professional Development Plan, PD agenda, staff survey, professional development evaluation</p> <p>Master schedule, resource teacher monitoring, counselor monitoring, grades</p>	<p>75% Classified position</p> <p>.2 FTE certificated position</p> <p>Possible teacher release</p> <p>.6FTE</p> <p>None</p>	<p>\$23,000</p> <p>\$15,000</p> <p>\$500</p> <p>Funding described above</p>	<p>Title 3</p> <p>Funding and position approval TBD</p> <p>Funding TBD</p> <p>EIA-LEP</p>

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> 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 categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <b>Purpose:</b> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <b>Purpose:</b> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <b>Purpose:</b> Develop fluency in English and academic proficiency of English learners	\$ 38,000
<input type="checkbox"/> High Priority Schools Grant Program <b>Purpose:</b> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <b>Purpose:</b> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <b>Purpose:</b> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant - <b>Purpose:</b> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <b>Purpose:</b> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act - <b>Purpose:</b> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education - <b>Purpose:</b> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) GATE	\$
<input checked="" type="checkbox"/> CAHSEE prep	\$
<input checked="" type="checkbox"/> ARTS AND MUSIC BLOCK GRANT	\$
<input checked="" type="checkbox"/> ONE-TIME ARTS/MUSIC/PE BLOCK GRANT	\$
<input checked="" type="checkbox"/> SCHOOL IMPROVEMENT FUND: STATE TECHNOLOGY REIMBURSEMENT 2008	\$
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$ 38,000</b>

<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>
<input type="checkbox"/> Title I, Neglected <b>Purpose:</b> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <b>Purpose:</b> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <b>Purpose:</b> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <b>Purpose:</b> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <b>Purpose:</b> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <b>Purpose:</b> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <b>Purpose:</b> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <b>Purpose:</b> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	<b>\$ 18,000</b>
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <b>Purpose:</b> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <b>Purpose:</b> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <b>Purpose:</b> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)	\$
<b>Total amount of federal categorical funds allocated to this school</b>	<b>\$ 18,000</b>

**Form D:  
School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>9</sup>

<b>Names of Members</b>	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mary Streshly, principal	X				
Marian Lacey, President, parent				X	
Carol Joyce, Secretary, parent				X	
Donna McCurdy, parent				X	
Stacey Fitting, parent				X	
Leslie Greenberg, parent				X	
Darcie Galle, parent				X	
Barbara Lohman, certificated		X			
Mandi Robertson, certificated			X		
Bryce Hadley, certificated		X			
Crystal Rigley, certificated		X			
Emma Barr, student body president					X
Simone Vandroff, student					X
Alex DeBaets, student					X
Kathryn Nassar, student					X
Soleil Spigelman, student					X

<sup>9</sup> At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (**list**) **Site Academic Council, Site Leadership Team, Faculty PODS**
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 5/10/2011.

Attested:

Mary E Streshly  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

5/3/2011  
Date

Marian Lacey  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

5/3/2011  
Date