

Single Plan for Student Achievement 2018-2019

Decoto School for Independent Study



The Single Plan for Student Achievement 2018-2019

School: Decoto School for Independent Study

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-0126763

Coordinator: Grace Kim

Date of this revision: October 18, 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 Consolidated Application (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:

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The District Governing Board approved this revision of the SPSA on November 13, 2018.



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:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: English/Language Arts (ELA)

California Dashboard Academic Indicator – ELA: Not Available

By Spring of 2019, the individual student **GROWTH** percentage for Kindergarten through 5th grade, as measured by the **NWEA for Reading**, will improve as follows:
In K-8, the percentage of students meeting or exceeding their growth targets will increase 10% from 55% to 65%.

Smarter Balanced Assessment Consortium (SBAC)

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd grade through 11th grade, as measured by **SBAC for Reading**, will improve as follows:

- In 3rd – 11th grades, the percentage of students meeting or exceeding their proficiency will increase by 14% from 26% to 40%. (For 11th grade, 21% of students met proficiency or above.)

By Spring of 2019, our 11th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**, so that 100% of each sub-group will be proficient by the Spring of 2021:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 20% from 50% to 70%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 17% from 33% to 50%.
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 25% from 0% to 25%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 13% from 17% to 30%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 8% to 18%.
- The percentage of English Learner (EL) students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

<p>What data did you use to form this goal? Results from the 2017-18 NWEA and SBAC tests.</p>	<p>What were the findings from the analysis of this data? 45% of K-8 students at Decoto School for Independent Study (DSIS) are not meeting their growth targets on the NWEA. 74% of DSIS students are not meeting proficiency in SBAC.</p>	<p>How will the school evaluate the progress of this goal? Analysis of NWEA and SBAC results from spring of 2019. Feedback from teachers on progress.</p>
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STRATEGIES:

- Continued alignment of English courses with Common Core State Standards (CCSS).
- Implementation of the newly adopted English Arts curriculum, Wonders in K-5 and Connections in 6-8.
- Use of 2-hour collaboration on bi-weekly basis and participation in Rigorous Curriculum Design meetings.
- Use of Edgenuity MyPath Intervention online program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide ELA Interventions	All Staff	Targeted intervention from the tutor in the Student Center to support students in English/Language Arts.	\$9,550 LCFF (1005), \$6,915 Title I (1005)
Participate in ELA collaboration throughout the year	Curriculum Leaders, Coordinator, ELA Teachers	Participate in collaboration in core academic areas focusing on ongoing development and implementation of CCSS.	No Cost
Participate in ELA Rigorous Curriculum Design (RCD) throughout the year	ELA Teachers	Participation in the Rigorous Curriculum Design Teams and sharing knowledge. Ongoing throughout year.	No Cost
Utilization of MyPath intervention online program throughout the year as needed	Coordinator, ELA Teachers	Use of MyPath intervention program for students with low skills in Language Arts.	No Cost, Provided by District
Develop course of study for all five ELA courses.	ELA Teachers	Each ELA course will have a course of study developed that includes learning objectives, standards covered, and grading policy by June 2019.	No Cost/Collaboration
Refinement and implementation of the three genres of writing (Narrative, Argumentative, and Informational/Explanatory)	ELA teachers	ELA teachers will continue work on incorporating instruction into the three genres of writing: Narrative, Informational/Explanatory, and Argumentative, into each grade level course that meet priority standards agreed upon by the RCD teams. By June 2019 a grounded reading will be held for Narrative with all DSIS ELA teachers. By December 2018, a grounded reading will be held for Argumentative with all DSIS ELA teachers. By June 2019, a grounded reading will be held for Informational/Explanatory with all DSIS ELA teachers.	No Cost/Collaboration
Evaluation and implementation of writing rubrics	ELA teachers	By November 2018, all DSIS ELA teachers will evaluate all RCD-created rubrics to assess student writing in the three genres: Narrative, Informational/Explanatory, and Argumentative. We will work as a department to implement rubric use and agree on standards for assessment.	No Cost/Collaboration
Implementation of the CCSS priority standards in all English courses	ELA teachers	English teachers will use agreed-upon priority standards, as set by the RCD teams, to guide instruction.	No Cost/Collaboration
Acquire additional reading materials	ELA Teachers	Select and purchase additional course materials/novels to meet CCSS needs.	\$800 Title I (1001)

Development and implementation of Assessment benchmarks.	ELA Teachers	Evaluate the district benchmarks and how we can ensure our students are being evaluated similarly.	No Cost/Collaboration
Observation of teachers at other sites in the district	ELA Teachers	ELA teachers will use non-student Mondays to visit other sites and classrooms at Logan/Conley to observe ways students are being engaged in learning with CCSS. Ongoing	No Cost
Explore using Edgenuity for ELA courses.	ELA Teachers	ELA teachers will examine the Edgenuity offerings for ELA courses and develop courses for students who choose that option.	No Cost
Develop ELA courses for 6 th -8 th grades	K-8 Teacher, DSIS Curriculum	Work with DSIS Curriculum Leader to set up writing program for grades 6-8 that addresses CCSS. Participate in Middle School collaboration on Wednesdays and consult with Middle School and Elementary teachers as needed. Observe middle school core classes during non-student Mondays.	No Cost/Collaboration
Develop the K-5 ELA program	K-8 Teacher	Meet with elementary teachers as needed to learn about elementary programs to incorporate CCSS.	No Cost/Collaboration

LEA GOAL:

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Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

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SECTION 2 – SCHOOL GOAL: Mathematics

California Dashboard Academic Indicator – Mathematics: Not Applicable

NWEA

By Spring of 2019, the individual student **GROWTH** percentage for kindergarten through 5th grades, as measured by the **NWEA for Mathematics**, will improve as follows:

- In K-8, the percentage of students meeting or exceeding their growth targets will increase 16% from 44% to 60%.

SBAC

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd grade through 11th grade, as measured by **SBAC for Mathematics**, will improve as follows:

- In 3rd – 11th grades, the percentage of students meeting or exceeding their proficiency will increase by 15% from 7% to 22%. (For 11th grade, 3% of students met Proficiency or above.)

By Spring of 2019, our 11th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics** will include as follows:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by 17% from 33% to 50%.

- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of Socio-economically Disadvantaged students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.
- The percentage of EL students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

What data did you use to form this goal? Results from the 2017-18 NWEA and SBAC tests.	What were the findings from the analysis of this data? Math is the subject that is the most challenging and needs the most improvement. 56% of K-8 students at DSIS are not meeting growth targets on the NWEA. 93% of DSIS students are not meeting proficiency in SBAC.	How will the school evaluate the progress of this goal? Analysis of NWEA and SBAC results from spring of 2019. Feedback from teachers on progress.
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STRATEGIES:

- Continued alignment of Math courses with CCSS.
- Use of 2-hour collaboration on a weekly basis and participation in Rigorous Curriculum Design meetings.
- Incorporation of basic math skills into existing courses as a form of intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide Math Interventions	All Staff	Targeted intervention from the tutor in the Student Center to support students in math.	Noted under Section 1: ELA
Participate in Math collaboration throughout the year	Math Teacher	Participate in collaboration in core academic areas focusing on development and implementation of CCSS. Ongoing throughout the year.	No Cost/Collaboration
Participate in Math RCD throughout the year	Math Teacher	Participation in the RCD Teams and sharing knowledge. Ongoing throughout year.	No Cost/Provided by District
Develop Algebra 1 Course	Math Teacher	Continue participation in RCD district-wide meetings. Continue review of Algebra 1 course for adjustments as needed. Develop a Course of Study.	No Cost/Collaboration
Develop Algebra 2 Course	Math Teacher	Participate in RCD district-wide meetings. Continue review of Algebra 2 course for adjustments as needed. Continue review and customization of Edgenuity Algebra 2. Develop a Course of Study.	No Cost/Collaboration
Develop Geometry Course	Math Teacher	Participate in RCD district-wide meetings. Continue review of Geometry course for adjustments as needed. Continue review and customization of Edgenuity Geometry. Develop a Course of Study.	No Cost/Collaboration

Develop K-8 Math program or courses	K-8 Teacher	Continued learning about K-5 Bridges Math. Seek assistance from K-5 teachers and 6-8 math teachers.	No Cost/Collaboration
Provide K-8 Math Interventions	K-8 Teacher	Provide guided math lessons to students with low math skills. Use of Edgenuity MyPath, online math program during class time and at home for Middle School and homeschool students who need interventions to build up basic math skills. Ongoing throughout school year.	No Cost
Acquire supplemental math materials	Math Teachers	Select and purchase supplemental math materials to meet CCSS needs.	\$300 Title I (1001)

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SECTION 3 – SCHOOL GOAL: English Language Learners (ELL)

California Dashboard Academic Indicator – ELL: The English Learner Dashboard will not be available due to the change from CELDT to ELPAC.

By Fall of 2019, the individual student **GROWTH** percentage for English Learner students as measured by the **NWEA for Reading** (comparison from Fall 2018 to Fall 2019), will improve as follows:

- The percentage of English Learner students meeting or exceeding their growth targets will increase 17% from 8% to 25%.

What data did you use to form this goal? Due to the transition from CELDT to ELPAC and revised Reclassification Criteria, SPSAs will not include an analysis of any language assessment.	What were the findings from the analysis of this data? Once ELPAC scores are available, Sites and SSCs will review this assessment and adjust goals and actions as appropriate.	How will the school evaluate the progress of this goal? Please see specific ELA goals for these students.
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STRATEGIES:

- Continued implementation of EL standards.
- Implementation of the newly adopted English Arts curriculum, Wonders in K-5 and Connections in 6-8.
- Use of MyPath Intervention online program.
- Professional Development from EL Coordinator about EL standards and teaching strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide ELL interventions	All Staff	Targeted intervention from the tutor in the Student Center to support students in Writing and English/Language Arts.	Noted under Section 1: ELA

NWEA Data Fall	Coordinator and ELA Curriculum Leader	Share and use NWEA Profile data to understand weaknesses in ELA standards to personalize learning for interventions.	No Cost
Develop EL Standards professional development in the fall	EL Coordinator	The EL Coordinator will work with DSIS staff to provide professional development on the EL standards and their integration into current practices.	No Cost
Provide MyPath Reading Program throughout the year as needed	Advisors	Use MyPath Reading intervention program in English Lab.	No Cost/Provided by District
Provide teacher hourly for curriculum development and release time for Professional Development serving English Language Learners.	Principal, Staff	Curriculum development and professional development focused on meeting the academic needs of English Language Learners.	\$4,000 District Title III (1003)

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SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard Academic Indicator – School Climate: Suspension Indicator

Student Discipline: Not Applicable

Attendance

By Spring 2019, we will improve our annual student attendance rate from 74.41% to 80.0% positive attendance.

By Spring 2019, we will decrease our Chronic Absenteeism rate from 57.1% (in 2017-18) to 50.0% (2018-19).

What data did you use to form this goal? ADA report in Q for 2017-18.	What were the findings from the analysis of this data? The quantity of student work which determines how ADA is tabulated in independent study is not sufficient for many students to meet graduation.	How will the school evaluate the progress of this goal? ADA report in Q for 2018-19 California Dashboard 2017-18
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STRATEGIES:

- Use 30 minute Student Monitoring Time to monitor student progress and take action.
- Follow Site Attendance Monitoring Plan.
- Staff will have meetings with students not meeting expectations and follow the Intervention Plan.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Make connections with students and families	Counselor, Family Services Assistant, Coordinator	Make home visits to students who are truant. Develop and implement activities and workshops to engage students and parents to the school. Connect students and families with services.	No Cost/Provided by District
Utilize reward system	All Staff	Students earn raffle ticket that is an invitation to a pizza social when completing courses.	\$400 General Funds (3003)
PLP Semester Plan Tool	All Staff	Use the Semester Plan tool from the Personalized Learning Plan (PLP) on goal setting to complete courses and improve attendance.	No Cost
Student Center Work Room	All Staff Tutor	Use of tutor and Student Center to provide a space for students who are missing attendance/ADA due to lack of schoolwork submitted to catch up on credits and increase attendance.	Noted under Section 1: ELA
Track student attendance and progress on an ongoing basis	Coordinator, Counselor, Teachers	Gather data (credits, GPA, attendance, etc.) each September for returning students and ongoing throughout the year for new students. Review attendance after each ADA period. Review credits earned after each Quarter. Ongoing throughout the year.	No Cost
Monitor students during Student Monitoring Time on a daily basis	Teachers	Use 30 minutes at the end of each student school day to monitor students (contacting students and parents, sending Intervention letters, putting students up for COST, consulting with other teachers, counselor, administrators, etc.).	No Cost
Employment of Intervention Plan and Site Attendance Monitoring Plan	Coordinator, Counselor, Teachers	Follow Intervention Plan (contacts to parents & students, Interventions Letters home, COST, schedule change, parent/student meetings, etc.) and Site Attendance Monitoring Plan. Ongoing throughout the year.	No Cost
Provide Student of the Month certificate and gift card	Teacher	Teachers select Student of the Month which can include good or improved attendance and academic progress. Certificates and Gift Cards will be distributed.	\$300 General Funds (3003)

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SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Family Engagement: Not Applicable

Each advisor will have five 1-on-1 meetings each quarter with their students and parent/guardian.

What data did you use to form this goal? Spreadsheet of quarterly student/parent meetings for Back to School and Open House in 2017-18.	What were the findings from the analysis of this data? Per teacher feedback, the 1-on-1 meetings are very helpful to build relationships with students and parents and to inform of student progress.	How will the school evaluate the progress of this goal? Tally of 1-on-1 meetings for 2018-19 and teacher feedback.
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STRATEGY: Each quarter, teachers will set up at least five 1-on-1 meetings with students and parents who are not meeting expectations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Facilitate 1-on-1 meeting	Teacher	Each Quarter, teachers will facilitate 1-on-1 meetings with selected students with the following expectations: <ul style="list-style-type: none"> • Review Transcript Analysis • Review Personalized Learning Plan • Discuss graduation plan • Review attendance • Discuss any obstacles student may be facing • Discuss Edgenuity progress if applicable • Ask parents to check in with their students each day 	No Cost
Student Success Celebration	All Staff	Organize Student Success Celebration inviting students and family. February 2019	\$129 Title I (3002)
Make connections with Students and Families	Counselor, Family Services Assistant, Coordinator	Make home visits to students who are truant. Connect students and families with services.	No Cost

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SECTION 6 – SCHOOL GOAL: Graduation Rate

California Dashboard Academic Indicator – Graduation Rate: Not Applicable

Based on the most recent California Dashboard data of Fall 2017, DSIS will improve their Graduation Indicator Status from Very Low by 5% from 48.4% to 53.4% and maintain the Graduation Indicator Change “Increased by 1.0% to less than 5.0%.” DSIS had increased their graduation rate from the class of 2016 by +9.9%.

What data did you use to form this goal? 2018 California School Dashboard	What were the findings from the analysis of this data? Only 48% of DSIS students graduate within 4 years, however if 5 th year seniors and early graduates are included, the graduation rate is 80%.	How will the school evaluate the progress of this goal? Review 2019 California School Dashboard.
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STRATEGIES: <ul style="list-style-type: none"> • Increase monitoring of student progress. Use of 2 hour collaboration on a bi-weekly basis. • Increase student and parent contacts/meetings to review progress. • Focus on developing independent study learning habits that foster success in school.
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Student Center Tutor	All Staff Tutor	Use of Tutor in the Student Center to provide a space for students who need additional time at school who are in need of tutoring and completing schoolwork.	Noted under Section 1: ELA
Tracking Student Progress	Coordinator Teachers	Explore different methods to track student progress toward graduation or other options that reflect and measure student success.	No Cost
Conduct senior meetings once per semester	Counselor	DSIS counselor will meet with each potential graduate once per semester, more if needed, to review the senior's PLP and map out action plan to meet graduation requirements.	No Cost
Conduct student/parent conferences each quarter	Teachers, Counselor	Each quarter, each teacher and counselor will have at least 5 student/parent conferences as needed.	No Cost
Conduct student progress meetings each quarter	Coordinator, Teachers	After each quarter, Coordinator meets with each teacher to review academic progress of their students and brainstorm interventions as needed.	No Cost
Completion and use of a Personalized Learning Plan (PLP) for each 6-12 student	Counselor, Teachers	Review and revise the Personalized Learning Plan (PLP) to better monitor student progress. All students will be assigned to complete their PLP by their advisor or counselor. Ongoing throughout the year.	No Cost
Provide a College and Career Fair	Counselor	Arrange College and Career Fair in the 1 st Semester.	\$100 General Funds (1005)
Promote Financial Aid workshops	Counselor	Promote attendance at Financial Aid Workshops.	No Cost
Provide College and Career presentations	Counselor	Arrange for colleges and other organizations to make presentations on site. Ongoing.	No Cost
Provide College field trips	Counselor	Arrange field trip to a local college, once each semester.	\$500 Title I (1005)
Acquisition of supplemental materials	Teachers, Counselor	Purchase resources to supplement curriculum such as high interest books and other supplies including resources that promote post-secondary education	\$600 General Funds (1001)

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SECTION 7 – SCHOOL GOAL: Science

California Dashboard Academic Indicator – Science: Not Applicable

NGSS

Continued learning of the NGSS and its implementation in grades K-5, 6-8, and 9-12.

What data did you use to form this goal? Review of current science curriculum.	What were the findings from the analysis of this data? There has been work in the past 3 years on learning about NGSS and how to incorporate the new standards but it has only been at grades 9-12. Work needs to also be done at grades K-5 and 6-8.	How will the school evaluate the progress of this goal? A review of the science curriculum at the end of 2018-19.
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STRATEGIES:

- Continued alignment of Science course with NGSS.
- Use of 2 hour collaboration on bi-weekly basis and participation in Rigorous Curriculum Design meetings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide Science Interventions	All Staff	Targeted intervention from the tutor in the Student Center to support students in Science.	Noted under Section 1: ELA
Participate in Biology and Chemistry Rigorous Curriculum Design throughout the year	Science Teacher	Participate in the Rigorous Curriculum Design Teams and sharing knowledge.	No Cost/Provided by District
Supplemental Science Materials	Science Teacher, Coordinator	Purchase supplemental science materials.	\$600 Title I (1001)
Develop Biology and Chemistry courses	Science Teacher	Review CCSS and NGSS and integrate them within the Course of Study documents for the science courses. Continued revision and development of Biology and Chemistry courses of study with the integration of earth science. Ongoing throughout year.	No Cost

Develop science labs	Science Teacher, Coordinator	Research appropriate curricular resources; find recommended laboratory experiments and digital applications that support gathering and utilizing science information while applying CCSS and NGSS standards.	No Cost
Participate in Science collaboration throughout the year	Science Teacher	Continued collaboration with Science teachers in the district integrating CCSS and NGSS standards within science curriculum. Use collaboration time at DSIS for alignment to NGSS. Ongoing	No Cost/ Collaboration
Observe other teachers	Science Teacher	Science teachers will use non-student Mondays to visit other sites and classrooms at Logan/Conley to observe ways students are being engaged in learning NGSS. Ongoing	No Cost
Customize Edgenuity science courses	Science Teacher	Customize Edgenuity online science courses for alignment with the district sequence. Incorporate other curricular resources to address CCSS and NGSS standards.	No Cost/Collaboration
Develop K-8 science courses	K-8 Teacher	Communicate and work with elementary science specialist and with middle school science teachers on regular basis to incorporate NGSS and alignment with the district. Observe K-8 science classes during non-student Mondays.	No Cost

LEA GOAL:

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SECTION 8 – SCHOOL GOAL: Social Science

California Dashboard Academic Indicator – Social Science: Not Applicable

By Spring 2019, 50% alignment for existing core social science courses with the new Social Science Framework.

What data did you use to form this goal? Teachers' assessment of their practices.	What were the findings from the analysis of this data? Social Science assessment needs to align with the district.	How will the school evaluate the progress of this goal? Feedback from teachers on progress.
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STRATEGIES:

- Continued alignment of Social Science curriculum, assignments, and assessments with the district and new Social Science Framework.
- Use of 2 hour collaboration on a bi-weekly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide Social Science Interventions	All Staff	Targeted intervention from the tutor in the Student Center to support students in Social Science.	Noted under Section 1: ELA

Participate in Social Science Rigorous Curriculum Design throughout the year	Social Science Teachers	Participation in the RCD Teams and sharing knowledge. Ongoing throughout year.	No Cost/Provided by District
Continue evaluating grade level benchmarks and ensure they align with other sites.	Social Science Teachers	Evaluate the benchmark writings in World Studies, US History and Government and determine their alignment with other sites. Participate in a site-based grounded reading with rubrics for each of the assessments by June 2019.	No Cost /Collaboration
Customize Edgenuity Social Science courses	Social Science Teachers	DSIS Social Science teachers will continue to monitor student progress in the Edgenuity online program, customize as needed, and see where we can supplement/substitute more effective activities/instruction (text sets, article critique, student research, pro and con debates). Ongoing throughout year.	No Cost /Collaboration
Participate in Social Science collaboration throughout the year	Social Science Teachers	Continued collaboration with Social Science teachers. Ongoing throughout year.	No Cost /Collaboration
Review new Social Science Standards for CA	Social Science Teachers	Explore the new standards and determine how to implement them into existing courses.	No Cost /Collaboration
Update Social Science courses of study	Social Science Teachers	Development of updated Social Science courses of study to reflect new Social Science Framework for CA.	No Cost /Collaboration
Supplemental Social Science Materials	Social Science Teachers	Select and purchase supplemental social science materials.	\$300 Title I (1001)

Additional Statements

- School site staff is responsible for implementing this SPSA to help exit program improvement, with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
- Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Teacher Induction Program (BTSA).
- The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service", the MEP identifies and targets migrant students for supplemental services such as homework, tutoring, vision and dental screening and direct academic intervention with qualified teachers.

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.

School Goal #: 1, 2, 4, 5, 6, 7, 8

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)
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p>	<p>July 2018- June 2019</p>	<p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals</p> <p>Substitute Teachers and hourly</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p> <p>Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.</p>	<p>\$65,000</p> <p>\$295,000</p> <p>\$29,750</p> <p>\$80,000</p> <p>\$40,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>

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 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/ca12squiappcatprog.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
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> 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	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 7,314	<input checked="" type="checkbox"/>
	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).	\$ 129	<input checked="" type="checkbox"/>
	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)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	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	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>

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.

<input type="checkbox"/>	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	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds – Title I Part A Carryover	\$ 2,645	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

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
Grace Kim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Buchner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margarita Crump	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allan Johnston	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uttara Pandya	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tamika Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Linda Montes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paola V. Pardo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jaden Bautista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Valerie Villasenor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	3	2

⁴ EC Section 52852

Form E: Recommendations and Assurances

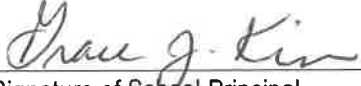

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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)**:

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 18, 2018:

Attested:

<p><u>Grace Kim</u> Typed name of School Principal</p>	<p> Signature of School Principal</p>	<p><u>10/18/18</u> Date</p>
<p><u>Paola V. Pardo</u> Typed name of SSC Chairperson</p>	<p> Signature of SSC Chairperson</p>	<p><u>10/18/18</u> Date</p>