



Redwood High School
Single Plan for Student Achievement
2018 – 2019 SY

School: Redwood High School

District: Sequoia Union High School District

County-District School (CDS) Code: 41690620126722

Principal: Miguel A. Rodríguez

Date of this revision: June 20, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board is to approve this revision of the SPSA on June 27, 2018.

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Goal 1: Staffing and Human Resources

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:

LEA Goal: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

SCHOOL Goal: Continue to hire the most highly qualified teachers and staff for openings at the school site, while seeking to increase the number of teachers and staff who demographically reflect the students we serve and are philosophically aligned with the vision and mission of the school to serve at promise youth.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> EdData: RHS staffing demographic data '14 - '15 through '16- '17SY 	<p>We found a disproportionality between staff and student population. In order to serve a disproportionately ethnic majority school, not reflected in the broader district, required intentional practices to hire staff that reflect our students' languages, cultures, ethnicities, races.</p>	<p>HR demographic data present on SARC and EdData to be analyzed once a year via SPSA process.</p>

STRATEGY 1: Intentionally recruit, interview, hire and mentor staff that are highly qualified and demographically reflect the students RHS serves.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>March 2018-June 2019</p>	<p>Site Principal Hiring Committee members Human Resources Staff</p>	<p>Hire highly qualified staff that reflect the students population at RHS as soon as possible to commit to the '18- '19SY.</p> <p>Work with the 'Developing Our Own' program during the 18/19 academic year to recruit classified</p>	<p>Small potential cost for possible release time from classrooms to perform screening of candidates, interview candidates, visit candidates at their home sites if possible, etc.</p>

		<p>staff from within the district who demographically represent our students and would be successful in the RHS teaching context.</p> <p>Collaborate with IVPs at traditional sites during spring/summer 2018 to identify current classified and certificated staff that would be successful at Redwood.</p> <p>Recruit new teachers at credential programs and job fairs.</p> <p>Include a model lesson in a RHS classroom (if timing aligns) as part of the interview process.</p>	<p>This school goal will be evaluated on an annual basis as part of the SPSA evaluation process</p>
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Goal 2: Student Attendance

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:

LEA Goal: No district LCAP goal in this area.

SCHOOL Goal: Engage the broader RHS community to improve and increase student attendance rate from current 56% period attendance by 10% each subsequent year, until 90% is met.

<p>What data did you use to form this goal?</p> <p>Monthly IC attendance reports: monthly '18-'19 SY CBED Data Student Panorama survey data</p>	<p>What were the findings from the analysis of this data?</p> <p>75%+ of students are chronically truant at the school. Period Attendance averages 56%</p>	<p>How will the school evaluate the progress of this goal?</p> <p>This school goal will be evaluated on an daily, weekly, and annual basis as part of</p>
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	<p>On the Panorama survey, students reported a high level of fear of bullying, violence, and fights. However, students also reported a higher level of classroom engagement in their classes than the district average.</p>	<p>the annual SPSA evaluation process</p> <p>Daily monitoring of attendance trends Weekly attendance review by Attendance Team</p> <p>Monthly review of attendance data</p> <p>Banking attendance correctly reflected in IC</p>
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STRATEGY 1: Increase school staff contact with parents regarding attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>SY '18 – '19 more frequent and comprehensive contacts with guardians including number of absences daily, weekly and monthly</p>	<p>Site administration, parent liaison, counselors, campus aides, teachers, and associate. therapists, Director of Student Welfare and Attendance</p>	<p>Call parents/guardians of absent students-daily Night or weekend live phone caller (not just autocalls) for truant students- weekly. Letters mailed out that include absences and total number of absences for the year. Truant thresholds</p>	<p>Mailers.</p> <p>Bus passes, Clipper cards from school foundation</p>

STRATEGY 2: Weekly, and Monthly Attendance Review Team meetings (SART)- Identify chronically truant students upon transfer to Redwood before/at orientation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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'18 - '19 compile quantitative and qualitative data about chronically truant students upon entrance	Site administration, Parent Liaison, counselor Social Services Manager Student Services Director Health and Welfare coordinator	Use data to create and design appropriate interventions for our most truant students and identify trends in causes for truancy. Address trends with appropriate interventions, including home visits, transportation, food, social services	No anticipated direct cost.
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STRATEGY 3: Identify the most chronically truant students who are at risk for drop out and intervene through SART and SARB process or dedicated staff member to do home visits and to follow-up with students to increase attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Monthly SART meetings SY 18/19 start of each quarter as well as time of student enrollment	SART Team: Assistant Principal, Counselor, Bilingual Parent Liaison, District Director of Student Welfare and Attendance, site nurse, appropriate staff	Monthly monitored intervention with truant students to develop customized plan for each student that addresses transportation, health issues, academic supports and/or other factors that would improve student attendance-daily. (On-site incentives for attendance - bike program, outdoor ed, sports, garden)	Possible cost via foundation include bus passes, Clipper Cards, food incentives, gift card incentives: \$3,000

Goal 3: Common Core, Standards, and ELD 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:

LEA Goal: All students will attain proficiency or better in ELA and math through rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

SCHOOL Goal: Strengthen, refine and implement comprehensive instructional strategies in literacy and numeracy in every subject area and classroom.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • EdData: student SBAC data '14 - '15 through '16- '17S • 18/19 SUHSD LCAP data • IC GMRT data of entering students • 2014/15 – 2016/17 Standardized test results- CELDT, SBAC • Counselor transcript review • Panorama Student Survey 	<p>What were the findings from the analysis of this data?</p> <p>Over the course of three years, over 70% of students did not meet standard in English.</p> <p>Over the course of three years, over 92% did not meet standard in math.</p> <p>Entering students scored below grade level on GMRT</p> <p>Entering students scored at a variety of CELDT levels, from level 1 to level 4</p> <p>Entering student transcripts were deficient in many core academic areas.</p> <p>Most entering students score in the lower tiers of the SBAC.</p> <p>Students reported higher engagement in their classes than students in the District as a whole; however, students' self-reported engagement was lower than national average.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>This school goal will be evaluated on an daily, weekly, and annual basis as part of the SPSA evaluation process.</p> <p>Site based instructional rounds teams quarterly data and collegial feedback: engagement and Depth of Knowledge.</p> <p>2019 Panorama Survey participation rates and self-reporting.</p>
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STRATEGY 1: Quarterly collaborative and instructional planning time to analyze student performance, review data, rigor, engagement, and language support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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'18 – '19 SY and beyond	Site Principal, Brandon Lee, Robert Fishtrom, Ken Bazan, Site Staff , District Coaches, BRT, Constructing Meaning Coaches	<p>Create school-wide process for evaluating and planning classroom routines and lessons based on student academic data- date at the beginning of each academic quarter during monthly site based minimum days</p> <p>Establish Quarterly site administrative and/or teacher team non-evaluate walk-throughs to look for trend data.</p> <p>Provide quarterly opportunities for teacher staff members to model and observe strategies and lessons.</p> <p>Time allocated in staff meetings to review quarterly data from walk-throughs to determine next steps.</p>	BRT and site coaches Subs for period release
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STRATEGY 2: Continue planning and coordinating Common Core Standards implementation with Redwood teachers and associates

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
18-19 SY	Site Principal Department leads Site Teachers Constructing Meaning Coaches BRT	<p>Start of year PD and review of lesson objectives protocols for creating and posting daily objectives aligned to common core standards.</p> <p>Walk-throughs at the beginning and end of each quarter to support the use of protocols in creating and teaching objectives.</p> <p>Monthly staff meeting allocated to planning and implementing literacy and numeracy in all classrooms.</p> <p>Encourage cross pollination amongst teaching staff through optional observations of good teaching</p>	No costs; planning and implementation time taken from currently scheduled staff development days and meetings

		practices amongst RWHS teachers- ongoing throughout the year.	
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Goal 4: Welcoming School Culture And Climate

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:

LEA Goal: All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

SCHOOL Goal: Redwood High School will encourage stakeholder participation in the daily operations and decision-making process.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • EdData: RHS discipline data '14 - '15 through '16- '17SY • ELAC attendance • Volunteer hours from stakeholders. • Site Council Meeting Minutes • Back to school night and open house attendance • Parent Education Project attendance and completion • Panorama survey data 	<p>What were the findings from the analysis of this data?</p> <p>Low parent participation rates, especially from parents/guardians of foster/homeless youth.</p> <p>Following completion of Parent Education Project by parents/guardians, students' attendance increased.</p> <p>Low parent participation in Parent Project when offsite and combined with other schools over the last two years during spring semester.</p> <p>Families reported a low level of parent/guardian initiated engagement lower than the district average. However, they self reported low barriers to engagement. Compared to the district average, parents reported lower barriers to</p>	<p>How will the school evaluate the progress of this goal?</p> <p>This school goal will be evaluated on a daily, weekly, and annual basis as part of the SPSA evaluation process.</p> <p>Measure participation on Panorama Survey</p> <p>Improve attendance of ELAC, Site Council, Back to School and Open House nights</p> <p>Increase participation and completion of Parent Education Project</p>
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	engagement than the district overall. They reported less favorably on the climate of the school, lower than the district average.	
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STRATEGY 1: Promote and leverage new facilities to help create a welcoming environment for all stakeholders

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2018 through June 2019: Allocate appropriate resources available in the new facilities to promote a welcoming environment</p> <p>Creation of monthly campus wide rally style all school gathering</p>	<p>Principal, Assistant Principal, classified and certificated staff, Maintenance and Operations personnel, on site therapists, social services coordinator, work experience coordinator</p>	<p>Training of all staff on creating a welcoming and positive environment from the first footfall on site- minimum day first quarter.</p> <p>Welcome orientation at beginning of school year to complete registration paperwork and offer services for students to feel more connected</p> <p>Allocate space for community supports on site- food pantry, health/infant/legal services, job train articulation, work experience- each date of the academic school year.</p> <p>Create a friendly and clean campus by placing the reception desk in an easily accessible location and working on site staff allocation for campus cleanup- ongoing.</p> <p>Investigate the use of the new technical facilities to promote student led announcements and podcasts.</p>	<p>Up to \$5,000 for speaker costs- fundraise through foundation</p> <p>Additional campus cleanup staff FTE/District Personnel allocated for work experience</p> <p>Additional staff - time cards Outside organizations – volunteer</p>

		<p>Invite motivational speakers to engage with RHS community during Redwood Speakers Series talks</p> <p>Build Alumni network and invite students to speak to students about their experiences and successes over time</p>	
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STRATEGY 2: Encourage, recruit, and train community volunteers/stakeholders.

<p>Increase our volunteer, parent, and community stakeholder participation- 18/19 SY</p>	<p>Principal, Social Services Manager, Parent Liaison, REAL and TAPP coordinators; District Media/PR person</p>	<p>Increase guardian and community participation with student led tours of the new facilities during the open house of 2018.</p> <p>Create quarterly rotating student councils or student leadership team to host community events and recruit community volunteers.</p> <p>Leverage our relationship with FLY and EPA Boys and Girls Club to make them community stakeholders.</p> <p>Continue to foster the relationships already developed between RHS and outside volunteer organizations.</p> <p>Initiate and develop relationships with local trade organizations.</p>	<p>Open House budget for food</p> <p>Student council budget for food</p> <p>Printing budget for flyers and District media/PR</p>
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Goal 5: English Learners Support

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:

LEA Goal: All English Learners will have access to grade-level curriculum, enroll in mainstream core courses, and graduate from high school with a clear pathway to post-secondary education.

SCHOOL Goal: Redwood students will have access to core academic classes with embedded EL support to prepare for planned post-secondary educational programs and community engagement.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • EdData: student EL achievement data '14 - '15 through '16- '17SY • CDE: Demographic data • IC grad requirement completion • Re-designation data • Class enrollment in support classes • Attendance data 	<p>Grad evaluations show many EL students are not on track to graduate, but have an excess of elective credits as a result of several ELD support classes before coming to Redwood.</p> <p>A small but significant number of students with focused attention were redesignated</p> <p>A significant number of students did not want to remain in support EL classes due to lack of impact on graduation requirements.</p> <p>Attendance in EL classes was notably low</p>	<p>This school goal will be evaluated on an annual basis as part of the SPSA evaluation process.</p> <p>Annual review of graduation, ELPAC, demographic, and graduation course completion</p>

STRATEGY 1:**BRT supports all classroom teachers in embedding EL supports for reading, writing, listening, speaking and language within all classes.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Create Master Schedule to offer supports classes for EL students August 15 th and subsequent quarters	Site administrators, BRT, counselor, instructional coaches	<p>Rework the master schedule to remove EL support classes and balance the enrollment across classes- summer 18</p> <p>BRT designs and implements a plan for embedded classroom supports including numeracy, reading, writing, listening and speaking strategies to support EL, LTEL and RFEP students</p>	<p>BRT .4FTE Title III + district monies: ~\$40,000</p> <p>Constructing Meaning training \$5,000 - \$10,000 EL support budget</p>

STRATEGY 2: All classroom embed language objectives for each lesson taught.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Rework the master schedule summer '18	Site administrators, BRT, counselor, instructional coaches	<p>Rework the master schedule to remove EL support classes and balance the enrollment across classes- summer 18</p> <p>BRT designs and implements a plan for embedded classroom supports including numeracy, reading, writing, listening and speaking strategies to support EL, LTEL and RFEP students</p>	BRT release periods and Constructing Meaning training

STRATEGY 3: Explicit explanation, monitoring, and celebration of re-designated students in a public and significant celebration.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identification of EL students, monitoring through out school year by BRT and AP monthly	Site administrators, BRT, counselor, instructional coaches	Fall and Spring dates TBD	\$250 x 2= \$500 from district EL student support

Goal 6: Strong Students with healthy sense of efficacy

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:

LEA Goal: All students will graduate from high school with as many post secondary educational options as possible.

SCHOOL Goal: Redwood students will have access to classes and supports to earn their high school diploma and have a fully developed post-secondary action plan and portfolio (Redwood Life Suite).

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • SUHSD LCAP • Student Panorama survey data • CTE enrollment and pathway completion data 	Students showed high interest in learning culinary arts, digital arts and industrial arts (mechanics, machinists), and coding	<p>This school goal will be evaluated on an annual basis as part of the SPSA evaluation process.</p> <p>Student participation and completion of CTE courses and pathway Yearly Panorama student survey</p>

Strategy 1: Roll out fully-fledged course offerings in CTE Digital Arts and Culinary Arts in new site facilities and connect these fields to potential future careers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18/19	Site administrators; AVP	Increase the credit completion of CTE courses. Provide ongoing field trips and professional visits to and from labor, trade, and other professional neighborhood organizations.	Digital Arts computers Food/supplies for Culinary Field trip expenses and speaker fees for site visits and visitors

STRATEGY 2: Create an accessible and well-resourced college and career guidance center.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18/19	Site administrators; counselor	Organize a portable room to include college materials, applications, a running board of college scholarships and due dates- beginning of SY 2018	Furniture for organizing materials- may be current furniture

STRATEGY 3: Develop a college and career aligned advisory time that supports our students Social and Emotional Learning (SEL) and academic monitoring that will facilitate their college and career readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

SY 18- adopt a new bell schedule	site administration; district staff	Revise the bell schedule to support an advisory time where students work on employment, soft skills for keeping employment, college applications, resumes, and scholarship applications.	No cost
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STRATEGY 4: Refine the educational process to build academic and metacognitive skills in ways that can be fully integrated into core subject area coursework.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18/19 Quarterly	Site administrator; counselor; teachers; Instructional Coaches	<p>Fall 2018 Interdepartmental staff meetings provide training for implementation and reflection of CCSS College and Career Readiness standards integrated daily lessons and assessments across classrooms.</p> <p>Winter 2019 Reflect and refine use of CCR Standards in all classrooms Investigate Cohort Model for cross-curricular implementation</p> <p>Visit sites with similar enrollments (transitory populations) to identify additional best practices for teaching CCR skills and routines</p>	<p>Substitute funding TBD</p> <p>Substitute/Release time funding TBD</p>

Goal 7: School Climate and Culture: Environment/Passion for Learning- Promote a positive and personalized learning environment.

LEA GOAL: All sites will promote a positive learning environment that will result in students maintaining positive behavior and engaging in their educational experiences.

SCHOOL GOAL: Redwood High School will develop a positive trauma informed educational environment to increase academic participation and increase students meeting school wide personal conduct and educational expectations.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Panorama Survey IC discipline data: referrals, suspensions expulsion IC intervention comments and trends Universal intake form used in orientation</p>	<p>RHS has a higher rate of suspensions per capita than the district at large</p> <p>RHS students report a higher level of engagement in the classrooms (Panorama) but a lower rate compared with the national average</p> <p>RHS shows a high rate of referrals to mental health services within the school site</p>	<p>This school goal will be evaluated on as needed and annual basis as part of the SPSA evaluation process.</p> <p>Referrals to counseling (IC Intervention) Referrals for discipline (IC Behavior) Monthly and yearly suspensions and expulsion data.</p> <p>Panorama Survey: Student voice with regard to academic participation and engagement improvement.</p>

STRATEGY 1: Create alternatives to suspension within the school site.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>SY 18/19 In House Suspension program</p>	<p>Administration: Principal and Assistant Principal Social Services Manager, campus aides Director of Student Support Services</p>	<p>Develop in-house suspension protocols- August 18</p> <p>Develop positive behavior recognition strategies to implement school wide</p>	<p>Possible site classified personnel hours TBD</p>

STRATEGY 2: Provide ongoing mental health supports.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18/19	Site administrators: principal and assistant principal, therapists, Social Services Manager, District Nurse	Develop a smooth process for new mental health referrals- Fall 2018 Develop a smooth transition process for students that already receive mental health services at their home schools – Fall 2018 Establish a calendar of therapists on site and openings in caseloads- Fall 2018	Site classified personnel hours TBD Additional therapy or mental health counselors on site daily

STRATEGY 3: Provide clean and safe facilities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18/19	site administrator, facilities manager, on site custodian (s), campus aides	Student focus groups- what makes the site not feel safe; what policies are a barrier to a sense of belonging- Fall 2018 Additional cleaning staff for facilities- Fall 2018 Beautification committee - students clean up around campus during lunch or after school	Food for focus group Additional site personnel for maintenance Staff on site to supervise and give students hours served

Goal 8: Supports for the most “At-Promise” students

LEA GOAL: *Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.*

SCHOOL GOAL: Foster youth, young parents, EL students, students with high medical needs, students with unstable housing, and adjudicated youth will have access to equitable academic resources and supports in order for their educational outcomes to mirror that of the general population.

<p>What data did you use to form this goal?</p> <p>EdData demographic data from IC including Suspension/referral rates Graduation data Panorama Survey participation rates IC medical interventions (documented and analyzed by site nurse) Universal Intake data</p>	<p>What were the findings from the analysis of this data?</p> <p>Parents/guardians of resource intensive students have a low rate of participation at school events High rate of chronic absenteeism Lower graduation rate</p>	<p>How will the school evaluate the progress of this goal?</p> <p>This school goal will be evaluated on an ongoing and annual as part of the SPSA evaluation process.</p> <p>Survey participation rates Suspension/referral rates Graduation rates Truancy rates</p>
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STRATEGY 1: Help all staff better understand and use trauma informed practices when working with high-needs youth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>'18- '19 SY: Provide ongoing professional development to ALL staff, followed up with reflection and discussion of best practices throughout the school year to be Trauma Informed and responsive to students needs</p>	<p>Principal and Assistant Principal, Site nurse, Wellness Coordinator or Student Services Coordinator Bus services coordinator Donna DeKom Hector Serrano County Foster Youth Case Manager</p>	<p>August/October/January/March Training, follow up and reflection on trauma informed practices, including role play, real-world scenarios</p> <p>Restorative Justice training and coordination (or other district-adopted programs)</p>	<p>Site trainers for trauma informed learning Site personnel for restorative justice or other adopted district program based on discipline task force recommendations</p>

STRATEGY 2: Identify and provide appropriate transportation for students with different needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
SY 18-19 Improve transportation options	District transportation Coordinator Bus Pass Coordinator Superintendent TAPP Coordinator Bike Program Coordinator	Each Quarter: Identify most efficient use of bus resources to include teen parents (teen parents have reported feeling unsafe on the school bus with their babies), homeless foster youth, students in RWC who have barriers to getting to school safely Use bike program to provide safe bicycles to students	More bus stops Bus passes Alternative buses/vans for teen families Bike program possible cost for non foster youth and

Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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"/> 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"/>	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 type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$54,379.54	X
<input 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).	\$	<input type="checkbox"/>
<input 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 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	\$15,000	Title III funds may not be consolidated as part of a SWP

<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"/>
<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 type="checkbox"/> Other federal funds (list and describe)	\$	<input 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	\$69,329.54	
Total amount of state and federal categorical funds allocated to this school	\$69,329.54	

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. 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
Pam Tenn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lucero Renteria	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Jackie Dixon	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Helen Schubert	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uikilifi Nalesoni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Miguel A. Rodríguez	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	2	1	1

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: 5/16 & 6/5/2018.

Attested:

Miguel Rodríguez
 Typed name of School Principal

 Signature of School Principal

 Date

Jacqueline Dixon
 Typed name of SSC Chairperson

 Signature of SSC Chairperson

 Date