

The Single Plan for Student Achievement

School: Sequoia School
CDS Code: 19-65136-0112359
District: William S. Hart Union High School District
Principal: Brandi Davis
Revision Date: April 12, 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 approved this revision of the SPSA on May 2, 2018.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Multiple surveys were conducted between 2016 and Fall of 2017 to determine needs and priorities. Students were asked to complete surveys concerned with school climate, safety, educational goals and post-secondary plans (11-2017). Parents were surveyed (8-9-2017 and 8-29-17) regarding their knowledge of available programs and their understanding of the IEP process. All parents, teachers, and staff participated in a survey called BrightBytes (4-2016 and 11-2017) to determine technology needs to advance learning. Sequoia also asked that students, parents and Certificated Staff complete a BrightBytes survey online. This survey was used to incorporate the voice of all of our stakeholders into the decision-making process of the District for future consideration with regard to the integration of technology and instruction. These are simple anonymous online surveys that are available in English and Spanish and can be taken on any device with Internet access. According to the survey company, "BrightBytes is a research-based decision support platform which provides evidence-based recommendations for allocating technology resources for maximum impact in the classroom. Data collected through semi-annual surveys will provide insight into the current technology climate and needs allowing for informed decisions on technology initiatives and professional development. The ultimate goal is to determine how to best support our teachers

with the integration of technology in instruction." Based on the data collected from the March 2016 and October 2016 BrightBytes Surveys completed by Certificated Staff, students and parents, Sequoia's strengths can be observed in students having access to technology and the frequency of computer use in the classroom. Areas of growth for Sequoia include growing teacher skill and confidence in the areas of multimedia skills, foundational skills and learning resources.

Additionally, in September 2016 a Sequoia self-study survey conducted through Naviance was given to both high school and junior high school students. High school survey results are as follows: 60% feel challenged academically in their classes. 88% reported feeling safe on campus. 41% report understanding their transition plans and post secondary goals. 17% felt bullied on campus. 88% feel like Sequoia has a safe and positive school climate.

Naviance survey results for junior high students are as follows: 50% feel challenged academically in their classes. 100% reported feeling safe on campus. 25% report understanding their transition plans and post secondary goals. 25% felt bullied on campus. 100% feel like Sequoia has a safe and positive school climate.

Further, a committee was formed to serve on a council to develop and carry out a comprehensive needs assessment. It should be noted that after fulfilling the WASC Accreditation process (Spring 2017), Sequoia School was granted a six-year clear due to their extensive self-study.

Description of Comprehensive Needs Assessment Process

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

Two surveys were conducted at the beginning of Fall 2017 to gauge the depth of parent understanding regarding the services available to them; one was conducted during enrollment and one at Back to School Night. During the Fall of 2017 semester the students were asked to complete an anonymous survey regarding their perception of school climate and campus safety. In addition, a request was sent to all parents to participate in the School Site Council Committee and in the comprehensive Needs Assessment. Four parents were selected by ballot to serve. A preliminary meeting was held on 9/14/17 for the administration to discuss with parents elected to the School Site Council Committee potential considerations for allocation of funds. Additionally, on 11/3/17, classroom walk-throughs were conducted by parents and staff to assess needs for tangible classroom resources. A comprehensive Needs Assessment was conducted during the 2016-17 school year to help determine Sequoia's focus on learning and prepare for the Western Association School and Colleges visitation and accreditation process. Drawing from calculated data from a number of sources, a survey was generated for teachers, parents, and therapeutic staff in order to determine and prioritize greatest student needs. All information gleaned from the aforementioned sources has provided a blueprint for creating this Single Plan for Student Achievement.

Information on Academic Achievement

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

During the 2016/2017 School Year:

100% of Sequoia students were determined eligible for special education under Emotionally Disturbed (Title 34, Code of Federal Regulations Section 300.7 {c} {4})

7% of Sequoia students arrived 30 plus units missing

60% of Sequoia unduplicated student population are identified as Habitually Truant as outlined by the Education Code Section 48262 and/or Ed Code Section 48263

17% of the Sequoia unduplicated student population fall under the category of Transiency (students that have been enrolled in more than 2 schools in the past year or have changed secondary schools more than two times since entering high school)

3% of the Sequoia unduplicated student population were considered Foster Youth as outline by Education Code 42238.01{b}

3% of the Sequoia unduplicated student population were Homeless

2015-2016 Fall Semester % of Fails: Semester	2016-17 Fall Semester % of Fails:	2017-18 1st Quarter
7th Grade: 0%	7th Grade: 17%	7th Grade: 0%
8th Grade: 10%	8th Grade: 6%	8th Grade: 0%
9th Grade: 21%	9th Grade: 17%	9th Grade: 18%
10th Grade: 29%	10th Grade: 35%	10th Grade: 3%
11th Grade: 20%	11th Grade: 16%	11th Grade: 28%
12th Grade: 29%	12th Grade: 36%	12th Grade: 10%
High School Overall Home Study: 18%	High School Overall Home Study: 52%	High School
Overall Home Study: 27%		
Jr High School Overall Home Study: 60%	Jr High School Overall Home Study: 0%	Junior High School
Overall Home Study: 0%		

2015-2016 Spring Semester % of Fails:	2016-17 Spring Semester % of Fails:
7th Grade: 0%	7th Grade: 0%
8th Grade: 21%	8th Grade: 9%
9th Grade: 33%	9th Grade: 13%
10th Grade: 37%	10th Grade: 35%
11th Grade: 24%	11th Grade: 32%
12th Grade: 20%	12th Grade: 65%
High School Overall Home Study: 10%	High School Overall Home Study: 26%
Jr High School Overall Home Study: 0%	Jr High School Overall Home Study: 0%

CAASPP results (2014-15, 2015-16, 2016-17)

Assessment ranking	2014-15	2015-16	2016-17	Gain/Loss (2015-16 to 2016-17)
ELA Reading				
Above standard	11%	14%	0%	-14%
Near standard	33%	43%	66.67%	+23.67%
Below standard	56%	43%	33.33%	-9.67%
ELA Writing				
Above standard	0%	25%	6.67%	-18.33%
Near standard	36%	25%	40%	+15%
Below standard	64%	50%	53.3%	+3.3%
Math Concepts & Procedures				
Above standard	6%	9%	0%	-9%
Near standard	6%	27%	0%	-27%
Below standard	88%	64%	100%	+36%

Math Problem solving and modeling & data analysis				
Above standard	6%	9%	0%	-9%
Near standard	25%	36%	30%	-6%
Below standard	69%	55%	70%	+15%

Student Mobility Data

Destinations	2013-14	2014-15	2015-16	2016-17
Dual Enrollment (Comprehensive Campus) +	5	3	3	4
Dual Enrollment (ROP) +	0	5	2	1
Dual Enrollment (COC) +	0	1	4	1
Supplemental Credits (OFL) +	0	1	4	1
Full Transition to Comprehensive Campus +	4	0	1	1
Transitioned to more appropriate program within District +	2	0	2	4

Impact of Instructional Program

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

It is very difficult to take an accurate snapshot of progress at Sequoia using standard measure merits. Students who come to Sequoia face a myriad of obstacles, such as lack of permanent residence, hospitalizations, academic deficits from missed instruction, changes in medication, mental health crises, learning differences, and so forth. In order for students to even begin to fully participate in the curriculum offered at Sequoia School, students need to reach a level of self-regulation and mental stability that is not within their grasp from the first week or even first semester. The state's standard measurements of student progress cannot provide an accurate reflection of student gains while at Sequoia. By the time most successful students have moved to a comprehensive campus for graduation, they are no longer even enrolled at Sequoia and therefore not counted. For instance, graduation rates fail to capture the number of students who have successfully moved on to other campuses due to their therapeutic, academic and behavioral progress here. Furthermore, the percentages of students who fall into each category is necessarily skewed: many students fall into multiple or even all categories (homelessness, foster care, truancy, and missing academic units). This makes it difficult to provide a complete picture of the challenges the school faces in helping students learn. Other measures of progress would reveal greater gains more accurately, but unfortunately confidentiality laws prevent reporting individual gains made by students. They are always reviewed in the aggregate.

Sequoia has a Professional Development (PD) Team comprised of an Instructional Coach, five teachers, and an administrator. The PD Team meets monthly and helps to plan activities for monthly faculty and departmental meetings. The Instructional Coach also attends district meetings to promote a "trainer of trainer" model for our school. One hundred percent of teachers, counselors and administrators participate in schoolwide staff development. For the past six years, the District has provided intensive professional development workshops for all PD teams. Our PD team has been presenting on common core strategies, technology, growth mindset and classroom management. Our PD team also presents on district-wide anchor standards.

As a part of Sequoia's ongoing "book study" professional development, this year faculty is reading 50 Common Core Reading Response Activities by Marilyn Pryle. Teachers are reading Teach Like A Pirate by Dave Burgess; and the Leadership Team is reading Mindset by Carol S. Dweck. Teachers are assigned chapters to read and report back to their meetings. In this way, reflection and dialogue is encouraged about "best practices." Sequoia's focus for the 2017-18 school year has been on Common Core teaching strategies as well as incorporating district-wide anchor standards throughout all disciplines. In this way, reflection and dialogue is encouraged about "best practices."

Annual Evaluation of Prior Year Plan

This section provides a description of the results of the annual evaluation of the prior year's plan.

Evaluation of the 2017-18 Single Plan for Student Achievement will be evaluated once 2018 test scores are available and final grade for quarter 4 are submitted.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	5	*	4	4	*	3	4	*	80.0	80	
Grade 8	6	6	*	4	5	*	4	4	*	66.7	83.3	
Grade 11	18	7	*	14	6	*	12	6	*	77.8	85.7	
All Grades	29	18	21	22	15	17	19	14	17	75.9	83.3	81

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2427.6	*	*	0	*	*	0	*	*	21	*	*	64	*	*
All Grades	N/A	N/A	N/A	0	14	5.88	9	21	17.65	23	29	41.18	55	36	35.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	17	*	*	25	*	*	50	*	*
All Grades	11	14	0.00	32	43	66.67	53	43	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	42	*	*
All Grades	0	25	6.67	26	25	40.00	47	50	53.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	50	*	*
All Grades	0	14	18.75	42	71	62.50	37	14	18.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	50	*	*
All Grades	5	21	13.33	32	71	60.00	42	7	26.67

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	5	*	3	4	*	3	3	*	60.0	80	
Grade 8	6	6	*	3	4	*	3	3	*	50.0	66.7	
Grade 11	18	7	*	14	5	*	11	5	*	77.8	71.4	
All Grades	29	18	22	20	13	11	17	11	11	69.0	72.2	50

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2427.5	*	*	0	*	*	0	*	*	0	*	*	79	*	*
All Grades	N/A	N/A	N/A	5	0	0.00	5	9	0.00	5	45	0.00	70	45	100.0

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	0	*	*	0	*	*	91	*	*			
All Grades	6	9	0.00	6	27	0.00	82	64	100.0			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	18	*	*	73	*	*
All Grades	6	9	0.00	24	36	30.00	65	55	70.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	55	*	*	45	*	*
All Grades	0	0	0.00	59	45	10.00	41	55	90.00

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8										***					
9													***		
11				***									***		
12			***			***									
Total			50	40		50				20			40		

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8										***					
9													***		
11				***									***		
12			***			***									
Total			50	40		50				20			40		

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.0%	0.0%	0.0%	0	0	0
African American	3.8%	4.1%	2.3%	2	2	1
Asian	1.9%	0.0%	2.3%	1	0	1
Filipino	1.9%	4.1%	2.3%	1	2	1
Hispanic/Latino	35.9%	26.5%	34.1%	19	13	15
Pacific Islander	0.0%	0.0%	0.0%	0	0	0
White	49.1%	57.1%	52.3%	26	28	23
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
Total Enrollment:				53	49	44

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	5	4	1
Grade 8	3	5	7
Grade 9	10	6	7
Grade 10	8	8	8
Grade 11	18	6	9
Grade 12	9	20	12
Total Enrollment:	53	49	44

Planned Improvements in Student Performance

School Goal #1

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 student performance 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:

LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.
SCHOOL GOAL #1:
Increase attendance rates for all students. Growth targets for 2017-2018: All students will have Positive Attendance for at least 3 periods each day. Growth targets for 2018-
Data Used to Form this Goal:
60% of Sequoia unduplicated student population are identified as Habitually Truant as outlined by the Education Code Section 48262 and/or Ed Code Section 48263. 2015-2016
Findings from the Analysis of this Data:
Due to the large numbers of Sequoia students dealing with mental health issues and social/emotional concerns, there is a high frequency of school phobia and school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>One highly qualified intern LPCC, MFT Associate or MSW will be hired to increase opportunities for monitoring student progress by adding their services to increase counseling services to all students. They should hold a Masters Degree or higher in Marriage and Family Therapy, counseling, psychology, social work, or a closely related field; possess a valid California Board of Behavioral Sciences Examiners (BBSE) Intern number and have knowledge of IDEA disabilities including, but not limited to, Autism (AUT), Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED), and Speech or Language Impairment (SLI).</p> <p>It is Sequoia's belief that by increasing our support staff that provides direct services to student that we can increase services, decrease misbehavior, and achievement. With the addition of a team member additional home visits can be conducted, Sequoia can have Co-facilitated groups, Naviance push ins tracking the scope and sequence, enhanced collaboration with Case Managers for transition plans, targeted case management, and additional data collection tied to attendance.</p> <p>This individual will also:</p> <ul style="list-style-type: none"> • Provide individual and/or group counseling as stated in the student's IEP. 	Fall 2018/Spring 2019	Principal	One position at \$17.00 per hour for 6 hours per day, 4 days per week for 40 weeks. Not to exceed \$17,000	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	16,320.00
			Classified benefits for above wages calculated at 28.20%	3000-3999: Employee Benefits	Title I, Part A - Allocation	4,603.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide parent counseling and training to assist parents in understanding the special needs of their child, provides information about child development, and assists parents in the acquisition of necessary skills to support implementation of the IEP or IFSP. • Assist parents in accessing and utilizing community resources. • Develop measurable counseling goals and reports quarterly progress goals. • Consult and collaborates with other staff members. • Participate in intern workshops, trainings, and supervision. • Prepare and maintains LEA Medi-Cal billing. • Maintain adherence to IDEA regulations. • Provides related duties as assigned (including supporting Career Day, the Young Women's Conference, Connect to Success etc.). <p>With the addition of this individual, an Attendance incentive program could be closely supervised and monitored to support student accessing their education and making progress towards their graduation.</p> <p>According to, Are School Counselors</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>an Effective Educational Input? by Carrell, S. E., & Hoekstra, M. (2014), "We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes." (remove references to gender) Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase.</p> <p>Research Source: Are School Counselors an Effective Educational Input?</p> <p>Carrell, S. E., & Hoekstra, M. (2014). Are school counselors an effective educational input? Economic Letters, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020</p> <p>Other evidence based practice materials reviewed to support the claim of increasing staffing of Interns including but not limited to LPCCs, MFT Associates and MSW with the intention of direct intervention are:</p> <p>Anderson, A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. Journal of School Psychology, 42, 95-113.</p> <p>Cash, T. (2006). Truancy prevention in action: planning, collaboration,</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and implementation strategies for truancy programs. Clemson, SC: National Dropout Prevention Center/ Network. Retrieved on November 14, 2006.</p> <p>Colorado Foundation for Families and Children. (n.d.). Best practices in developing truancy reduction programs. Downloaded from the Colorado Foundation for Families and Children website: http://www.coloradofoundation.org/nationaltruancyproject/downloadspage.html.</p> <p>Newsome, S. (2004). Solution-focused brief therapy groupwork with at-risk junior high school students: enhancing the bottom line. <i>Research on Social Work and Practice</i>, 14 (5) 336-343.</p> <p>Railsback, J. (2004). Increasing student attendance: strategies from research and practice. Portland, OR: Northwest Regional Educational Laboratory.</p>						
<p>Enlist Trainer in the area of School Refusal to provide training and education to parents.</p> <p>See research listed in the action item above.</p>	Spring 2019	Administration	<p>1 hour presentation to disseminate current research based interventions to support their students.</p> <p>Light snacks for parents</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>300.00</p> <p>50.00</p>

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	20,923	0.00
Title I, Part A - Parent Involvement	350	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	20,923.00
Title I, Part A - Parent Involvement	350.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
2000-2999: Classified Personnel Salaries	16,320.00
3000-3999: Employee Benefits	4,603.00
4000-4999: Books And Supplies	50.00
5800: Professional/Consulting Services And Operating	300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	16,320.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	4,603.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	50.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,273.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brandi Davis	X				
Brandy Abernethy		X			
Fidel Garcia		X			
Suzanne DeCuir				X	
Rosi Goodman (Alternate)				X	
Debbie Hatfield				X	
Brittin Kemp (Alternate)				X	
Mason Bremberg					X
Deka Dapp					X
James Mackey			X		
Numbers of members of each category:	1	2	1	4	2

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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**):

English Learner Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Parent Advisory Council

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 .

Attested:

Brandi Davis

Typed Name of School Principal

Signature of School Principal

Date

Debra Hatfield

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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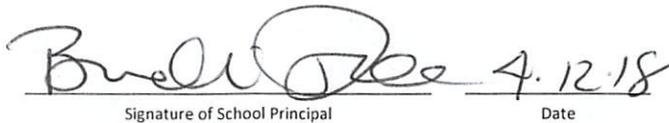

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Attested:

Brandi Davis

Typed Name of School Principal

 4.12.18
Signature of School Principal Date

Debra Hatfield

Typed Name of SSC Chairperson

 4/12/18
Signature of SSC Chairperson Date