

The Single Plan for Student Achievement

School: Sequoia High School
CDS Code: 24-65789-0107672
District: Merced Union High School District
Principal: Paul Bristow
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Paul Bristow
Position: Principal
Phone Number: 209-325-1700
Address: 123 E. 18th Street
Merced, CA 95340
E-mail Address: pbristow@muhsd.org

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

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	16
School Goal #3	18
School Goal #4	20
School Goal #5	22
Centralized Services for Planned Improvements in Student Performance	23
Centralized Service Goal #1	23
Centralized Service Goal #2	24
Centralized Service Goal #3	25
Centralized Service Goal #4	26
Centralized Service Goal #5	27
Summary of Expenditures in this Plan	28
Total Expenditures by Object Type and Funding Source	28
Total Expenditures by Funding Source	29
Total Expenditures by Object Type	30
Total Expenditures by Goal	31
School Site Council Membership	32
Recommendations and Assurances	33

School Vision and Mission

Sequoia High School's Vision and Mission Statements

SHS Mission Statement: To instill, in at-risk teens, the will and the skill to succeed in school and life, focusing on each individual student's needs.

SHS Vision Statement: Changing Behaviors, Changing Students

At Sequoia High School, we work daily at producing students who are academic standard achievers, self-directed learners, effective communicators, citizens of character, and physically and mentally healthy individuals.

School Profile

Sequoia High School is a Community Day High School which commenced with the 2008-2009 school year as part of the Merced Union High School District. The MUHSD consists of six comprehensive schools with grades 9-12 and one continuation high school with grades 11-12, one independent studies high school, and one adult school. Sequoia's population is highly transient, made up of fewer than 150 high school students ages 16 and under. The school is physically located in the city of Merced in an urban/suburban residential setting. It serves students who live primarily in urban/suburban neighborhoods with some representation from industrial, rural and residential neighborhoods, within and between the communities of Merced, Atwater, Livingston, El Nido, Snelling and Planada. Sequoia High School's Mission is: To create a dynamic learning environment that focuses on each student's individual needs. The school's motto is: Changing Behaviors, Changing Students. Students enrolled at Sequoia must be in 9th or 10th grade and either credit deficient or have difficulty functioning academically and/or socially at the larger comprehensive educational environment. It also houses students on expulsions and suspended expulsions.

Sequoia High School has transitioned to a school-wide Title 1 model. This includes an additional budget source of Title 1 funds. These funds ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach proficiency on challenging state academic achievement standards and assessments.

Sequoia is staffed with 6.5 fully credentialed teachers, one teacher on internship and one long-term substitute teacher. There are ten classified employees, two counselors with a Masters in Education and PPS credentials, two administrators, one part-time school resource officer, three part-time paraprofessionals, and one part-time school psychologist functions. We provide wraparound services to support students while accessing the same rigorous, common core standards-based curriculum as the comprehensive high schools. Coursework and curriculum, including remediation, is aligned with the comprehensive high schools through the district Course and Unit Organizer system and driven by student achievement data toward achieving the academic standards and the unique needs of at-risk students. The school enrolls and exits students in line with their personal needs and progress; therefore, the school population changes its composition multiple times per year, typically in line with the screening process.

Sequoia is scheduled on a 4x4 block with an additional 45-minute elective class to maximize opportunities for students to redeem missing credit and continue to make progress towards graduation requirements. This structure allows students to obtain a maximum of 90 credits during the school year, with an additional 15 credits in summer school. The school is small and highly personalized; there is a supportive familiarity among students and staff. The goal of Sequoia is to advance every student who enters to on-track status for graduation by addressing credit deficiencies, providing social-emotional support, and changing behaviors. Sequoia's first class to graduate from the home campus, continuation high school, or county community day school was the class of 2011.

Sequoia has a special education program that was implemented at the beginning of the 2012-2013 school year and serves a maximum caseload of 20 students. The program is staffed by a part-time resource teacher to support resource-level special education students which includes part-time support from two resource paraprofessionals and our school psychologist.

We have continued the practice of enrolling all incoming freshmen who attended Valley Court and Community School (VCS) and Site

Day Schools (MCSD) as 8th graders. This decision was based upon district data of 9th grade students enrolling at our comprehensive sites directly from VCS/SDS. The data revealed that the vast majority were ultimately dropped from the comprehensive site and re-enrolled at VCS, before the end of their 9th grade year, indicating a need for transitional support between the programs.

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).

The California Healthy Kids survey was administered in the Fall of 2016 and will be administered again this school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three formal classroom observations per year. Permanent teachers are evaluated every other year. In addition, Sequoia High School, utilizes the Walk-Through format for informal classroom visits. The walk-through process is essential to establishing and maintaining the fidelity of the district established instructional norms and allows teachers on-going recognition of strengths as well as provides specific feedback and ideas to address challenge areas. Feedback can be given in either a written or face-to-face format. District office staff also participate in the walk-through process, partnering with a campus administrator, to allow for calibration between the administrative staff and to provide additional insights into successes and target areas. Finally, peer-to-peer walk-throughs are encouraged to allow for the SHS teaching staff to learn from master teachers on site and/or other sites

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sequoia High School uses a variety of processes to collect and analyze performance data in order to report to our shareholders. Our grading system provides an opportunity to report on student progress weekly. Teachers are required to post grades within the AERIES grading system. Students and parents are provided with log-in information that allows them to see specific grades on assignments and assessments. Use of the AERIES system also allows for teachers, instructional coaches, counselors and administrators to analyze student's performance on assessment measures such as classroom based formative and summative assessments, district benchmark assessments, the CELDT assessment and the CAASPP assessment.

Common district benchmark assessments or performance task assessments associated with the Common Core State Standards (CCSS) are being created to collect data regarding our school's progress towards CCSS. The data from these assessments will be reviewed at the site and district level to include school wide staff meetings, department meetings, School Site Council. Common formative assessments, which have been vetted by the WEST-ED organization, have been used by our departments to collect data regarding the level of rigor demonstrated by the staff. The data from these assessments are reviewed by site members and material is discussed at subject level meetings and instructional leadership team meetings.

All data is collected is intended to drive instruction and to communicate progress to stakeholders.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers employ a variety of strategies in order to determine the success of teaching techniques and level of student learning. Formative and summative assessments will be used to determine student's mastery of the standards taught during each grading period. In addition to these assessments, frequent checking for understanding is embedded into daily lessons. Data gathered is used to inform instruction in regards to what standards need reteaching and what strategies produce the best results in terms of learning. The teacher collaboration days may be used to review this data and make needed changes to better support student learning.

Academic marks are analyzed at each 3 week (progress reports) interval in order to adjust intervention supports. SHS has a short intervention time block at the end of each period for students to make up work or get extra help if needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The MUHSD board has adopted specific policies and expectations regarding the need for staff to be highly qualified. Sequoia High School has 10 fully credentialed certificated staff members, and 1 teacher with a PIP. SHS teachers receive professional development through both site and district level trainings which include follow up coaching support to ensure proper implementation of new or refined strategies.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Site and district level PD opportunities are developed in association with the SHS instructional needs and focus for the school year which are directly aligned to both the adoption of the Common Core Standards and the district's communicated instructional focuses. Current instructional focuses include use HMH adopted curriculum, student engagement, and trauma-informed/resiliency in schools. The SHS focus is developed around the vision and mission of the school. All new teachers receive direct Induction support through the district's Induction program. District sponsored professional development opportunities available to all teachers include the provision of credentialed instructional coaches who collaborate with teachers and provide feedback and support in a non-evaluative format, continual off-site training in researched based instructional norms (objective writing, higher order thinking questioning strategies, student engagement, vocabulary development, and daily literacy enhancing activities); lesson planning training and support; use of technology to support instruction and student learning; and funded opportunities for alternate campus visitations to observe and collaborate with MUHSD master teachers. On-going training in adopted programs that target at-risk subgroup populations such as iLit curriculum used to support students acquiring English is provided by expert trainers.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going professional development at SHS consists of both support through the instructional coaching model and through courses within the MUHSD InnovatED course catalog. Teachers can select from a variety of courses that will enhance their instruction or general knowledge of our at-risk populations. SHS will be investigating opportunities for professional development in trauma informed and emotional resiliency.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

SHS staff receive continual coaching and feedback through the use of instructional coaching and peer to peer or administrative walk-throughs. Instructional coaching support are available daily, any period of the day, as ECEC employs one full time instructional coach on site. The instructional coaching process allows for non-evaluative support to teachers by request or as assigned if necessary.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Sequoia High School has a collaboration period built into it's schedule that allows for a 40-min period, weekly. This time is used for the staff as a whole, and for departments as well.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

SHS utilizes the instructional coach as well as district-developed PD modules to provide continual training options for teachers in regards to CCSS. Once formative/summative assessments are completed and implemented, weekly collaboration time is used to analyze data to drive instruction.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As evidenced by Sequoia High School's compliance with the Williams Act, every student has access to standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

N/A

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SHS teachers utilize research-based instructional practices such as checking for understanding to assist in identifying students who may require Tier 1 classroom interventions (small group or individual instruction). Embedded intervention time is built in to each period. 2 part-time Special Education paraprofessionals, and 1 part-time SpEd instructor are placed in classes to assist those students with IEP's.

14. Research-based educational practices to raise student achievement

SHS teachers continue to utilize a combination of direct instruction, computer assisted instruction, small group lessons targeted towards students' individual needs. All teachers have access to a library of instructional courses through InnovatED. There is continued focus on frequent checks for understanding, questioning techniques which require Higher Order Thinking Skills, student engagement strategies, vocabulary instruction, and participation in activities which integrate the four domains of language.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Sequoia High School offers some opportunities for parent and community involvement. Activities include the newly formed School Site Council, Back to School Luncheon, and invitations to many awards ceremonies. Parent/community LCAP meetings will be added. In addition, Adult School and Assets at ECEC offer courses for parents and community members ranging from CPR, English instruction, and basic computing.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involving stakeholders in programs is a focus at SHS. Input is received from parents, community representatives, classroom teachers and other personnel as part of the School Site Council. Utilization of ParentSquare, our communication program for texting and alerting parents, is also increasing.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Advisory courses, Integrated Math A/B, technology and professional development is supported by Title 1 monies. Additional software licences will be purchased for additional support.

18. Fiscal support (EPC)

SHS receives fiscal support with LCFF, and Title I

Description of Barriers and Related School Goals

Sequoia High School is located in an older area Merced within a county that is home to a predominately low socio-economic population. This presents challenges due to the fact that students do not always have the resources and support at home that would be beneficial. Many parents that are employed are working long hours and/or night hours leaving little time to focus on the education of their children. Many of these parents are also dealing with limited education levels, leaving them ill-equipped to support their students with the rigors of a high school education. There are also challenges posed by the language barrier that exists with many families. With approximately 26% of our parents having a correspondence language other than English, communication with both students and parents can be challenging.

A fairly large number students struggle with drug/alcohol abuse, with 55% students reporting they have used alcohol, 61% having used marijuana and 31% using prescription pain killers of some sort. This is being continually addressed through referrals to our district drug and alcohol support program and small support groups led by our site Intervention Counselor.

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 11	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	

* 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 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

- 1.

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 11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

* 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 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

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
9									***						
10			10	3	6	30	5	1	40	1		20		1	
11			***												***
12									***						
Total			14			21			43			14			7

Conclusions based on this data:

1. Sequoia only admits EL students at a Level 3 or higher; therefore, 100% should be testing at a level 3 or higher.
2. It is often noted that Sequoia students stay at the same level or digress in CELDT test scores due to lack of motivation and/or the belief that they will not be reclassified due to other criteria other than the CELDT (poor grades).
3. Sequoia students tend to perform better at Sequoia in terms of grades and should be even more motivated to do well on CELDT so that they may be reclassified before transitioning to another campus. This year Sequoia will implement strategies to ensure students are aware of their ability to be reclassified.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: College and Career Readiness
LEA GOAL:
GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
SCHOOL GOAL #1:
All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness in part by implementing and monitoring Frosh Seminar, implementing HMH curriculum and benchmarks, and the development of CTE courses.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
Findings from the Analysis of this Data:
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers. The LCAP will detail actions and services that will be put into place to provide additional layers of support for academically challenged students. Success of these actions, services and additional layers of support will be measured by multiple means of data points listed above.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRICS to be used: <ul style="list-style-type: none">• Statewide assessments• Dropout rates• Chronic absenteeism• National Education Technology Standards (NETS)

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Create Career Technical Education (CTE) opportunities for students that include courses meeting the MUHSD CTE graduation requirement.					
July 2017-June 2018	Paul Bristow, Principal Amy Pellissier, Assoc Principal	Supplies for CTE course offerings	4000-4999: Books And Supplies	Title I	3000
2. Students will develop their college and career readiness through Academic/Career Counseling and Career Exploration opportunities as well as Freshman Seminar class.					
July 2017-June 2018	Amy Pellissier, Assoc Principal Zach Abell, Counselor Vanessa Pulido, Counselor	Supplies for 6-year plan	4000-4999: Books And Supplies	Title I	750
3. Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.					
July 2017-June 2018	Paul Bristow, Principal Amy Pellissier, Assoc Principal	Technology hardware/software purchases	4000-4999: Books And Supplies	Title I	2567

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Climate
LEA GOAL:
GOAL 2: Maintain safe and orderly schools by tracking student involvement numbers, implementation of safety plans, and regularly monitor facilities.
SCHOOL GOAL #2:
SHS aims to reduce the number of suspension for fights and drug/alcohol by 15%.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Parent/student surveys, ELAC/DELAC, School Site Council, California Healthy Kids Survey, Attendance, percentage or rates in, programs/events
Findings from the Analysis of this Data:
Students need a safe and engaging academic environment and social-emotional supports. Continual communication with all stakeholders is a vital part of creating a positive school culture.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none">• Suspension/expulsion rates• Truancy rates• Dropout rate• Attendance data• Suspension rates• F rates• On track for graduation• Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Increase parent/guardian knowledge of educational offerings/opportunities.					
July 2017 - June 2018	Paul Bristow, Principal Amy Pellissier. Assoc Prin	Materials/supplies/food for meetings	4000-4999: Books And Supplies	Title I	669

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Equitable Access
LEA GOAL:
GOAL 3: Ensure equally high outcomes for all students.
SCHOOL GOAL #3:
Maintain a healthy learning environment for all students.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On track for graduation, Facility Inspection Tool
Findings from the Analysis of this Data:
Students need a safe and engaging academic, social emotional, and physical school environment.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none">• Suspension/expulsion rates• Truancy rates• Dropout rate• Attendance data• Suspension rates• F rates• On track for graduation• Facility Inspection Tool

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
		1. Maintain safe, clean learning environments that promotes respect, fosters learning and supports a collaborative positive school culture.		
		2. Improve student attendance and behavior on campus.		
		3. Create a healthy nutritionally sound environment.		
		4. Increase Mental Health services.		
		5. Increase access to mental health services (addiction and crisis counseling) by hiring the following personnel where needed: behavior specialists and crisis counselors to provide direct services to students and connect with local agencies.		
		6. Students will be physically healthy with the knowledge, skills and confidence to enjoy a lifetime of physical activities.		

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Highly Qualified Staff
LEA GOAL:
GOAL 4: Recruit and retain highly qualified staff.
SCHOOL GOAL #4:
Support District in recruiting and retaining highly qualified staff.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: District Williams, Rate of teacher misassignments, NCLB compliant credentials
Findings from the Analysis of this Data:
Staff who are highly qualified, credentialed and well trained contribute to the overall success and academic outcomes of students.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none"> • District Williams • Rate of teacher misassignments • NCLB compliant credentials

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
		1. Ensure on-going professional development for certificated and classified staff so that they are current in their field. SHS will provide opportunities for members of departments to attend conferences with a focus on technology use in instruction, trauma-informed/resiliency in schools, and CCSS.		

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
July 2017 - June 2018	Paul Bristow, Principal Amy Pellissier, Assoc Principal Brooke Luker, Instructional Coach	Professional Development funding in the amount of \$6,694	5000-5999: Services And Other Operating Expenditures	Title I	6694

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all courses.
SCHOOL GOAL #1:
Summer school will be offered for students needing credit recovery and remediation.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in college and career readiness.
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title I	6,986.00
5000-5999: Services And Other Operating	Title I	6,694.00
	Total:	13,680

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	13,680.00
Total:	13,680

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	6,986.00
5000-5999: Services And Other Operating Expenditures	6,694.00
Total:	13,680

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,317.00
Goal 2	669.00
Goal 4	6,694.00
Total	13,680

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
Paul Bristow	X				
Richard Zamarripa		X			
Katlyn Cook		X			
Jeff Hammar			X		
Tamara Woitt				X	
Estella Dunn				X	
Jeffrey Grimes					X
Keyosha McDonald					X
Numbers of members of each category:					

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

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)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program 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 This SPSA will be voted on by the SSC at a public meeting on October 24, 2017 and revised according to their instructions..

Attested:

Paul Bristow

Typed Name of School Principal

Signature of School Principal

Date

Martin McKellips

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date