

The Single Plan for Student Achievement
INDEPENDENCE HIGH SCHOOL

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CDS Code

Date of this revision: March 22, 2013

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

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

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Roseville Joint Union High School District

The District Governing Board approved this revision of the School Plan on _____.

School Profile

Independence High School is located in Roseville, California and is one of eight high schools in the Roseville Joint Union High School District. There are five comprehensive high schools, two alternative high schools, and one adult school in the district. Independence High School is one of the two alternative high schools.

Independence High School is a fully accredited high school that uses Blended Learning (one-on-one or small group classes combined with online instruction), as the primary method of individualized instruction. Independence High School (IHS) requires students to complete the same 150 credit core-curriculum graduation requirements as the traditional high schools within the district, coupled with a 70 credit elective curriculum requirement, in order for students to earn a diploma. The majority of our students come to us from one of the five comprehensive high schools in the district. We have the flexibility to enroll students at any time throughout the school year. Students transfer to IHS throughout the school year for a variety of reasons. As such, at the time of a student's transfer to IHS, it becomes our responsibility to meet the academic needs of that student.

We recognize the importance of providing our students the opportunity to achieve at a high level. As such, we offer our students the necessary courses to meet the UC/CSU a-g course requirements. We also realize that for students at IHS to meet all of our district's core graduation requirements, our own elective requirements, and the UC/CSU a-g requirements, we need to increase their access to content and learning opportunities, and provide the support necessary for them to master the key targets in the core courses. As part of our Response to Intervention (RtI), teachers and staff utilize innovative instructional strategies to differentiate instruction and to provide additional support to students who need the assistance.

The mission of Independence High School is to provide our students with a quality education that empowers every student to be a competent, responsible citizen prepared for adulthood, and a student who values education as a lifelong process. Our vision includes the belief that every student will succeed.

Because enrollment at IHS is on a voluntary basis, our student population fluctuates. Students can enter or leave our school at any time throughout the school year; as a result, our enrollment varies. Our October 3, 2012 CBEDS report showed that we had 155 students enrolled. That number will increase throughout the year. We anticipate a peak enrollment of approximately 275 students during the spring 2013 semester.

October 2012 CBEDS Enrollment by Grade Level

Grade Level	9	10	11	12
# of Students	6	16	34	99

Independence High School's Blended and Flipped Learning commitments are to continually increase student learning and academic performance through the most current, rigorous, research/standards-based curriculum and assessments, while maintaining the flexibility, versatility, and individuality of independent studies. The administration and office staff of

Independence High School serve a vital adjunct role in coordinating and facilitating online learning, both at the site and district levels, to support student success in learning. Additionally, the administrator and office staff administer online Credit Recovery courses offered as academic interventions for students who receive an “F” in a core course required for graduation, and A-G Grade Recovery courses for students who receive a “D” in a core course in order for the student to maintain UC/CSU eligibility. These differentiated instructional opportunities are an integral part of IHS’s “pyramid of interventions” strategies in which our teachers are well versed.

Academic Goal

Since many of the students enroll in Independence High School after struggling academically in a comprehensive setting, many students are already credit or course deficient toward graduation. As such, one of our academic goals for our students is to empower our students with the tools for independent learning. Since a number of our students return to their comprehensive site prior to graduation, our secondary goal is to prepare our students’ for the option to return to their original school confident that they have been empowered with the academic preparation to succeed upon their return.

We offer the same standards-based curriculum as other schools in the district with a commitment that the students demonstrate mastery of the same key learning targets used throughout the district. Our teachers participate in committees and Professional Learning Teams (PLT) who work to develop, implement, and evaluate district-wide common assessments in all of the core academic areas. We require our students to master the core learning targets expected throughout our District. Independence High School teachers are able to offer several alternative methods for students to achieve and demonstrate mastery.

School Leadership and Staff

In addition to the principal, Debra Latteri, the school staff consists of:

60% counselor	1
full-time teachers	9
part-time teachers	7
full-time support staff	2
part-time support staff	1

The entire staff and the School Site Council/EL Advisory Board are involved in the decision making-processes and policies that impact the daily activities of the school, as well as areas that impact curriculum and instruction. The principal and several staff are members of the School Site Council, the District’s Continuous Improvement Leadership Team, the Curriculum and Instruction Committee, District Technology Team, and the Safe Schools Committee as well as District committees that are actively involved with the iterative process of updating common assessments for all core curriculum.

School Instruction

Instruction at IHS is primarily through a blended approach in which the instruction is either onground, flipped, or online. A “blended” course can be adapted easily to the academic learning needs of individual students as both the student and teacher determine how much onground support is necessary for the student’s best academic success. The blended approach is used with one-on-one or small group class student interaction. Students are assigned to “core” teachers as needed to fulfill all academic subject requirements. Students are able to schedule a regular appointment any time between 8:00 AM and 7:30 PM. All of our teachers instruct in subject areas in which they have been certified as highly qualified through NCLB and all teachers have a CLAD or CLAD-like certification. Several blended and/or small group classes are offered in Spanish, Algebra, Geometry, Writing, Physical Education, and science labs, as well as several of our elective classes (Student Government, Music Appreciation, Art, Physical Education, Ceramics, and Guitar).

Students who scored “Below Basic” on the English Language Arts section of the California Standards Tests (CST) are enrolled in our Academic Literacy course that provides additional instruction in reading comprehension and basic writing skills. We also have a Pre-Algebra class that assists students who scored “Below Basic” on the Math CST. Currently, we offer a Math Lab and English Lab course to prepare our 10th grade students who need extra help in preparing for the California High School Exit Exam (CAHSEE). These labs will greatly assist the students in remediating their skills for the English and math classes they will take in future years. We also offer intensive remediation classes for juniors and seniors who have not yet passed the CAHSEE, and need extra instruction in preparation for the exam. Additionally, we offer a very successful math, science, and English skills program called SkillsTutor to better prepare our students who are struggling in the core academic areas.

School Facilities

Independence High School has been at its current location since 2001. The facility was designed to meet the needs of an independent study student. The school’s first floor houses the administration and counseling offices, a multi-purpose room with a library, and a computer lab equipped with 30 computers. The second floor has a fully equipped science lab, an art room, two full classrooms equipped with Smart Board technology, and individual teacher classrooms in the “rotunda” and both wings. The rotunda features 23 student computers. Individual teacher work stations surround this student learning center. Each teacher work station is equipped with a desk, computer, cabinet, and file space.

IHS receives regular maintenance and janitorial services. The district maintenance staff places the safety of our students and staff as its highest priority. All facilities are maintained and repaired in a timely manner to ensure proper working order and to maintain a safe environment for all educational and instructional activities.

Site Council - EL Advisory Board

The Independence High School Site Council (SSC) – EL Advisory Board (ELAB) are the governing body of the school. Each September, the SSC reviews the Single Plan for Student

Achievement. The SSC/ELAB evaluates the various components of the plan and then makes recommendations related to the site and District goals, the implementation of various programs, the assessment progress, the School Safety Plan, and the school budget expenditures and allocations. Recommendations are evaluated, and as feasible, incorporated into the new plan.

English Language Learner Program Monitoring (Federal Program Monitoring FPM)

In the fall of 2011, the RJUHSD reviewed its current policies and processes to evaluate the District's and each school's compliance with the mandated federal and state regulations for English Language Learners (ELLs) and Re-designated English Language Learners (R-Feps). As a result, each school within the district has instituted a review of its current compliance status, and continues to work toward bringing its programs and documentation into alignment with the required regulations. All students whose primary language has not been English have been tested, as required, using the California English Language Development Test (CELDT). The school English Learner Leadership team meets on a regular basis to discuss the academic progress of each EL student and each R-FEP student redesignated within the last two years. The EL Leadership team also evaluates teacher observations/notes, recommends additional strategies to be used with individual students, and discusses R-FEP readiness of the EL students at the school. As part of IHS's compliance review, students' records have been updated with current data and placement history. One member of the EL Leadership Team attends the DLAC meetings.

Professional Learning Communities (PLCs)

The teaching staff has one hour of their preparation period assigned to PLC work. All core teachers are part of a PLC and have been trained by Rick and Becky Du Four and Mike Mattos to implement the PLC process. PLCs are making significant progress toward developing a Common Core curriculum with common formative and summative assessments from which they analyze the data and make whatever adjusts the data indicates might help improve teacher instruction and student learning.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California using weighted test data in specific testing areas. Initially, the state set 800 as the API score that schools should strive to meet. However, each year the State determines a target score that indicates expected growth for year to year.

Academic Performance Index 2008-2012

Year	2008	2009	2010	2011	2012
API	600	700	681	622	689

California Content Standards Tests Results

The California Content Standards Tests (CST) are designed to test students' knowledge and understanding of the state standards in specific core subject areas. The results are divided into five performance levels, Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

The following table indicates the number of students in grades 9-11 enrolled on the testing date, the number tested, and the percent tested.

California Content Standards Tests 2008-2012

	2008	2009	2010	2011	2012
# Enrolled	213	171	164	153	151
# Tested	208	165	158	151	149
% Tested	97.6	96.4%	96.3%	98.6	98.6

Discipline specific results are listed below by grade-level.

English Language Arts: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	80	83	80	72	90
Grade 10	49	72	68	71	83
Grade 11	48	64	71	70	65

Algebra 1: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	28	72	28	29	38
Grade 10	13	9	21	40	0
Grade 11	26	36	12	11	14

NA = statistically insufficient number of students tested

Algebra 2: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	NA	NA	NA	100	NA
Grade 10	NA	NA	NA	NA	50
Grade 11	NA	NA	NA	28	28

NA = statistically insufficient number of students tested

Geometry: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	NA	NA	NA	NA	NA
Grade 10	NA	NA	47	67	57
Grade 11	8	13	21	8	17

NA = statistically insufficient number of students tested

Biology: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	80	83	86	100	100
Grade 10	48	70	69	100	86
Grade 11	67	72	55	70	60

NA = statistically insufficient number of students tested

Earth Science: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 9	50	66	NA	50	100
Grade 10	77	66	72	43	100
Grade 11	68	89	74	100	66

NA = statistically insufficient number of students tested

World Studies: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 10	26	60	51	48	80

US History: % Basic or Above 2008-2012

	2008	2009	2010	2011	2012
Grade 11	44	57	56	61	62

California High School Exit Exam Pass Rate – Initial 10th Grade Testing

The California High School Exit Exam (CAHSEE) was introduced with the class of 2006. From that year on, in order to receive a high school diploma in California, students have been required to pass both the English Language Arts (ELA) section and the Math section of the CAHSEE. All students take the exam for the first time during the spring semester of their sophomore year of high school. If a student fails one or both of the sections, he/she will have an additional eight opportunities to take the exam during his/her junior and senior years. The table below represents the percentage of sophomores who passed each section of the CAHSEE while enrolled at IHS in the spring semester of their sophomore year.

Percentage of Sophomores Passing and Number of Sophomores Tested 2008-2012

	2008	2009	2010	2011	2012
# Tested	40	31	45	30	26
% Passed ELA	86	87	80	74	92
% Pass Math	68	84	72	57	81

Independence High School does not have a significant enough number of students in any particular sub-group to generate sub-group test data. The school's overall percentage of Hispanic/Latino students may appear significant; however, this is the percentage of our total enrollment for all grade levels. No one subject area has a significant enough number of students enrolled in that subject for the school to receive sub-group test data. Individual grade levels do not yield a significant percentage that would produce viable data. The specific breakdown for our current enrollment is shown in the following table.

Recognizing the decline in some areas listed on the CST and CAHSEE data, the IHS staff researched student, enrollment, scheduling, and testing patterns and trends in an effort to understand the results. Despite the reality of our ever-changing student enrollment, often not any sort of reflection of what we have taught them because the students took the course at a previous school or had recently started the course, the IHS staff made recommendations in the manner we schedule students in classes and prepare them for tests with the hope of improving future test scores.

For the spring 2013 semester, if they had not already started or finished their grade-level classes, all freshman, sophomore, and junior students shall be scheduled into grade level classes upon which they will be tested in April. Several weeks before the test, the core subject teachers will spend a few minutes of each class reviewing the essential concepts in each of the subjects upon which the students will be tested. On test day, content specialist teachers will spend a few minutes reviewing again before the test booklets are distributed and the testing period has started.

IHS Student Enrollment by Ethnicity as of October 2012

Independence High School does not test a significant enough number of students in any particular sub-group to generate any viable data. Specific breakdown for our current enrollment is in the following table. The percentage of Hispanic/Latino students may appear significant; however, this is the percentage for our total enrollment. Individual grade levels do not yield a significant percentage that would produce viable data.

Ethnicity	Number of Students	Percentage of Total
American Indian/Alaska	19	12
Asian	0	0
Pacific Islander	1	1
Filipino	0	0
African American	5	3
Hispanic/Latino	13	8
Multiple	12	7
White	112	69

Form A: Planned Improvements in Student Performance

The school site council has analyzed and discussed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program in meeting our growth targets. IHS has adopted the following school goals, related actions, and expenditures to continue to raise the academic performance of student groups to meet this year's state (API) and federal (AYP) standards:

SCHOOL GOAL # 1

All core teachers will participate in at least two professional growth opportunities and apply what they learned directly in their teaching to start making the transition to the Common Core Standards.

SCHOOL GOAL #2

All core teachers will utilize Blended Learning, the Flipped Class, online assessments, and/or online resources to provide academically rich but individualized and differentiated instruction to our students.

SCHOOL GOAL #3

All core teachers will participate in creating Common Core centered online and onground assignments, activities, and assessments through active participation on Professional Learning Communities (PLCs).

Student groups and grade levels to participate in this goal:

Goal #1

Every 9-12 grade student taking a core class.

Goal #2

Every 9-12 grade student taking a core class.

Goal #3

Every 9-12 grade student taking a core class.

Anticipated annual performance growth for each group:

Goal #1

Participation in at least two professional development trainings per core teacher and evidence that the teacher applied what he/she learned.

Goal #2

Core teachers will administer at least 75% of their formative unit and summative assessments online, review the data in their PLCs, make any necessary instructional changes warranted by the data, and provide online resources to help individualize and differentiate instruction.

Goal #3

All core teachers will fully and actively participate in creating online and onground assignments, activities, and assessments in at least 1 core course, use the lessons with students, review the data from the assessments, and discuss modifications to instructional practices through weekly involvement in Professional Learning Committees.

Means of evaluating progress toward this goal: Goal #1 • Formal and informal sharing of the training highlights • Teacher written brief on how they plan to implement what they learned • Teacher reflection on the success using the training tools with students. Goal #2 • Illuminate and Blackboard student assessment records. • Review of common, formative unit assessments • Review of common summative assessments • Observation of the teachers' use of Blended Learning and the Flipped Class. Goal #3 • Review of PLC common assignments, activities, and assessments • Review of teacher reflections on their instructional practices.	Group data to be collected to measure academic gains: Goal #1 • Attendance sheet of enrollment at trainings • Teachers written reflections on plans to implement what they learned • PLC meeting minutes Goal #2 • Data of student results on the common formative and summative assessments • PLC meeting notes indicating review of data, and the instructional changes made as a result of data review • Written copies of revised curriculum used to Blend or Flip the class. Goal #3 • PLC created assignments, activities, and assessments • PLC meeting notes indicating changes made as a result of data review
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Goal #1 1) Principal will provide email or hard copies of professional growth opportunities throughout the year that she thinks will enrich her staff and provide follow up evaluations to make sure they tried what they learned. 2) Teachers will submit a written request for approval of attendance at professional development trainings they believe will improve their instruction. 3) Reserve enough funds to train new teachers in the next two years.	August 2012-May 2013 August 2012-May 2013 2013-2015	District, PCOE, or UC Davis sponsored Common Core or EL trainings CCIS Conference, Common Core, or EL trainings PLC, Rtl, Differentiation and Flipped Learning training	\$500 \$2,000 \$10,000	Professional Development or EIA funds Professional Development or EIA funds Professional Development and Discretionary Funds
Goal #2 1) Number of online resources within a course and evidence of how students are utilizing them 2) Engage students in at-home activities and formative online assessments used in core classes to better prepare students to later demonstrate knowledge and application in an individual or small group onground setting.	August 2012-May 2013 August 2012-May 2013	Curriculum writing Purchase of Camtasia for teacher use in creating instructional videos Office 2010 throughout the school	\$10,000 \$11,500	City of Roseville Grant Curriculum Development Technology Budget and onetime Microsoft mone
Goal #3 1) Improve teaching and learning through the PLC process. 2) Use and evaluate data to change assessments and improve instruction.	August 2012-May 2013 August 2012-May 2013	Ongoing PLC trainings Minimum release days and teacher work days	\$1,000 N/A	Professional Development funds Assumed within the teacher work day

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1 Parent Communication and Involvement (Based on conclusions from analysis of program components and student data pages)				
To increase school to home communication to increase parent involvement and inform parents of their child's progress in school				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include students, parents, site staff, administrators		Anticipated annual growth for each group: An annual growth of 10% increase in school to home communication through the use of Language Line, Homelink and School Messenger		
Means of evaluating progress toward this goal: Survey parents to see if they have been contacted at least one time by their child's teacher/counselor/administrator about their academic progress and/or have been invited to participate in being involved at a site meeting/function such as SSC, ELAC, DELAC, Back to School Night, etc.		Group data to be collected to measure gains: Call logs, usage of Language Line, survey results. Number of parents using Homelink to monitor student progress regularly, and whether the School Messenger was successful at reaching parents at home.		
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Use School Messenger to call all parents and invite them to each School Site Council meeting and give a brief listing of the agenda items to be discussed.	9/12-3/13	Districtwide use of Language Line	\$5,000	Title III Immigrant
Progress Reports sent out via email to every parent every 4 weeks	2/13-5/13	Districtwide use of Homelink	\$10,200	General Fund
Post parent information and events on our school website	9/12-5/13	Districtwide use of School Messenger	\$19,500	General Fund

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

Program Support Goal # 2 Intervention Counseling and Intervention Support (Based on conclusions from analysis of program components and student data pages)				
To identify 9-12 th grade at-risk (in danger of not graduating) students and support them with appropriate academic, social/emotional and behavioral interventions				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include students, parents, site staff, administrators	Anticipated annual growth for each group: 50% of 10 th grade CAHSEE non-passers must pass the CAHSEE by the end of their 11 th grade year. 100% of 11 th grade CAHSEE non-passers must pass the CAHSEE by the end of their 12 th grade year.			
Means of evaluating progress toward this goal: Annual AB 1802 meetings with student and parent to create goals to meet HS graduation requirements.	Group data to be collected to measure gains: Numbers of students passing the CAHSEE should be at 100% by graduation or 12 th grade year. Numbers of students graduating HS.			
Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Hotlist students who are at-risk	9/12-5/13	Afterschool and summer CAHSEE intervention and remediation prior to July, November, February, March and May test CAHSEE Revolution Credit Recovery Year Round Summer Session Credit Recovery and Senior Recovery Summer Bridge English Learner	\$225,058*	CAHSEE Remediation and Intervention
Counselor, principal, attendance clerk review attendance every 4 weeks. Counselor to contact identified students and their parents. Counselor to meet with teacher, student and parent to intervene	9/12-5/13			
Create and implement a Student Responsibility Class to encourage attendance and class completions	2/13-5/13		\$12,000	Title I
Offer 10 different Credit Recovery courses to help students who failed a class, recover the credits and master the learning targets	9/12-5/13		\$150,000*	Supplemental
Offer 13 different Grade Recovery courses to help students retain their UC and CSU eligibility and master the learning targets of the course	9/12-5/13		\$150,000*	Supplemental
			\$225,058*	CAHSEE Remediation and Intervention
			\$15,000	Title I

³ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

		Summer Session		
		Intervention Counselor at sites	\$604,615	Supplemental School Counseling
		Districtwide Learning Support Specialist	\$19,713 \$29,598	Title I EIA
		Districtwide Testing Aide	\$21,266	EIA

Program Support Goal # 3 Professional Development (Based on conclusions from analysis of program components and student data pages) To increase staff awareness and implementation of skills and knowledge necessary for personal development and career advancement relative to student achievement on the Common Core				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include teachers, site staff, and administrators	Anticipated annual growth for each group: An annual growth of 30% increase in staff awareness and implementation of the Common Core State Standards leading to 100% implementation of SBAC by 2015.			
Means of evaluating progress toward this goal: Staff lists of participants, performances, presentations, and products as evidence of teacher, staff, and administrator proficiency in Common Core implementation such as lessons, , assessments, observations, etc.	Group data to be collected to measure gains: Agendas and outcomes from 184 th day, District Writing, ERWC, Math, Blackboard, Interventions (Rtl), English Learners, Struggling Learners, Blended Learning, PLC's, etc.			
Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers				
7+ teachers attend Common Assessment Trainings at least twice a year	8/12/-3/13	Districtwide implementation of BTSA	\$50000	Title II
3+ teachers attend Kim Bailey training	9/28/13	Districtwide staff development training including but not limited to 184 th day	\$400000	Title II
1+ teachers attend EL Meetings/Trainings	9/25/12 9/27/12 1/22/13 3/20/13	Site-level staff development supplementing the transition to CC	\$100000	General Fund
4+ teachers attend Mattos Trainings	11/ 6/12 11/27/12 12/ 5/12			
4+ teachers attend ERCW Training	11/28/12			
4+ English Teachers attend District Writing Workshop	12/11/12 12/12/12 12/13/12 2/27/13			
1 Teacher attend CCIS Conference	1/31/13			
1 teacher attend Common Core Literacy Reading	2/ 6/13			
4+ teachers attend Positive Behavior, Intervention, and Support Team training	2/14/13 3/ 6/13			

⁵ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

4+ teacher attend Collaborative Conversations Training	4/ 3/13			
<u>Administrator - Trainings</u>				
Illuminate Education Trainings	8/ 8/12 8/23/12 8/31/12 9/13/12 9/18/12 12/11/12 1/23/13 1/29/13 2/23/13			
Blackboard Service Webinar	8/21/12			
STRS Webinar	9/11/12			
Health District Common Assessment Administration	9/12/12- 2/13/13 1/16/13			
UCDMP Administration Seminar	9/14/12			
Common Core Math Trainings	9/17/12			
Kim Bailey Common Formative Assess	9/28/12			
Mattos Training	10/ 2/12 11/29/12 12/ 5/12			
CUE Conference	10/26- 10/27/12			
Flipped Learning Webinar	11/28/12			
PCOE Tech Conference (presenter)	1/26/12			
Sexual Harassment Training	1/28/13			
CCIS Conference	10/8-9/13 1/31-2/1/13			
Common Core Literacy Training	2/ 6/13			
Positive Behavior, Intervention, and Support Team	2/14/13 2/19/13 3/ 7/13 3/14/13			
Blended Learning Training (presenter)	11/ 1/13 2/19/13			
Literacy Training	2/26/13			
Academic Vocabulary	3/ 6/13			

Knowledge in the Disciplines	3/13/13			
EL Training	3/20/13 1/22/13			
Getting to Know Your Math Standards	2/ 7/13			
Writing Argumentative	5/ 1/13			
<u>Administrator – Meetings</u>				
Credit Recovery Teacher Orientation	8/20/12 1/10/13			
Leadership Meeting	8/20/12 9/ 7/12 10/ 9/12 11/13/12 1/ 8/13 2/12/13 4/ 9/13 5/14/13			
Student/Parent CR Orientation	8/23-24/12 1/14-16/13			
Athenas Meeting	8/24/12 9/12/12 10/24/12 11/14/12 12/18/12 1/24/13 2/21/13 3/21/13			
Principal/Superintendent Meetings	8/24/12 9/13/12 10/12/12 11/ 9/12 12/14/12 1/10/13 2/22/13 4/12/13 5/10/13			
School Board Meetings	8/12/12 8/24/12 9/11/12 9/25/12 10/ 9/12 10/23/12 11/13/12 11/29/12			

	12/11/12 1/ 8/13 1/29/13 2/12/13 2/26/13 4/ 9/13 5/14/13 5/28/13			
EL Leadership Meeting	8/31/12 9/11/12 9/25/12 10/10/12 12/ 6/12 3/12/13			
District Technology Meetings	9/ 6/12 11/ 8/12 12/13/12 1/10/13 4/11/13 5/ 9/13			
C & I Professional Development Meeting	8/31/12 9/ 7/12 10/ 5/12 11/ 2/12 11/14/12 11/30/12 2/ 1/13 3/ 1/13 4/ 5/13 5/ 3/13			
Principals Meeting to Implement the Common Core	9/ 7/12 10/ 5/12 11/ 2/12 11/14/12 2/ 1/13 4/ 5/13			
Meeting with Landscape Architect	9/12/12 10/ 5/12 11/ 7/12 11/15/12			
School Site Council Meeting	11/7/12 9/12/12 11/15/12 1/17/13 2/13/13			

CILT	9/20/12 10/17/12 11/15/12 1/17/13 5/16/13			
Principals Meeting	9/27/12 10/ 2/12 10/25/12 12/ 4/12 1/24/13 2/28/13 4/25/13 5/23/13			
AST Meeting	10/ 2/12 12/ 4/13 2/ 5/13 5/ 7/13			
Meeting with Butte County IS Administration	10/12/12 12/20/12 1/18/13			
IHS Technology Meeting	10/17/12 10/23/12 11/15/12 12/20/12 1/18/13 2/ 4/13 3/15/13 4/12/13 5/10/13			
DLAC	10/17/12 5/13/13			
Attendance/Hotlist Review	11/15/12 12/18/12 1/29/13 2/28/13			
Goal Setting Meeting	12/12/12 12/17/12			
Unrepresented Members Meet w/Ron	12/18/12			
Safety and Security Meeting	1/24/13			
Assistant Principals Meeting	2/ 6/13			
Meeting with Asst. Superintendent	2/ 7/13 2/19/13			
Student Study Team	5/24/13			

IHS Retirement Reception	2/12/13			
District PD Plan	3/2-5/13			
Blackboard Planning Meeting	3/15/13			
Serve on WASC Committee in Angel's Camp	3/19/13			
FPM at Antelope	4/2/13			
2013-2014 Budget Meeting	4/16/13			
B.E.C.O.M.E. Student Awards	5/ 2/13			
Retirement Reception	5/ 6/13			
Teachers Who Make a Difference	5/ 8/13			
IHS Academic Merit Awards				

Program Support Goal # 4 Instructional Materials and Services (Based on conclusions from analysis of program components and student data pages) To review and request recommended instructional materials in alignment with California State Standards and/or principal's discretion for the purpose of the primary and supplemental instructional materials, equipment, and supplies that support improved instructional practices, including consideration of technology.	
Groups participating in this goal (e.g., students, parents, teachers, administrators): Groups participating include teachers, site staff, and	Anticipated annual growth for each group: Increase by one level of DOK in Common Core State Standards, targets, assessment blueprints, instructional

administrators		practices, and achievement results where instructional materials support increased college and career readiness for students in each significant subgroup		
Means of evaluating progress toward this goal: Assessment results of participants, including performances, presentations, and products designed and observed in accordance with site's action plans for DOK.		Group data to be collected to measure gains: End-of-course District Common Assessments, benchmark assessments, formative assessments, and/or any other rigorous evaluation of student success.		
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
15 Edge books to serve our EL students.	5/12-8/13	Districtwide implementation of instructional materials	\$500000	IMFRP Perkins IG99
10 3D books to supplement our EL textbooks	5/12-8/13	Site and Districtwide instructional materials	\$150000	0000 Supplemental Title II
		Equipment and supplies	\$100000	General Fund

⁷ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

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

State Programs		Allocation
	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	0
X	Economic Impact Aid/State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$36,856
X	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 1,320
	High Priority School Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets	0
X	Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$8,017
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	0
	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	0
	School and Library Improvement Program and Block Grant <u>Purpose:</u> Improve library and other school programs.	0
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	0
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Arts/Music Materials and Supplies Discretionary One-Time Grant GATE Intervention Counselor Library, Ed Technology Inst. Mat PE, Art, Music Teacher Recruitment Textbooks	\$ 9,524 6,865 728 11,291 4,443 97 0 7,000
Total amount of state categorical funds allocated to this school		\$86,044

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	0
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	0
Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	0
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	0
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	0
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	0
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplemental language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	0
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	0
Other Federal Funds (list and describe) Title X (McKinney-Vento)	
Total amount of federal categorical funds allocated to this school	0
Total amount of state and federal categorical funds allocated to this school	\$86,044

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Arthur Baird				X	
Alfa Lee Battershell				X	
Katie Battershell					X
Jacque Flaig		X			
Gary Fry		X			
Deborah Landis			X		
Debra Latteri	X				
Total in each category	1	2	1	2	1

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

 X Other: **Independence High School Staff at large** (since this is a relatively small school, most decisions are made by the staff at large)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:

Attested:

Debra Latteri
Typed name of school principal

Signature of school principal

Date

Alfa Lee Battershell
Typed name of SSC chairperson

Signature of SSC chairperson

Date