

# The Single Plan for Student Achievement

School: **Hamilton High School**  
District: **Hamilton Unified School District**  
County-District School (CDS) Code: **11 76562 1133701**  
Principal: **Mr. Cris Oseguera**  
Date of this revision: **April 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:

Contact Person: **Mr. Cris Oseguera**  
Position: **Principal**  
Telephone Number: **530-826-3261**  
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E-mail Address: **coseguera@husdschools.org**

The District Governing Board approved this revision of the SPSA on **June 20, 2018**.



### **Hamilton High School Mission Statement:**

The mission of Hamilton High School is to provide a comprehensive educational program for all students so that they may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

### **Educational Focus:**

Student academic achievement is the primary focus at Hamilton High School. Our graduation credit requirements will gradually increase; beginning with the Class of 2019, to 290 credits by 2021, and will remain significantly higher than our neighboring schools. This credit requirement adjustment was part of our self-reflection regarding our schedule offerings for our students and represents the high expectations held for our students. Included in the credit requirements are three years of mathematics, three years of science (one year each of physical and life science), a year of foreign language, a year of visual and performing arts, a year of Career Technical Education (CTE), and our Senior Project.

With a culture of high expectations, our faculty provides a rigorous and relevant instructional program and allow for personal, social, and academic growth for our students. Teachers have implemented interim, or benchmark, assessments and utilize that data to improve instruction and student achievement. Teachers also meet regularly in departments to discuss curriculum and, during weekly faculty in-services, share best practices. Professional development is expected, encouraged, and funded by our district in order to provide the faculty with as many resources and opportunities so that our students can continue to grow.

Over the last three years, teachers from HHS have participated in the Professional Learning Community conference, have attended the NGSS workshops, and have attended the AP summer institutes. Additional opportunities have led to our social science teacher and our English Language Arts teachers attending new standards roll out sessions and participating in textbook adoption workshops. Our math department, too, has continued to participate in local opportunities aimed at improving practice and sharing with colleagues as we continued and completed our transition to integrated math approach over the last three years. Each opportunity has enriched our staff but also benefitted our students as teachers share their new knowledge in the classroom.

### **Expected Schoolwide Learning Results (ESLR's):**

Continuing to drive the educational experience at Hamilton High School are the ESLR's. These student expectations are posted in each classroom and in prominent locations around our campus. Teachers are expected to regularly communicate the importance of the ESLR's to students in the classroom and, through assessments such as our required Senior Project, students are expected to exhibit their mastery and/or understanding of the components of our ESLR's. Our staff, through the Mid Cycle Progress Report process

discussed the possibility of revising our ESLR's as we approach our next WASC full self-study in 2021, though it was determined that our current student expectations are concise and focused to our current student goals and needs.

The ESLR's form the foundation of our staff's efforts in the classroom, in lesson planning, and content delivery. Arrived at through much discussion and contemplation during our self-study process back in 2009 and reviewed during our 2015 self-study, these ESLR's continue to provide a focus for Hamilton High School faculty and staff that go beyond the accreditation process and reflect our belief that our students' success is of paramount importance. Staff is interested in reviewing and potentially revising the ESLR's for our next WASC full self-study in 2021 as at least four staff members will be participating in their first full visit.

## **Hamilton High School**

### **Expected Schoolwide Learning Results (ESLR's)**

#### 1.0 Content/Critical Thinker

Students will:

- 1.0 Develop mastery in individual content areas
- 1.2 Use available and appropriate resources to gather and apply data and basic academic skills to solve problems
- 1.3 Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes

#### 2.0 Communicator (Written and Oral)

Students will:

- 2.1 Produce relevant and justifiable responses and quality work using words, numbers, visuals and technology
- 2.2 Communicate actively, critically, and reflectively

#### 3.0 Citizenship/Collaborator

Students will:

- 3.1 Be involved constructively in school and community in preparation for responsible and active citizenship
- 3.2 Assume responsibility for personal wellness
- 3.3 Demonstrate effective goal setting strategies to create a positive vision for their future

#### 4.0 Work Ethic

Students will:

- 4.1 Maintain good attendance and be prepared with instructive materials and completed assignments

### **School Demographics- Student and Faculty/Staff:**

Hamilton High School has a diverse student body and faculty/staff. Of the twenty-seven staff serving Hamilton High School, 55% are white, with 37% Hispanic. Also, 70% of the staff is female. In the school administration, consisting of one person, 100% are Hispanic. In general, our staff is a veteran group, though we did experience three retirements in 2015 and a career advancement departure after 2017. Nevertheless, our faculty and staff has transitioned well through these staffing changes and continues with programs and services that best serve our students and our school community.

While Hamilton High School has primarily two demographic groups, our school culture is such that individual uniqueness and cultural diversity are respected and enrich the fabric of our school. Our students and staff help create a safe learning environment to help maximize student achievement and potential. Our current year student demographics are illustrated in the following graph:

### **Hamilton High School Student Demographics (2017-2018)**

| Category                   | Percent | By Number |
|----------------------------|---------|-----------|
| Asian                      | .72%    | 2         |
| Black, or African American | .36%    | 1         |
| Hispanic                   | 79.14%  | 220       |
| White, not Hispanic        | 10.07%  | 28        |
| American Indian            | 1.08%   | 3         |
| Multi-Ethnic               | 6.12%   | 17        |
| Other, or not specified    | 2.52%   | 7         |

## **Hamilton High School and Community Profile:**

Since opening for instruction in September 1917, Hamilton High School has strived to provide the utmost in educational opportunities to all its students and to promote growth and achievement beyond the high school years. One hundred years later, Hamilton High School continues that respected academic tradition. This year, Hamilton High School proudly celebrates 100 years of service to the Hamilton City Community.

Hamilton High School is located in Hamilton City, California (population just under 2,000, per the 2010 census) situated in the northeast corner of Glenn County along Highway 32 and approximately one mile west of the Sacramento River. Our school is in an agricultural setting, with various types of orchards nearby as well as a number of apiaries. The majority of the local workforce continues to be employed in agriculture related occupations with a growing number involved in service or professional positions in nearby Chico or Orland. The Hamilton Unified School District is the largest non-agricultural employer in the Hamilton City community area, with approximately sixty employees.

While our school maintains high standards of achievement and high expectations for our students, we continue to review, reflect, and, as needed, change our program so that our students can continue to benefit. In the past three years, we have made several reflective adjustments to improve our staffing, our schedule, and our curriculum options all within the scope of our school action plans, our district expectations, and aimed at continuing the goal of improving student achievement.

## **Hamilton High School Schoolwide Action Plan (aligned with WASC)**

**Action Plan One (Area Of Improvement):** Improve academic performance in math for all students. Full implementation of Integrated I, Integrated II, and Integrated III occurred in the 2016-17 school year. In the 2017-2018 Master Schedule a period called Braves Time was changed to allow additional intervention for students struggling with math. All math teachers identified students in need of this focused intervention. These students remain in this intervention for a period of at least four (4) weeks to improve math skills and their math grade. Each student is then assessed and can be exited from the intervention or remain for another grading period. For the 2018-2019 a dual enrollment math course with Butte College will be offered to students at Hamilton High School.

**Rationale:** Self-Study findings indicate a need to improve student achievement in mathematics to better prepare our students for the level of mathematics found in college and the work force.

**ESLR's Addressed by Action Plan:** 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

**Supporting Data Indicating Need:** Hamilton High staff has transitioned to Smarter Balance (CAASPP) and are quick to implement changes as data and information becomes available. Staff reviews this data yearly and establish measurable goals and growth targets for students enrolled in these math courses.

**Growth Targets Established:\***

\* 2017-2018: Math department will continue to administer and refine benchmark assessments based on state adopted standards and common core alignment for Integrated Math students. These Hamilton High math results will establish a baseline to monitor student growth throughout the year and for adequate yearly progress.

\* 2017-2018: The full sequence of integrated math courses will be implemented for longitudinal assessment and data analysis. Based on this data, math department will reevaluate the math scope and sequence and make necessary curriculum changes to provide high quality instruction will prepare students for college and career readiness. A change with the master schedule for the 2017-2018 allowed 9th grade students enrolled in Integrated Math 1 to have class every day.

\*2018-2019: Offer dual enrollment math course with Butte College to increase college readiness and increase number of students successfully completing A-G courses and AP math courses.

**Monitoring of Progress:** \* Analysis of Smarter Balance (CAASPP) results- by subgroup, course, school overall, EAP, AP exams  
\* Quarterly curricular assessments; continued achievement in coursework  
\* Achievements and expectations were met on ESLR's, as reviewed by classroom teachers in department meetings

**Report Progress:** \* Data Reporting –Smarter Balance results; quarterly assessments; grade review by teacher, department, schoolwide

\* Action Plan Progress: administration and focus group leaders (department teachers) will report progress to constituents, to include board and SSC annually. Action Plan modified as needed.

| <b>Timeline</b>           | <b>Specific Action</b>  | <b>Assessment</b>  | <b>Responsible Person</b>   | <b>Resources</b>   |
|---------------------------|---|--|---|--|
| Fall 2017-<br>Spring 2018 | Reevaluate student performance using Integrated Math I, II and III.   | Ongoing progress monitoring in classroom; quarterly benchmark exams; frequent and timely sharing of results; quarter and semester grades | Math Department Chair; Math Department; Testing Coordinator; Counselors | Time needed to reevaluate student performance using Integrated I, II and III; availability for tutoring.   |
|                           | Based on findings, teachers will continue scope and sequence or change scope and sequence to suit the students' needs.                                | Review Smarter Balance (CAASPP) results; quarter grades; student feedback, EAP, AP exam results.   | Collaboratively between Integrated I, II and III teachers               | Utilize Friday Professional Learning Communities- PLC time to disaggregate data, discuss direction of math department and review student success in given courses. |
|                           | Math Department has started the process to add a dual enrollment advanced level math class with Butte College. The math class will be offered at HHS. | Butte College provided the math assessment to HHS student spring of 2018.  | Math Chair, Counselor, Butte College Assessment Office                  | Utilize Friday Professional Learning Communities- PLC time to disaggregate data, discuss direction of math department and review student success in given courses. |

### 2017 Math Achievement Level

| <u>Grade</u>           | <u>Standard Exceeded</u> | <u>Standard Met</u> | <u>Standard Nearly Met</u> | <u>Standard Not Met</u> |
|------------------------|--------------------------|---------------------|----------------------------|-------------------------|
| <u>11<sup>th</sup></u> | <u>6.45%</u>             | <u>17.74%</u>       | <u>24.19%</u>              | <u>51.61%</u>           |
| <u>State</u>           | <u>12.92%</u>            | <u>19.22%</u>       | <u>23.64%</u>              | <u>44.22%</u>           |

**Action Plan Two (Area Of Improvement):** Improve Student Academic Reading and Writing in all subject areas, emphasis on English Language Learners, Smarter Balance English results, and improving student CELDT/ELPAC results.

**Rationale:** Improving Academic Reading and Writing across the curriculum to better prepare our students for the level of writing found in college and the work force.

**ESLR's Addressed by Action Plan:** 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

**Supporting Data Indicating Need:** Hamilton High staff has transitioned to Smarter Balance (CAASPP) and are quick to implement changes as data and information becomes available. Staff will review this data yearly and establish measurable goals and growth targets for students.

#### **Growth Targets Established:**

\* 2017-2018: All ELL students will increase one level as measured on CELDT/ELPAC tests.  
All ELL at CELDT/ELPAC level four will improve and be redesignated RFEP  
All staff will identify ELL students in each of their courses, their CELDT/ELPAC levels and be aware of their strengths and deficits

CAASPP 11<sup>th</sup> grade student performance will improve by 1% to place at meet or exceed proficiency level in ELA – Smarter Balance



- Monitoring of Progress:**
- \* Analysis of test results- by subgroup, course, school overall
  - \* Quarterly curricular assessments; continued achievement in coursework
  - \* Achievement/expectations met on ESLR's, as reviewed by classroom teachers in department meetings
  - \* Smarter Balance Summative results (11<sup>th</sup> grade); CELDT/ELPAC results; redesignation of ELL students
- Report Progress:**
- \* Data Reporting –Smarter Balance results; CELDT/ELPAC quarterly assessments; grade review by teacher, dept., schoolwide
  - \* Action Plan Progress: administration and focus group leaders (department teachers) will report progress to constituents, to include board and SSC annually. Action Plan modified as needed.

| Timeline                  | Specific Action  | Assessment  | Responsible Person  | Resources  |
|---------------------------|--|---|---|--|
| Fall 2017—<br>Spring 2018 | <p>Review common writing prompt, CELDT/ELPAC. Use data to place students in remedial/support classes for writing/reading. 11<sup>th</sup> grade students would read and analyze their writing scores.</p> <p>Provide common 11<sup>th</sup> grade writing prompt. Writing would be graded using a common rubric.</p> <p>Each teacher will implement an additional Common Core assignment aligned to the ELA and Literacy Standard in a second course per semester.</p> | <p>Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades</p> <p>Statistics on college readiness exams and exemption rate</p> | <p>Counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service;</p> <p>ELL students meet with testing coordinator to review progress; all teachers; ELD teacher</p> | <p>Time needed for English Department to discuss/share Common Core standards covered at each grade level.</p> <p>Time needed for data analysis and planning; availability for tutoring; available blueprints for ELD Standards</p> <p>Student work for analysis; standards aligned assessments</p> |

### **2017 ELA Achievement Level**

| <b>Grade</b>           | <b>Standard Exceeded</b> | <b>Standard Met</b> | <b>Standard Nearly Met</b> | <b>Standard Not Met</b> |
|------------------------|--------------------------|---------------------|----------------------------|-------------------------|
| <b>11<sup>th</sup></b> | <b>25.00%</b>            | <b>31.67%</b>       | <b>23.33%</b>              | <b>20.00%</b>           |
| <b>State</b>           | <b>27.72%</b>            | <b>32.04%</b>       | <b>21.34%</b>              | <b>18.91%</b>           |

**Action Plan Four (Area Of Improvement):** Continue to address the need for vertical articulation with the feeder school to improve student achievement, content mastery and performance on state testing.

**Rationale:** Improve content curriculum alignment K-12 to better prepare our students for the level of mastery needed in the subsequent years course and in college and the work force.

**ESLR's Addressed by Action Plan:** 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

**Supporting Data Indicating Need:** Hamilton High staff has transitioned to Smarter Balance (CAASPP) and are quick to implement changes as data and information becomes available. Staff will review this data yearly and establish measurable goals and growth targets for students.

**Growth Targets Established:**

\*2017-2018: The District will calendar eight minimum day Fridays to allow staff to collaborate, articulate and vertically align curriculum within departments, grade-levels and grade span. Administration will continue to poll staff by providing surveys about their progress

and success using close reading strategies, new math textbooks and implementing literacy standards.

The Common Core Cadre will continue working on preparing student for the CAASP by attending relevant workshops and working in-depth on implementing the power standards.

ELD articulation efforts will continue district wide through work and collaborative efforts implementing the Kevin Clark consulting strategies implementing the 5 star components.

During our district wide in-service days, high school math teachers will continue to meet with 6th, 7th and 8th grade math teachers to align their standards and share effective teaching strategies.

**Monitoring of Progress:** \* Analysis of cohort test results- by subgroup, course, school overall  
 \* Quarterly curricular assessments; continued achievement in coursework  
 \* Achievement/expectations met on ESLR's, as reviewed by classroom teachers in department meetings  
 \* Smarter Balance test results (11<sup>th</sup> grade); CELDT/ELPAC results; re-designation of ELL students

**Report Progress:** \* Data Reporting –Smarter Balance results; CELDT/ELPAC quarterly assessments; grade review by teacher, dept., school wide.  
 \* Action Plan Progress: administration and focus group leaders (department teachers) will report progress to constituents, to include board and SSC annually. Action Plan modified as needed.

| Timeline                   | Specific Action   | Assessment  | Responsible Person | Resources                          |
|----------------------------|---|---|--------------------|------------------------------------|
| Fall 2017--<br>Spring 2018 | Common Core Cadre will continue working with common annotation and assessment to ensure student progress and success. | Teachers will calibrate in order to understand staff and student expectations with close reading and common | Common Core Cadre  | Time to meet, plan and collaborate |

|  |  |   |   |   |
|--|--|---|---|---|
|  | <p>During our district wide in-service days, high school math teachers will continue to meet with 6th, 7th and 8th grade math teachers to align their standards and share effective teaching strategies.</p> <p>ELD articulation will continue district wide by implementing Clark Consulting and Training Language Star strategies. Planning and coaching happens 2 to 3 days a month. Incorporate ELD standards across the curriculums</p> | <p>annotation</p> <p>Benchmark assessments</p> <p>ELD Assessments</p> | <p>TOSA- Leslie Anderson</p> <p>Maggie Sawyer<br/>Lupe Funderburk (High School ELD teacher)</p> | <p>Once a month during Friday PLC</p> <p>Half and full day in-services once a month</p> |
|--|--|---|---|---|

**Action Plan Three (Area Of Improvement):** Increase A-G Course offerings and increase percentage of students successfully passing A-G and AP courses with a C or better by 3% each school year; and to increase parent and student awareness of, and exposure to, college opportunities.

**Rationale:** Hamilton High staff provides highly qualified classroom instruction to promote college, career readiness with academic instruction in place to help all students succeed. Provide additional academic support beginning in ninth grade with implementation of new bell schedule in 2017-2018 and a math lab for each 9<sup>th</sup> grade students. Improve the high school intervention period to increase student success.

**ESLR's Addressed by Action Plan:** 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

**Supporting Data Indicating Need:** Benchmark assessments and state academic performance exams to insure that they are achieving at the highest potential prior to graduating from high school.

**Growth Targets Established:** \*2017-2018: Master Scheduled was modified to have a true block schedule and increase A-G course offerings and elective offerings.

High school intervention period called Braves Times was changed from rotating period to every day set class. For seniors this period was focused on Senior Project. The three (3) staff members assigned to seniors had expertise with the senior project and could provide assistance and intervention to seniors in completing project components and requirements.

All remaining students were assigned to a Braves Time period to allow students time to complete homework and projects as needed. Having a year-long Braves Time period was seen as advantageous to also monitor each students grades and attendance and build a relationship with the student and parents as well.

Throughout the school year provide workshops on college information, scholarships and financial aid.

Staff development for teachers that teach AP courses and attend yearly AP Summer Institutes.

| <b>Timeline</b> | <b>Specific Action</b>  | <b>Assessment</b>   | <b>Responsible Person</b>           | <b>Resources</b>                                  |
|-----------------|---|---|-------------------------------------|---|
| 2017-2018       | Master Schedule was changed to a true block schedule to increase A-G courses and electives at HHS | Continue to use data that reflects student performance on benchmarks, state and college entry exams. This data will be used to drive teaching.  | Counselors, teachers, support staff | Friday PLC, Staff Development for AP instructors. |
|                 | Subsidize the cost of AP, SAT, ACT exams and PSAT.  | Continue to use data that reflects student performance on AP, SAT, ACT, and PSAT exams.   | Counselors                          | Time to meet, plan and collaborate                |
|                 | Increase access to career exploration and college tours through both technology and site visits   | HHS staff and counselors will continue to participate in collaborative efforts with local and surrounding colleges and universities; Butte College, Shasta College, CSU Chico, UC Davis | Counselors                          | Time to meet, plan and collaborate                |

## Programs Included in this Plan

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

Of the four following options, please select the one that describes this school site:

- ☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- ☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- ☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs   | Allocation  | Consolidated in the SWP  |
|--|-------------|--------------------------|
| <input checked="" type="checkbox"/> <b>Local Control Funding Formula (LCFF) – Base Grant</b><br>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools  | \$2,343,176 | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> <b>LCFF – Supplemental Grant</b><br>Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students   | \$397,382   | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> <b>LCFF – Concentration Grant</b><br>Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | \$332,532   | <input type="checkbox"/> |

|                          |  |     |                          |
|--------------------------|--|-----|--------------------------|
| <input type="checkbox"/> | <b>California School Age Families Education (Carryover only)</b><br>Purpose: Assist expectant and parenting students to succeed in school  | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b><br>Purpose: Help educationally disadvantaged students succeed in the regular program                        | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</b><br>Purpose: Develop fluency in English and academic proficiency of English learners                           | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Peer Assistance and Review (Carryover only)</b><br>Purpose: Assist teachers through coaching and mentoring  | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Professional Development Block Grant (Carryover only)</b><br>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas                | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Pupil Retention Block Grant (Carryover only)</b><br>Purpose: Prevent students from dropping out of school   | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Quality Education Investment Act (QEIA)</b><br>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>School and Library Improvement Program Block Grant (Carryover only)</b><br>Purpose: Improve library and other school programs   | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>School Safety and Violence Prevention Act (Carryover only)</b><br>Purpose: Increase school safety   | \$0 | <input type="checkbox"/> |
| <input type="checkbox"/> | <b>Tobacco-Use Prevention Education</b><br>Purpose: Eliminate tobacco use among students   | \$0 | <input type="checkbox"/> |



|  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)  | \$60,987                                    | <input type="checkbox"/>            |
| Total amount of state categorical funds allocated to this school   | \$60,987                                    |                                     |
| <b>Federal Programs</b>  | <b>Allocation</b>                           | <b>Consolidated in the SWP</b>      |
| <input type="checkbox"/> <b>Title I, Part A: Allocation</b><br>Purpose: To improve basic programs operated by local educational agencies (LEAs)  | \$193,648                                   | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$0   | <input type="checkbox"/>            |
| <input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)   | \$0   | <input type="checkbox"/>            |
| <input checked="" type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b><br>Purpose: Improve and increase the number of highly qualified teachers and principals   | \$22,244<br>*HUSD amount -50% to HHS for pd | <input type="checkbox"/>            |

|  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b><br>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$19,610<br>*HUSD amount, 90% to HES for Language Star | Title III funds may not be consolidated as part of a SWP <sup>1</sup> |
| <input checked="" type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b><br>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs   | \$16,003   | <input type="checkbox"/>  |
| <input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b><br>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement                                  | \$0  | <input type="checkbox"/>  |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  | \$0  | <input type="checkbox"/>  |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  | \$0  | <input type="checkbox"/>  |
| <input type="checkbox"/> <b>Other federal funds</b> (list and describe)  | \$0  | <input type="checkbox"/>  |
| Total amount of federal categorical funds allocated to this school   | \$18,607   |   |
| Total amount of state and federal categorical funds allocated to this school   | \$251,505  |   |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>2</sup> The current make-up of the SSC is as follows:

| Names of Members                    | Principal                           | Classroom Teacher                   | Other School Staff                  | Parent or Community Member          | Secondary Student                   |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Mrs. Cristina Rios                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Mrs. Teresa Meridith                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Mr. John Hironimus                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Mrs. Kristy Eden                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Ms. Maria Reyes                     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Mrs. Erin Johnson                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Mrs. Noemi Carrillo                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Ms. Mary Hansen                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Mr. Antonio Flores                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Mr. Briando Contreras               | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Mr. Cris Oseguera                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Numbers of members in each category | 1                                   | 3                                   | 2                                   | 3                                   | 2                                   |

<sup>2</sup> EC Section 52852

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
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: April 24, 2018.

Attested:

Cris Oseguera  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

May 15,2018  
Date

Mary Hansen  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

May 15,2018  
Date