

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 2015**

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**
Address: **P.O. Box 488 Hamilton City, CA 95951**
E-mail Address: **coseguera@husdschools.org**

The District Governing Board approved this revision of the SPSA on **June 15, 2015**.



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 occurred in the 2014-15 school year. Subsequently, implementation of Integrated Math II will occur in 2015-16 with the full implementation of Integrated Math III to follow in 2016-17.

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 is fully aware of the transitioning from STAR to CAASPP and is implementing changes as data and information becomes available. Staff will review this data yearly and establish measurable goals and growth targets for students enrolled in these math courses.

Growth Targets Established: * 2014-2015: Math department will create and administer benchmark assessments based on state adopted standards and common core alignment for Integrated Math I students. These Hamilton High math results will establish a baseline to monitor student growth throughout the year and for adequate yearly progress.

* 2015-2016: Math department will create and administer benchmark assessments based on state adopted standards and common core alignment for Integrated Math II students. These Hamilton High math results will establish a baseline to monitor student growth throughout the year and for adequate yearly progress.
Based on Integrated Math I data, math department will re-evaluate the math scope and sequence and make necessary curriculum changes.

* 2016-2017: Math department will create and administer benchmark assessments based on state adopted standards and common core alignment for Integrated Math III students. These Hamilton High math results will establish a baseline to monitor student growth throughout the year and for adequate

yearly progress.

Based on Integrated Math II data, math department will reevaluate the math scope and sequence and make necessary curriculum changes.

* 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.

Monitoring of Progress:

- * Analysis of Smarter Balance results- by subgroup, course, school overall
- * Quarterly curricular assessments; continued achievement in coursework
- * Achievements and expectations were met on ESLR's, as reviewed by classroom teachers in department meetings
- * CAHSEE test results (10th grade)

Report Progress:

- * Data Reporting –; CAHSEE; 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.

Timeline	Specific Action	Assessment	Responsible Person	Resources
Fall 2014-Spring 2015	Fully implement Integrated I Math using College Prep Math (CPM) textbooks. Identification of students by CAHSEE score, low course grades and low benchmark assessment scores in specific math courses; tutoring for struggling students; Math chat to identify reasons for difficulties and to discuss standards	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; CAHSEE Counselor Collaboratively between Integrated I, II and III teachers	Time needed for data analysis and planning of strategies to be implemented; availability for tutoring; available resources for CAHSEE
	One-on-one discussion with	Preparatory tests for CAHSEE and reviews for CAASP; quarter grades; student feedback	Teacher On Special Assignment will provide insight and guidance based on Elementary math implementation and readiness.	Release time for articulation with feeder schools Utilize Monday PLC time to disaggregate

	previously identified math students to prepare them for CAHSEE and CST's; ongoing tutoring			data, discuss direction of math department and review student success in given courses. Teachers collaborate and prescribe Math tutoring or support to students requiring extra time and support.
Fall 2015— Spring 2016	Fully implement Integrated II Math using College Prep Math (CPM) textbooks. Establish math placement system based on Smarter Balanced Scores, CAHSEE and Benchmark assessments. Tutoring and mandatory Braves Time will be assigned to students who need extra support in math. Discuss and reassess Integrated Math I curriculum benchmarks and overall student success.	Ongoing progress monitoring in classroom; quarterly benchmark exams; frequent and timely sharing of results; quarter and semester grades Preparatory tests for CAHSEE and reviews for CAASP; quarter grades; student feedback	Math Department Chair; Math Department; Testing Coordinator; CAHSEE Counselor Collaboratively between Integrated I, II and III teachers Teacher On Special Assignment will provide insight and guidance based on Elementary math implementation and readiness.	Time needed for data analysis and planning of strategies to be implemented; availability for tutoring; available resources for CAHSEE Release time for articulation with feeder schools Utilize Monday PLC time to disaggregate data, discuss direction of math department and review student success in given courses. Teachers collaborate and prescribe Math tutoring or support to students requiring extra time and support.

Fall 2016— Spring 2017	Fully implement Integrated III Math using College Prep Math (CPM) textbooks. Discuss and reassess Integrated Math II curriculum benchmarks and overall student success.	Ongoing progress monitoring in classroom; quarterly benchmark exams; frequent and timely sharing of results; quarter and semester grades Preparatory tests for CAHSEE and reviews for CAASP; quarter grades; student feedback	Math Department Chair; Math Department; Testing Coordinator; CAHSEE Counselor Collaboratively between Integrated I, II and III teachers	Time needed for data analysis and planning of strategies to be implemented; availability for tutoring; available resources for CAHSEE Release time for articulation with feeder schools Utilize Monday PLC time to disaggregate data, discuss direction of math department and review student success in given courses. Teachers collaborate and prescribe Math tutoring or support to students requiring extra time and support.
Fall 2017- Spring 2018	Reevaluate student performance using Integrated Math I, II and III. Based on findings, teachers will continue scope and sequence or change scope and sequence to suit the students' needs.	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; CAHSEE Counselor Collaboratively between Integrated I, II and III teachers	Time needed to reevaluate student performance using Integrated I, II and III; availability for tutoring; available resources for CAHSEE Release time for

		Preparatory tests for CAHSEE and review CAASP; quarter grades; student feedback		articulation with feeder schools Utilize Monday PLC time to disaggregate data, discuss direction of math department and review student success in given courses. Teachers collaborate and prescribe Math tutoring or support to students requiring extra time and support.
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Action Plan Two (Area Of Improvement): Improve Student Academic Reading and Writing in all subject areas, emphasis on English Language Learners, overall CAHSEE English pass rate, and improving student CELDT 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 is fully aware of the transitioning from CST to CAASPP and is implementing 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: * 2014-2015: All ELL students will increase one level as measured on CELDT tests.

All ELL at CELDT level four will improve and be re-designated RFEP

All staff will identify ELL students in each of their courses, their CELDT levels and be aware of their strengths and deficits

CAHSEE 10th grade pass rate will improve 1% annually for the next three years

All staff will become aware of the ELA Common Core Standards

* 2015-2016: All ELL students will increase one level as measured on CELDT tests.

All ELL at CELDT level four will improve and be redesignated RFEP

All staff will identify ELL students in each of their courses, their CELDT levels and be aware of their strengths and deficits

CAHSEE 10th grade pass rate will improve 1%

All staff will implement at least one ELA Common Core assignment in one course each semester

* 2016-2017: All ELL students will increase one level as measured on CELDT tests.

All ELL at CELDT level four will improve and be redesignated RFEP

All staff will identify ELL students in each of their courses, their CELDT levels and be aware of their strengths and deficits

CAHSEE 10th grade pass rate will improve 1%
 All staff will implement one ELA Common Core assignment in one additional course each semester

- * 2017-2018: All ELL students will increase one level as measured on CELDT tests.
 All ELL at CELDT level four will improve and be redesignated RFEP
 All staff will identify ELL students in each of their courses, their CELDT levels and be aware of their strengths and deficits
 CAHSEE 10th grade pass rate will improve 1%
 All staff will implement one ELA Common Core assignment in one additional course each semester

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
- * CAHSEE test results (10th grade); CELDT results; redesignation of ELL students

Report Progress:

- * Data Reporting –CAHSEE; CELDT 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 2014 – Spring 2015	Administer CELDT test; Share results of CELDT at in service; share successful strategies; review/revise benchmarks Identify ELD students and discuss basic needs, accommodations, and CELDT levels. Identify CAHSEE students who	Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades Statistics on college readiness exams and exemption rate	CAHSEE counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service; ELL students meet with testing coordinator to review progress; all teachers; ELD teacher	Time needed for English Department to discuss/share Common Core standards covered at each grade level. Time needed for data analysis and planning; availability for tutoring; available blueprints for CAHSEE

	have not passed the English portion. Discuss intervention strategies and accommodations. Each teacher will implement a Common Core assignment aligned to the ELA and Literacy Standard.			Student work for analysis; standards aligned assessments Time needed to create common writing prompt and rubric for 9 th graders.
Fall- 2015- Spring 2016	Identify ELD students and discuss basic needs, accommodations, and CELDT levels. Identify CAHSEE students who have not passed the English portion. Discuss intervention strategies and accommodations. In departments, determine what Common Core reading/writing Standards are being covered at each grade level. Each teacher will implement a Common Core assignment aligned to the ELA and Literacy Standard in one course each semester. Implement common 9th grade writing prompt. Writing would	Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades Statistics on college readiness exams and exemption rate	CAHSEE counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service; ELL students meet with testing coordinator to review progress; all teachers; ELD teacher	Time needed for English Department to discuss/share Common Core standards covered at each grade level. Time needed for data analysis and planning; availability for tutoring; available blueprints for CAHSEE Student work for analysis; standards aligned assessments

	be graded using a common rubric. Use think books as part of the writing process. Provide Style Books for students to use as reference guides when writing research and formal essays.				
Fall 2016— Spring 2017	Review common writing prompt, CELDT, and CAHSEE results. Use data to place students in remedial/support classes for writing/reading. 10th grade students would read and analyze their writing scores. Provide common 10th grade writing prompt. Writing would be graded using a common rubric. Each teacher will implement a Common Core assignment aligned to the ELA and Literacy Standard in one course. Each teacher will implement an additional Common Core assignment aligned to the ELA and Literacy Standard in a	Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades Statistics on college readiness exams and exemption rate	CAHSEE counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service; ELL students meet with testing coordinator to review progress; all teachers; ELD teacher	Time needed for English Department to discuss/share Common Core standards covered at each grade level. Time needed for data analysis and planning; availability for tutoring; available blueprints for CAHSEE Student work for analysis; standards aligned assessments	

	second course per semester.			
Fall 2017— Spring 2018	Review common writing prompt, CELDT, and CAHSEE results. Use data to place students in remedial/support classes for writing/reading. 10th grade students would read and analyze their writing scores. Provide common 10th grade writing prompt. Writing would be graded using a common rubric. Each teacher will implement an additional Common Core assignment aligned to the ELA and Literacy Standard in a second course per semester.	Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades Statistics on college readiness exams and exemption rate	CAHSEE counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service; ELL students meet with testing coordinator to review progress; all teachers; ELD teacher	Time needed for English Department to discuss/share Common Core standards covered at each grade level. Time needed for data analysis and planning; availability for tutoring; available blueprints for CAHSEE Student work for analysis; standards aligned assessments

Action Plan Three (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 is fully aware of the transitioning from CST to CAASPP and is implementing 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: * 2014-2015: The Northern California Writing Project has worked with 6th through 12th grade teachers on college and work ready writing and reading. Teachers shared their areas of need with student writing and their current practices and successes.

The District has calendared eight minimum day Fridays to allow staff to collaborate, articulate and vertically align curriculum within departments, grade-levels and grade span. Administration will 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 consists of 3 elementary and 3 high school teachers who have been working on preparing student for the CAASP by attending CDE ELD/ELA frameworks workshops and working in-depth on implementing the power standards.

ELD articulation has occurred district wide through work and collaborative efforts implementing Clark Consulting and Training Language Star strategies.

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

*2015-2016: The District will continue to allow teachers to participate in The Northern California Writing Project (6th through 12th grade) to develop college and work ready writing and reading. Teachers will continue to share their areas of need with student writing and their current practices and successes.

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.

* 2016-2017: The District will continue to allow teachers to participate in The Northern California Writing Project (6th through 12th grade) to develop college and work ready writing and reading. Teachers will continue to share their areas of need with student writing and their current practices and successes.

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
- * CAHSEE test results (10th grade); CELDT results; re-designation of ELL students

Report Progress:

- * Data Reporting –CAHSEE; CELDT 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 2014— Spring 2015	Provide staff survey on their knowledge/depth of understanding close reading as a strategy used to prepare students for college level writing	Data gathered to drive in-service and staff trainings/support Administration will assess staff progress and understanding of close reading and common annotation by surveying staff after each training	Lupe Funderburk Maggie Sawyer Administration	Time during in-service Time for surveying staff and reviewing results
Fall 2014— Spring 2015	NCWP meets one day a month to provide information on effective reading and writing strategies. The focus is preparing students for college and work level literacy.	Data that reflects student performance on benchmarks, state and college entry exams.	Amanda vonKleist and staff: Rina Gonzalez, Hogan Brown, Lupe Funderburk, Suzanne Titchenal, Leslie Anderson	Half and full day in-services once a month
Fall 2014— Spring 2015	ELD articulation has occurred district wide by implementing Clark Consulting and Training Language Star strategies. Planning and coaching happens 2 to 3 days a month.	ELD benchmark assessments	Maggie Sawyer (elementary coordinator) Heather Sufuentes and Julie Rojo (ELD coaches) Lupe Funderburk (High School ELD teacher)	Time to meet, plan and collaborate
Summer 2015	Common Core Cadre will establish 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 annotation	Common Core Cadre	Time to meet, plan and collaborate

Fall 2014— Spring 2015	During our district wide in-service days, high school math teachers met with 6 th , 7 th and 8 th grade math teachers to align their standards and share effective teaching strategies.	Benchmark assessment scores	6-12 math teachers	In-service time for math teachers to meet, plan, share and collaborate
Fall 2015	Once a month, in assigned groups, Elementary School and High School staff will share lesson plans and student progress in using common annotation to answer text dependent questions.	Benchmark assessments	Kelly Langan; Lupe Funderburk	One PLC Monday a month
Fall 2015-Spring 2016	Provide staff survey on previous year's training and effectiveness of close reading as a reading and writing strategy	Continue to gather data in order to drive in-service and staff trainings/support Administration will assess staff progress and understanding of close reading and common annotation by surveying staff after each training	Lupe Funderburk Maggie Sawyer Administration	Time during in-service Time for surveying staff and reviewing results
Fall 2015— Spring 2016	NCWP will continue to meet monthly to provide information on effective reading and writing strategies. The focus is	Continue to use data that reflects student performance on benchmarks, state and	Amanda vonKleist and participating teachers: Rina Gonzalez, Hogan Brown, Lupe	Half and full day in-services once a month

Fall 2015— Spring 2016	preparing students for college and work level literacy.	college entry exams. This data will be used to drive teaching.	Funderburk, Suzanne Titchenal, Leslie Anderson	
	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.	ELD benchmark assessments	Maggie Sawyer (elementary coordinator) Heather Sufuentes and Julie Rojo (ELD coaches) Lupe Funderburk (High School ELD teacher)	Time to meet, plan and collaborate
Fall 2015— Spring 2016	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 annotation	Common Core Cadre	Time to meet, plan and collaborate
Fall 2015— Spring 2016	During our district wide in-service days, high school math teachers will continue to meet with 6 th , 7 th and 8 th grade math teachers to align their standards and share effective teaching strategies.	Benchmark assessment scores	6-12 grade math teachers	In-service time for math teachers to meet, plan, share and collaborate

	Once a month, in assigned groups, Elementary School and High School staff will continue sharing lesson plans and student progress in using common annotation to answer text dependent questions	Benchmark assessments	Kelly Langan; Lupe Funderburk	One PLC Monday a month
Fall 2016— Spring 2017	Provide staff survey on previous year's training and effectiveness of close reading as a reading and writing strategy	Continue to gather data in order to drive in-service and staff trainings/support Administration will assess staff progress and understanding of close reading and common annotation by surveying staff after each training	Lupe Funderburk Maggie Sawyer Administration	Time during in-service Time for surveying staff and reviewing results
Fall 2016— Spring 2017	NCWP will continue to meet monthly to provide information on effective reading and writing strategies. The focus is preparing students for college and work level literacy.	Continue to use data that reflects student performance on benchmarks, state and college entry exams. This data will be used to drive teaching.	Amanda vonKleist and participating teachers: Rina Gonzalez, Hogan Brown, Lupe Funderburk, Suzanne Titchenal, Leslie Anderson	Half and full day in-services once a month

Fall 2016— Spring 2017	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.	ELD benchmark assessments	Maggie Sawyer (elementary coordinator) Heather Sufuentes and Julie Rojo (ELD coaches) Lupe Funderburk (High School ELD teacher)	Time to meet, plan and collaborate
Fall 2016— Spring 2017	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 annotation	Common Core Cadre	Time to meet, plan and collaborate
Fall 2016— Spring 2017	During our district wide in-service days, high school math teachers will continue to meet with 6 th , 7 th and 8 th grade math teachers to align their standards and share effective teaching strategies.			
Fall 2016— Spring 2017	Once a month, in assigned groups, Elementary School and High School staff will continue sharing lesson plans and student progress in using common annotation to answer text dependent questions	Benchmark assessments	Kelly Langan; Lupe Funderburk	One PLC Monday a month

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
☒ Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$2,343,176	☐
☒ LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$397,382	☐
☒ LCFF – Concentration Grant 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	☐
☐ California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	☐
☐ Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	☐

☐	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	☐
☐	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	☐
☐	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	☐
☐	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$0	☐
☐	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	☐
☐	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	☐
☐	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	☐
☐	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	☐
☐	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$60,987	☐
Total amount of state categorical funds allocated to this school		\$60,987	
Federal Programs		Allocation	Consolidated in the SWP
☐	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	☐
☐	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$0	☐

☐ For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$0		☐
☐ Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$32,753 *HUSD amount -50% to HHS for pd		☐
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$22,294 *HUSD amount, 90% to HES for Language Star	Title III funds may not be consolidated as part of a SWP ¹	
☐ Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0		☐
☐ For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0		☐
☐ Other federal funds (list and describe)	\$0		☐
☐ Other federal funds (list and describe)	\$0		☐
☐ Other federal funds (list and describe)	\$0		☐
Total amount of federal categorical funds allocated to this school	\$18,607		
Total amount of state and federal categorical funds allocated to this school	\$		

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

¹ 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.² 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	☐	☐	☐	☒	☐
Mrs. Teresa Meridith	☐	☐	☐	☒	☐
Mr. Hogan Brown	☐	☒	☐	☐	☐
Mrs. Raquel Bocast	☐	☒	☐	☐	☐
Ms. Maria Reyes	☐	☐	☒	☐	☐
Mrs. Erin Johnson	☐	☐	☒	☐	☐
Mrs. Noemi Carrillo	☐	☐	☐	☒	☐
Ms. Patricia Hernandez	☐	☒	☐	☐	☐
Ms. Cecilia Mancilla	☐	☐	☐	☐	☒
Ms Alejandra Munoz	☐	☐	☐	☐	☒
Mr. Cris Oseguera	☒	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	3	2	3	2

² 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 30, 2015.

Attested:

Cris Oseguera
Typed name of School Principal

Maria Reyes
Typed name of SSC Chairperson


Signature of School Principal


Signature of SSC Chairperson

May 15, 2015
Date

May 15, 2015
Date