

# The Single Plan for Student Achievement

**School:** Silver Springs High School  
**CDS Code:** 29-66357-2930071  
**District:** Nevada Joint Union High School District  
**Principal:** Marty Mathiesen  
**Revision Date:** January 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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## District Vision and Mission

## School Vision and Mission

### Silver Springs High School's Vision and Mission Statements

Mission Statement:

We will recognize the individual talents and abilities of our students, promote academic and social competency, and develop productive citizens.

## School Profile

Silver Springs High School is our high school district's full day continuation program and is housed in the main building on the Park Avenue Alternative Education Site. This site and program operates a Young Parents Program. Also, Head Start operates a full service Infant/Toddler Center on site. Our mission is to assist our students in their acquisition of a high school diploma, and our passion is inspiring life long learning. In addition to emphasis on the core curricular subjects, we offer limited elective and vocational classes. Our students may also earn elective credit through Work Experience Education if they are employed. Silver Springs also offers a variety of extra-curricular programs and activities. Parental input, communication and interaction is encouraged and welcomed.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

CHKS shows that only 1 in 5 students live in homes with two parents. 88% of our students feel that there are high expectations for them at Silver Springs. 86% believe that there are high expectations for them at school while 90% feel connected to school and adults at school. 44% are happy to be at school which we view as very positive since almost all students were defined as "failing" school as a reason they were sent to Silver Springs. 2/3rds feel that someone notices if they're not at school which is indicative of a 140% increase in attendance, compared to this time last year. A little more that 2/3rd feel that they are praised for doing well and the same for people believing they'll be a success and 70% of students say that someone notices if they're upset.

Survey results that define and reveal barriers for growth are:

76% frequently use alcohol, 85% use marijuana, 22% use inhalants, 23% cocaine, 1 in 10 have used meth, 2 of 5 have used Ecstasy, 2% heroin, and nearly half have used some type of prescription pill or illegal pills.

83% of our students have used alcohol before the age of 14.

2/3rds began using marijuana between the ages of 10 and 14

almost half of our students have been binge drinking in the past 30 days and,

2 of 5 students have mixed alcohol and drugs to get high

47% drink on a weekly basis and 17% use every day or at least once every three days

47% smoke pot daily or every other day

82% use until they get high or drunk; excessive

46% have been "heavy drinking" in the past 30 days

58% of our kids drink solely to get drunk; not socially

70% use drugs to get really high; (escape?)

45% have driven under the influence of drugs or alcohol

14% have used marijuana on school property in past 30 days, 86% haven't

13% have used drugs on school property

60% have been drunk or high on campus

73% of our students don't think using marijuana is a problem or harmful  
about a third of our students think that 90% of their peers smoke marijuana  
2 of 5 believe that 100% (everyone) smokes marijuana  
45% of our kids say that their parents "don't think there anything wrong with smoking pot"  
18% say that drugs kept them from getting to school  
17% have to be under the influence to feel "normal"  
20% don't want to use, but use anyway  
34% use drugs or drink by themselves  
70% say it's easy to get alcohol and 78% say the same thing about marijuana  
32% have been offered drugs at school  
69% have smoked cigarettes before the age of 14 and 34% have tried smokeless tobacco before 14 years old  
45% smoke daily and 61 % smoke at least some consistently and only 39 % disapprove of smoking and,  
57% of our kids think that 4 of 5 kids smoke some

#### Safety/harassment/bullying

38% have had rumors spread about them and 76% have been made fun of because of the way they look  
21% have been physically pushed, shoved or hit, 20% are afraid that they might be and 18% have been in a fight  
15% have damaged school property on purpose and 85% have not  
7% have carried a gun at school and half of that 7% have done it more than once  
11% have had some type of other weapon and 15% of them have done it more than once  
34% said they've seen another kid with a weapon and 10% say they've been threatened with a weapon  
only 37% don't approve of "having a weapon at school"  
15% have been harassed for hate crime reasons (race, religion, gender, mental/physical disability)  
21% have been involved in gangs  
58% feel safe at school; 9% don't.... others no comment either way  
28% have been cyber bullied  
92% students are free and reduced, yet only 51% eat breakfast.... worst of all, 49% say they "don't eat".  
49% experience hopeless feelings  
21% have been forced into unwanted sexual intercourse

25% of our students have IEP's or 504's

41 IEP's  
20 504's, and  
25 SAM/SARB

good news = suspensions  
2012 1st semester = 531 days  
2013 1st semester 383  
2014 340 days at February  
2015 340 days again  
2016.....223 days

#### Classroom Observations

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

All teachers are formally evaluated every two years. Each teacher at/Silver Springs is evaluated by the principal. The principal meets with each teacher due for evaluation for a pre-conference to explain the process, expectations and any areas of need for the teacher. The principal also defines and communicates site and district wide goals to the teacher. The principal then makes a minimum of two "bell-to-bell" observations, both of which give feed back on all six of the teaching standards. The final evaluation is made, written and then discussed with the teacher. In the final meeting, the principal and teacher designate and define goals for the teacher.

All teaching staff are using "kick-offs" to begin class and all teachers are also directing students to complete a common student assessment on their performance at the end of each class period. Every Wednesday is Literacy day where each teacher provides a short reading excerpt that students read and summarize to improve reading comprehension. Peer coaching has also been initiated. All staff meets for collaboration every Monday for approximately one hour.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

CAASPP testing results, combined with course chapter and summative assessments are used to modify instruction for student achievement.

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

Course chapter and summative CAASPP results are used to modify instruction for re-teaching and student mastery.

### **Staffing and Professional Development**

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

All staff are highly qualified. One staff member is in her final year of BTSA certification.

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

Ongoing staff development at the district level for transition to Common Core instruction and assessment. Sufficient instructional materials are available for staff. State adopted and approved curriculum is used in all courses.

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

Ongoing staff development at the district level, and individual staff development by content area and individual staff need is adequate and available by request. All staff participated in district-wide Common Core training offered over four different days. Further district-wide staff development at least one day a year to address specific content area needs.

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

Individual attendance at regional conferences and training is available (Work Experience Training, Work Permit training, Classroom behavior and management training, Sources of Strength and Reconnecting Youth training). Peer coaching is in place on site. Instructional coaches for both content areas and common core available at the district level.

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

Teachers collaborate weekly for 1 hour. Collaborations vary dependent upon need at that time (whole staff or by department).

### Teaching and Learning

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

All courses are taught through state adopted texts and teacher created materials and are aligned with the state content standards. All courses meet the requirements for high school graduation. All teachers instruct for mastery and for testing proficient on state assessments (CAASPP).

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

N/A

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

N/A

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

All student groups are provided with standards-based instructional materials for all courses. Socioeconomic is our largest sub group and our standards-based materials are appropriate for their learning needs. Low achieving and remedial students also have access to supported studies and programs like Read 180 and Skillstutor for remediation.

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

All core courses are aligned with state content standards. All students are enrolled in necessary core courses to fulfill state and district graduation requirements.

### Opportunity and Equal Educational Access

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

Title I support services are offered through push-in instructional aide support. Supported studies courses are embedded into the schedules of students with IEPs. Daily nutrition through breakfast and lunch are available for all students who qualify for free and reduced lunch. Credit recovery courses are available for all core content areas.

14. Research-based educational practices to raise student achievement

Differentiated curriculum and instruction, cooperative learning, project based learning, online learning, whole group instruction and small group instruction.

### Parental Involvement

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

Free and reduced breakfast and lunch, behavioral health, school crisis counselor, case manager for young parents, Independent Living Coordinators for students with IEPs, support from local church to provide meals and support, on campus drug diversion classes, 12-step daily meeting on campus, Gay Straight Alliance, Sources of Strength, Reconnecting Youth, school clothes closet, program for homeless youth, girls' group, anger management groups.



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

### Funding

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

18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

Substance abuse and tobacco addiction are substantial barriers having serious impact on student decision making and overall school culture. Additionally, the legalization of marijuana for recreational use has had an impact on the student perspective on the risks involved with using marijuana. Students view marijuana as harmless and that "everyone is doing it, it's legal." To address this challenge we have taken "aggressive observation" techniques as a staff increasing supervision and improving communication of information related to student behavior, discipline and consequences. Daily discipline updates come from the principal detailing disciplinary referrals, suspensions, or expulsions.

Attendance is a definite barrier to school goals, although diligence and increased use of attendance monitoring programs (SAM/SARB) has substantially increased overall attendance. At least fifty percent of newly enrolled students are identified as truant upon their arrival at our school. A barrier to student problems is that their previous schools have not effectively identified their students as truant. putting us behind in the process of improving attendance.

Overall, student behavior has been a challenge for a long time. Beginning this year, we have aggressively addressed student use of profanity, dress code issues, as well as drug, alcohol and tobacco use. This has resulted in less drug, alcohol, and tobacco offenses. Additionally, students do not have off-campus privileges during lunch unless they have earned full credits during the last grading period. This has resulted in more students achieving full credit and less students using drugs or tobacco at lunch with tighter restrictions.

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82% use until they get high or drunk; excessive

46% have been "heavy drinking" in the past 30 days

58% of our kids drink solely to get drunk; not socially  
70% use drugs to get really high; (escape?)  
45% have driven under the influence of drugs or alcohol  
14% have used marijuana on school property in past 30 days, 86% haven't  
13% have used drugs on school property  
60% have been drunk or high on campus  
73% of our students don't think using marijuana is a problem or harmful  
about a third of our students think that 90% of their peers smoke marijuana  
2 of 5 believe that 100% (everyone) smokes marijuana  
45% of our kids say that their parents "don't think there anything wrong with smoking pot"  
18% say that drugs kept them from getting to school  
17% have to be under the influence to feel "normal"  
20% don't want to use, but use anyway  
34% use drugs or drink by themselves  
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11% have had some type of other weapon and 15% of them have done it more than once  
34% said they've seen another kid with a weapon and 10% say they've been threatened with a weapon  
only 37% don't approve of "having a weapon at school"  
15% have been harassed for hate crime reasons (race, religion, gender, mental/physical disability)  
21% have been involved in gangs  
58% feel safe at school; 9% don't.... others no comment either way  
28% have been cyber bullied  
92% students are free and reduced, yet only 51% eat breakfast.... worst of all, 49% say they "don't eat".  
49% experience hopeless feelings  
21% have been forced into unwanted sexual intercourse

25% of our students have IEP's or 504's  
41 IEP's  
20 504's, and  
25 SAM/SARB

good news = suspensions  
2012 1st semester = 531 days  
2013 1st semester 383  
148 days less (ADA :)

140% attendance compared to same time last year and increased supervision. Our partnership with Sierra Harvest has improved the quality of school lunches. Students now choose to stay on campus at lunch to partake in the healthy and nutritious lunch options.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	83	52	67	70	45	60	66	45	59	84.3	86.5	89.6
All Grades	83	52	67	70	45	60	66	45	59	84.3	86.5	89.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2472.1	2454.0	2512.6	0	0	1.69	9	9	16.95	24	18	38.98	61	73	42.37
All Grades	N/A	N/A	N/A	0	0	1.69	9	9	16.95	24	18	38.98	61	73	42.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	7	13.56	42	38	55.93	47	56	30.51
All Grades	11	7	13.56	42	38	55.93	47	56	30.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	2	1.69	30	20	40.68	65	77	57.63
All Grades	2	2	1.69	30	20	40.68	65	77	57.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	0	3.39	48	44	77.97	48	56	18.64
All Grades	3	0	3.39	48	44	77.97	48	56	18.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	0	1.69	44	51	57.63	53	49	40.68
All Grades	3	0	1.69	44	51	57.63	53	49	40.68

**Conclusions based on this data:**

1. 65% of students tested did not meet the standard. 35% of students met or nearly met the standard.
2. 53% of students are at, near or above the reading standard, 51% are at, near or above the listening standard. 32% of students are at, near or above the writing standard. Improvement is needed with writing.
3. Students have no buy in, ownership or motivation to do their best on the test.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	83	52	68	70	45	60	68	45	60	84.3	86.5	88.2
All Grades	83	52	68	70	45	60	68	45	60	84.3	86.5	88.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2424.0	2414.9	2480.3	0	0	0.00	0	0	0.00	3	9	16.67	94	91	83.33
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	3	9	16.67	94	91	83.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	0	0.00	4	9	13.33	96	91	86.67	
All Grades	0	0	0.00	4	9	13.33	96	91	86.67	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	28	29	36.67	72	71	63.33
All Grades	0	0	0.00	28	29	36.67	72	71	63.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	40	44	43.33	60	56	56.67
All Grades	0	0	0.00	40	44	43.33	60	56	56.67

#### Conclusions based on this data:

1. 97% of students did not meet the standard, yet historical data on CAHSEE results reveal evidence of content understanding which not reflected on this test.
2. Area most in need of improvement is Concepts and Procedures, 4 % of students at or near standard.

3. Students have no buy in, ownership or motivation to do their best on the test; lack of motivation

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11			***		***										
12			***			***							***		
Total			67		100	33							100		

#### Conclusions based on this data:

1. Only one student was tested. Any conclusions would be invalid and not usable; therefore, we have made no judgments or applied strategies

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11			***		***										
12			***			***							***		
Total			67		100	33							100		

#### Conclusions based on this data:

1. Only one student was tested. Any additions to strategies or conclusions would be invalid and not usable



## School and Student Performance Data

### Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Hispanic or Latino	23	20	87.0
Did not Report	1	1	*
Two or More Races	1	1	*
White	185	154	83.2
Male	146	119	81.5
Female	75	65	86.7
English Learners	1	1	*
Students with Disabilities	28	27	96.4
Socioeconomically Disadvantaged	165	142	86.1
Foster	1	1	*
Homeless	39	38	97.4
Grades 9-12	221	184	83.3
<b>Total</b>	<b>221</b>	<b>184</b>	<b>83.3</b>

#### Conclusions based on this data:

1. With the state's definition of Chronic Absence and the fact that over 50% of enrollment has already been identified as truant; many of which should have been identified and were not. Our student body has a significant and serious attendance challenges.
2. Almost all homeless students are chronically absent due to the nature of their living conditions.
3. Students with disabilities and socioeconomically disadvantaged are at high risk of chronic absenteeism

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
School Goal #1  With the transition to the new CST, CAASPP, all students will meet or exceed the standards in English Language Arts and Mathematics. Our specific goals are to:  Reduce the number of students not meeting the standard. Increase student participation rate of students taking the CAASPP. Baseline data will be developed to define further goals.
<b>Data Used to Form this Goal:</b>
CAASP 2016-17
<b>Findings from the Analysis of this Data:</b>
Baseline data will be developed to define further goals.
<b>How the School will Evaluate the Progress of this Goal:</b>
Local Assessments  Skills Tutor  OARS  Principal delegated stipend for data analysis, interpretation and application

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessments, and Accountability  Intensive remedial preparation classes for Math and English Language Arts are available to our students.	Ongoing					
Standards-based pre-assessments, intervention, and post-testing	Ongoing					
Teaching and Learning  Schoolwide writing rubric and collaboration on cross curricular assessments and test taking strategies  The writing rubric is posted in each classroom.  Instructional "Blueprints" posted and reinforced in each classroom.  Literacy Wednesdays practiced school wide.	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science, Math and English staff are currently utilizing a standards-based instructional approach.</p> <p>Deconstruction of the standards in order to define the skills necessary for student mastery of the content standards</p> <p>Fully functioning Computer Lab and Media Center</p> <p>Four sets of 25 Chromebooks available to students in individual classrooms</p>	Ongoing					
<p>Staffing and Professional Development</p> <p>Highly qualified teaching staff</p> <p>District wide common core training</p> <p>District Staff Development and Collaboration</p> <p>District CAASPP training.</p> <p>District technology training.</p>	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity for Equal Educational Access</p> <p>Intensive remedial preparation classes for Math and English are available to all students.</p>	Ongoing					
<p>Special Education classes and Special Education Instructional Assistants in classrooms</p> <p>One on one ESL tutoring and instruction for Limited and Non-English proficient students</p>	Ongoing					
<p>Case Manager available to pregnant and parenting students</p> <p>Head Start Infant/Toddler Center available to parenting students and their children</p>	Ongoing					

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
Silver Springs High School will become a school of choice.
<b>Data Used to Form this Goal:</b>
Enrollment records, documentation of community perception, parent contact logs
<b>Findings from the Analysis of this Data:</b>
Students are enrolling by choice as opposed to enrolling as a punitive measure.
<b>How the School will Evaluate the Progress of this Goal:</b>
Enrollment numbers, student surveys, parental input, public/community feedback and the Dashboard.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase public relations:  Newspaper coverage  KNCO Newstalk 830 weekly radio show on education in the community	Ongoing	Principal, Designated PR Staff member				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students perform community service in the school neighborhood:</p> <p>Pick up trash</p> <p>General clean up</p> <p>Seniors serving Seniors Program/partnership</p>	Ongoing	Principal, Assistant Principal, Security Officer				
<p>Establish behavioral expectations for students outside of campus:</p> <p>Boundaries defined and enforced for students</p> <p>Local merchants have Principal's direct phone number</p> <p>Neighbors have Principal and student contact information.</p>	Ongoing	Principal, Assistant Principal, Security Officer				
<p>Provide opportunity for students to recover credits and also accelerate towards an early or on-time graduation.</p>	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunity for paid apprenticeships/pathway for post-secondary employment and credit for work experience.	Ongoing	Principal				
Provide on-site assistance for enrolling at Sierra College and applying for financial aid.	Ongoing	Principal, counselor, Sierra College admissions				
Provide highly motivating extra-curricular opportunities and experiences:  Professional sporting events (Baseball, Basketball, Hockey)  Hiking (Sierra Buttes)  Ski Instruction (SkiDUCKS @ Squaw Valley)  Private movie screenings  Local theater  Sierra Harvest Garden  Career Fair  Sports teams and clubs (basketball & volleyball)  Clubs: GSA, 12-step program, AVP	Ongoing	Principal, counselor, Activities Director, teaching staff				



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
The majority of Limited and Non-English proficient students (enrolled beginning with their freshman year) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics by the end of their senior year.
<b>Data Used to Form this Goal:</b>
State Dashboard
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT Testing  CAASPP  Read 180  Skills Tutor

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessment, and Accountability  Intensive remedial preparation classes for Math and English are available to our students.	Ongoing					
Standards based pre-assessments, intervention, instruction and post-testing	Ongoing					
Teaching and Learning  Deconstruction of the standards in order to define the skills necessary for student mastery of the content standards	Ongoing					
Teaching staff are currently utilizing a standards-based instructional approach.	Ongoing					
Fully functioning Computer Lab and Media Center  Four sets of 25 Chromebooks available in individual classrooms with the addition of 1-to-1 by the end of this year.	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staffing and Professional Development</p> <p>Highly qualified teaching staff</p> <p>District wide Common Core Training</p> <p>District Staff Development and Collaboration</p> <p>District CAASPP training.</p> <p>District technology training.</p>	Ongoing					
<p>Opportunity for Equal Educational Access</p> <p>Intensive remedial preparation classes for Math and English are available to our students.</p>	Ongoing					
<p>Special Education classes and Special Education Instructional Assistants in classrooms</p> <p>One on one ESL tutoring and instruction for Limited and Non-English proficient students</p>	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Case Manager available to pregnant and parenting students. A Head Start Infant/Toddler Center available to parenting students and their children.	Ongoing					

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
All students will be taught by highly qualified teachers.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CBEDS reporting

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development are closely monitored  District teacher credentialing maintenance  Beginning Teacher Support and Assessment (BTSA)  Maintain 100% high qualified teaching staff  Verification Process for Special Settings (VPSS) Online Training  District CAASP training provided during PD district days  District technology training	Ongoing					

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
All students will graduate from high school or successfully complete a high school equivalency exam, i.e., G.E.D., California High School Proficiency Exam (CHSPE) certificate of completion, or transfer to Adult Education for completion of Adult Education high school diploma.
<b>Data Used to Form this Goal:</b>
Graduation Rate
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CBEDS reporting of graduates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessment, and Accountability  Intensive remedial preparation classes for Math and English are available to our students	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards-based pre-assessments, intervention, instruction, and post-testing  Intensive guidance counseling and advisement for seniors  All graduating students enroll at Sierra College  Senior portfolio presentation requirement	Ongoing					
Teaching and Learning  Writing rubric posted in each classroom  Standards, objectives, and daily lessons posted in each classroom  School wide "Literacy Wednesdays" in each classroom across all curricular areas.  Blueprints for learning are posted in each classroom	Ongoing					
Deconstruction of the standards in order to define the skills necessary for student mastery of the content standards	Ongoing					



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards-based instructional approach  Fully functioning Computer Lab and Media Center  Four sets of 25 Chromebooks and Google Apps available in individual classrooms.	Ongoing					
Staffing and Professional Development  Highly qualified staff  District wide Common Core training  District Staff Development and Collaboration  District CAASPP training.  District technology training  Verification Process for Special Settings (VPSS) training  Site specific surveys/data	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Opportunity for Equal Educational Access</p> <p>CAHSEE Intensive preparation classes for Math and English are available to our students</p>	Ongoing					
<p>Special Education classes and Special Education Instructional Assistants in classrooms</p> <p>One on one ESL tutoring and instruction for Limited and Non-English proficient students</p>	Ongoing					
<p>On site Case Manager available to pregnant and parenting students</p> <p>A Head Start Infant/Toddler Center available to parenting students and their children</p>	Ongoing					
Sierra College counselors support						

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
Improve school culture and ensure that all students will be educated in learning environments that are safe and conducive to learning.
<b>Data Used to Form this Goal:</b>
Discipline data, attendance records, records of number of graduates, enrollment data (students enrolling by choice), records of students participating in extra curricular activities, sales records from school logo clothing sales, tracking of staff turn over.
<b>Findings from the Analysis of this Data:</b>
Continual improvement since 2011, reflected by vastly increasing graduation and attendance rates and decreased suspension rates. Staff retention is stable.
<b>How the School will Evaluate the Progress of this Goal:</b>
California Healthy Kids Survey Specific site generated surveys Student discipline reports Attendance reports Discipline data records of number of graduates enrollment data (students enrolling by choice) records of students participating in extra curricular activities, Student input regarding activities Sales records from school logo clothing sales and yearbook sales Tracking of staff turn over.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning Parenting class Anger Management Boys and Girls Groups All school safety drills Drug Diversion class Reconnecting Youth Sources of Strength Friday Night "Overtime" Aggressive observation On-site, daily 12-step program Student Council Green Dot Site generated surveys that identify students' physical, mental, and emotional health needs to provide strategies to improve areas of need Health class Extra-curricular opportunitites: Field trips Kuk Sool Won SkiDUCKS/Ski lessons Hiking/Science trips Apprenticeships/professional partnerships Sierra Harvest	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staffing and Professional Development Staff safety training Weekly staff meetings/collaboration Partially CERT trained staff Pro-Act training for specific staff SkiDUCKS training	Ongoing					
Maintain outreach programs: Drug Free Coalition Twin Cities and New Covenant churches support student programs CAUSSS Meeting STARS program Network with local community Nevada County Youth Council Nevada County Juvenile Justice Delinquency Prevention Program Bi-weekly meetings between principal and law enforcement agencies Student Resource Officer full-time	Ongoing					



## Planned Improvements in Student Performance

### School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
Develop a structure to provide students exposure to career exploration including a career fair held at Silver Springs High School, job shadowing and to begin to design a structure for job apprenticeships and work experience.
<b>Data Used to Form this Goal:</b>
Graduation rates, Work Experience enrollment and jobs
<b>Findings from the Analysis of this Data:</b>
Career and post-secondary exposure has had positive impacts on graduation rates.
<b>How the School will Evaluate the Progress of this Goal:</b>
Quarter grades, progress reports, attendance data and graduation rates, enrollment in work experience education and post-secondary enrollment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bring in community business people to meet with students, and share their experiences and knowledge regarding their field of business	Spring 2016					
initiate job shadowing for students	Spring 2016					
provide career fair on site	Spring 2015					



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partnership with Sierra College, both locally and with main campus in Rocklin, CA  Student field trip and orientations  Sierra College counselors meet with students to help with online registration, orientation and financial aid support  Participation in CTE College/Career Readiness Fair.						
Weekly support from district scholarship coordinator  Ongoing support provided at school site through senior classes						
Establish a Work Experience Education class						
Establish apprenticeship opportunities for students:  Western Sierra Medical Clinic and Sugarbowl Ski Resort  Precision Electric  Grande Wood Design						

## Planned Improvements in Student Performance

### School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
Reduce suspension rates by number of days and incidents
<b>Data Used to Form this Goal:</b>
School data system
<b>Findings from the Analysis of this Data:</b>
We have reduced the number of suspensions compared to last year at this time, from 2, 040 to 1, 336 class periods of suspension. This is a decrease of 704 periods which translates into 117 days of attendance.
<b>How the School will Evaluate the Progress of this Goal:</b>
number of students that attain full credit during each grading period and, therefore; obtain off-campus (restricted) during lunch period

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Closed Campus modifications Increased supervision Staff development regarding establishing consistent approach to discipline Supervised extra curricular activities Professional partnerships with local businesses Supervised lunch time activities Addition of competitive sports teams and membership in a league for basketball, softball, volleyball and flag football to build morale and school culture Provide stipend for Activities Director		Principal				
Increased collaboration between student council and administration on policy and procedures						
Have a full time Assistant Principal to immediately intervene with discipline issues, assist with timely parent communication, and prevention.						
Have a full time security officer to supervise students and immediately intervene with discipline issues, assist administration and staff, and with prevention.						
Have a full time School Resource Officer						



## Planned Improvements in Student Performance

### School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
Increase student attendance
<b>Data Used to Form this Goal:</b>
Attendance rates / reports/ SAM Contracts and SARB Contracts
<b>Findings from the Analysis of this Data:</b>
:Last year at this time, we had 49,632 periods present. This year, we have 46,341 periods present. This is a slight decline of 3,291 periods present, or 549 days of attendance. This may be due to an increased un students who are identified as attendance problems via SAM and are transferred from Bear River and NU
<b>How the School will Evaluate the Progress of this Goal:</b>
school data system and state reporting

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased frequency of communication with truant students Home visits and phone calls SARB committee utilization SAM committee utilization; especially second letter/meetings Roll taken every period by teaching staff		Principal/ attendance clerk Teachers				

**Planned Improvements in Student Performance**

**School Goal #10**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
not applicable
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	



## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marty Mathiesen	X				
Tamara Haas		X			
Randy Fields			X		
Heather Quiggle			X		
Dana Deily			X		
Connie Higgenbothin				X	
Kassidee Stone					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 17, 2012.

Attested:

Marty Mathiesen

\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Randy Fields

\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date