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: November 15, 2014

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

{i_DistMission}

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 contination 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 enroll in ROP, as well as, 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 interation is encouraged and welcome.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an anaylisis 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 indicitive 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 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 Ectasy, 2% herion, and nearly hafl 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 hafl 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 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 wtih 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 harrassed 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

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 Park Avenue/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)

   STAR and CAHSEE 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 assessments, together with STAR and CAHSEE 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 (STAR). Students who do not pass the CAHSEE are enrolled in CAHSEE prep courses to remediate deficiencies so that students are then able to pass the test.

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. CAHSEE prep courses and 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. 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.

Attendance is a definite barrier to school goals, although diligence and increased use of attendance monitoring programs (SAM/SARB) has substantially increased overall 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 drugj, alcohol and tobacco use. This has resulted in less drug, alcohol, and tobacco offenses. Additionall, 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 and increased supervision.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	47	53		41	47		2	0		0	0	
Growth API	532	535		534	538							
Base API	547	538		563	541							
Target	13	13										
Growth	-15	-3										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	3	3		0	0		31	46		9	20	
Growth API							533	544			509	
Base API							552	534		348		
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Our target growth was 551, a 13 point increase over 538. We actually had a 3 point loss for an API of 535.
2. Our socioeconomically disadvantaged students (95% of our students) had an increase of 11 API points, from 533 to 544.
3. Our students with disabilities (15% of our students) had a gain of 139 points from 2011.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	92	95	98	94	97	98	--		--	--		--
Number At or Above Proficient	6	6	6	5	6	6	--		--	--		--
Percent At or Above Proficient	35.3	35.3	30.0	33.3	37.5	33.3	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	80	84	100	--		--	91	94	98	89	90	94
Number At or Above Proficient	--		--	--		--	4	5	4	--		--
Percent At or Above Proficient	--	--	--	--	--	--	30.8	33.3	25.0	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Our participation rate increased 3% each year, from 2012-2014, from 92% to 98% in 2014. Participation rate criteria was met. AYP was not met. Due to the small number of students being tested, our rates fluctuate greatly from year to year.
2. Our one measurable subgroup(SED) increased, but did not meet the participation rate and AYP.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	92	92	100	94	91	100	--		--	--		--
Number At or Above Proficient	2	3	2	2	3	2	--		--	--		--
Percent At or Above Proficient	11.8	17.6	9.5	13.3	20.0	10.5	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	80	100	100	--		--	91	93	100	89	90	100
Number At or Above Proficient	--		--	--		--	1	3	1	--		--
Percent At or Above Proficient	--	--	--	--	--	--	7.7	20.0	5.9	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Percent proficiency rates decreased 8.1%.
2. Subgroup of white students decreased 9.5%.
3. Our largest subgroup (SED) decreased 14.1%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11					*******	***					********
Total					*******	***					********

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11					******* *	***					********
Total					******* *	***					********

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
School Goal #1A All students will reach high standards, at a minimum, attaining "proficiency" or better in English Language Arts and Mathematics. Our specific goal is to: Reduce far below and below basic students Move basic performing students to proficient and advanced levels School Goal #1B All students will reach high standards, at a minimum, attaining "proficiency" or better in Mathematics by 2014-2015.
Data Used to Form this Goal:
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:
STAR Testing and Local Assessments Read 180 CAHSEE ELA CAHSEE Math Skills Tutor 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 CAHSEE Intensive preparation classes for Math and English Language Arts are available to our students.	Ongoing					
Standards-based pre-assessments, intervention, and post-testing	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teaching and Learning Schoolwide writing rubric and collaboration on cross curricular assessments and test taking strategies The writing rubric is posted in each classroom.	Ongoing					
Science, Math and English staff are currently utilizing a standards-based instructional approach. Deconstruction of the standards in order to define the skills necessary for student mastery of the content standards Fully functioning Computer Lab and Media Center	Ongoing					
Staffing and Professional Development Highly qualified teaching staff District wide common core training District Staff Development and Collaboration	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunity for Equal Educational Access CAHSEE Intensive preparation classes for Math and English are available to all students.	Ongoing					
Special Education classes and Special Education Instructional Assistants in classrooms One on one ESL tutoring and instruction for Limited and Non-English proficient students	Ongoing					
Case Manager available to pregnant and parenting students Head Start Infant/Toddler Center available to parenting students and their children	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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Increase CAHSEE pass rates school-wide
Data Used to Form this Goal:
AYP
Findings from the Analysis of this Data:
Students pass rates increase vastly by the grade 12, conveyed by a sense of urgency and taking the testing seriously.
How the School will Evaluate the Progress of this Goal:
CAHSEE Testing Student intake assessments Skills Tutor AYP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Standards, Assessments, and Accountability CAHSEE Intensive preparation classes for Math and English are available to our students.	Ongoing					
Standards-based pre-assessments, intervention, instructional and post-testing	Ongoing					
Teaching and Learning Writing rubric posted in each classroom School wide "Literacy Wednesdays" in all classes, across all curriculum.	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	Ongoing					
Staffing and Professional Development Highly qualified teaching staff District wide Common Core Training District Staff Development and Collaboration	Ongoing					
Opportunity for Equal Educational Access CAHSEE Intensive preparation classes for Math and English are available to our students. One on one ESL tutoring and instruction for Limited and Non-English proficient students	Ongoing					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education classes and Special Education Instructional Assistants in classrooms 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 #3

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
STAR and CAHSEE Testing 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 CAHSEE Intensive 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 currenlty utilizing a standards-based instructional approach.	Ongoing					
Fully functioning Computer Lab and Media Center	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 Highly qualified teaching staff District wide Common Core Training District Staff Development and Collaboration	Ongoing					
Opportunity for Equal Educational Access CAHSEE Intensive preparation classes for Math and English are available to our students.	Ongoing					
Special Education classes and Special Education Instructional Assistants in classrooms One on one ESL tutoring and instruction for Limited and Non-English proficient students	Ongoing					
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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
All students will be taught by highly qualified teachers.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
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 District teacher credentialing maintenance Beginning Teacher Support and Assessment (BTSA) Maintain 100% high qualified teaching staff Verification Process for Special Settings (VPSS) Online 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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
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.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
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 CAHSEE Intensive 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 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.	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 Data Wise	Ongoing					
Staffing and Professional Development Highly qualified staff District wide Common Core training District Staff Development and Collaboration Data Wise training for teachers Verifcation Process for Special Settings (VPSS) training Site specific surveys/data	Ongoing					
Opportunity for Equal Educational Access CAHSEE Intensive 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
Special Education classes and Special Education Instructional Assistants in classrooms One on one ESL tutoring and instruction for Limited and Non-English proficient students	Ongoing					
On site 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 #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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Improve school culture and ensure that all students will be educated in learning environments that are safe and conducive to learning.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
Continual improvement since 2011, reflected by vastly increasing graduation and attendance rates and decreased suspension rates.
How the School will Evaluate the Progress of this Goal:
California Healthy Kids Survey Specific site generated surveys Student discipline reports Attendance reports

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 Site generated surveys that identify students' physical, mental, and emotional health needs to provide strategies to improve areas of need	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	Ongoing					
Maintain outreach programs: Drug Free Coalition Twin Cities and New Covenant churches support student programs CAUSSS Meeting STARS program Network with local community Bi-weekly meetings between principal and law enforcement agencies	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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
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.
Data Used to Form this Goal:
AYP/Graduation rates
Findings from the Analysis of this Data:
Career and post-secondary exposure has had positive impacts on graduation rates.
How the School will Evaluate the Progress of this Goal:
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 2015					
initiate job shadowing for students	Spring 2015					
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						
Weekly support from district scholarship coordinator Ongoing support provided at school site through senior classes						

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Reduce suspension rates by number of days and incidents
Data Used to Form this Goal:
School data system
Findings from the Analysis of this Data:
We have reduced the number of suspensions compared to last year at this time, from 2, 525 to 1, 638 class periods of suspension. This is a decrease of 887 periods which translates into 148 days of attendance.
How the School will Evaluate the Progress of this Goal:
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
Close Campus modifications Increased supervision Staff development regarding establishing consistent approach to discipline Supervised extra curricular activities Professional partnerships Supervised lunch time activities Addition of competitive sports teams to build morale and school culture Provide stipend for Activities Director		Principal				
Increased collaboration between student council and administration on policy and procedures						

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Increase student attendance
Data Used to Form this Goal:
Attendance rates / reports
Findings from the Analysis of this Data:
:Last year at this time, we had 41, 318 periods present. This year, we have 49, 632 periods present. This is an improvement of 8,314 periods present, or 1, 386 days of attendance.
How the School will Evaluate the Progress of this Goal:
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 Roll taken every period by teaching staff		Principal/ attendance clerk				

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of common core strategies.

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
See attached Common Core Implementation Plan						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

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

Goal Number	Total Expenditures
Goal 1	

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			
Kris Youngman			X		
Randy Fields			X		
Lesa St.Germain			X		
Dana Deily			X		
Connie Higgenbothin				X	
Zorana Kaestner					X
Numbers of members of each category:	**1**	**2**	**4**	**1**	

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)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:

Typed Name	Signature	Date
Marty Mathiesen		
Typed Name of School Principal	Signature of School Principal	Date
Randy Fields		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date