

Single Plan for Student Achievement

Los Molinos High School



2018/2019

Prepared by: Los Molinos High School Site Council

The Single Plan for Student Achievement

School: Los Molinos High School

District: Los Molinos Unified School District

County-District School (CDS) Code: 52-71571-5235106

Principal: Miguel Barriga

Date of this revision: March 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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Position: Principal

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The District Governing Board approved this revision of the SPSA on 4/19/2018.



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Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English Language Development implementation. Implementation of Professional Learning Communities. Professional Development with a focus on formative/summative assessments, 21st Century Skills, and EL strategies.

SCHOOL GOAL: 1: Increase the academic achievement of Latino students, students with disabilities, and socio-economic disadvantaged students according to the SBAC Math and ELA Measures. All groups will increase performance in the Standard Met and Standard Exceeded levels by a combined 10 percentage points. 2. College and Career Readiness Indicator to increase by 10 percentage points across all measures.

| What data did you use to form this goal? | What were the findings from the analysis of this data? Students met or exceeded. | How will the school evaluate the progress of this goal? |
|--|--|---|
| <ul style="list-style-type: none"> • 2017 SBAC results • College and Career Indicator Reports and Data (2016 Data) | <ul style="list-style-type: none"> • 2017 All students ELA 40% • 2017 All students Math 22.2% • 2017 Students with disabilities: 10 or fewer students/not reported • 2017 Economically Disadvantaged Students: ELA 42.3 %, Math 19.2% • 2017 Latino Students: ELA 31.6%, Math 10.5% • Increase the CCI in all categories for students prepared and approaching prepared by 10 percentage points (Based on last available data in 2016) | <ul style="list-style-type: none"> • Review the 2018 CAASPP results by sub-group. • Review monthly formative and summative assessment data using IAB • Review the CDE Testing and Accountability College and Career Indicator results for 2018 |

STRATEGY: 1. Support students within the CORE curriculum by using instructional strategies that support English Learners, SPED, and Socio-economic students to write and speak using academic language. 2. For the above sub-groups, implement methods to increase cognitive tasks, express thinking orally, inform text structure, and engage in academic conversations. 3. Review monthly formative and summative assessment data using an analysis tool in PLC groups and inform practice to better serve these students. 4. Create SMART (Specific Measurable Attainable Results Oriented, and Time Bound) goals for these sub-groups and monitor their growth. 5. Monthly instructional strategies across all subjects.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|--|--|
| Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2017/2018 | All Teachers and Administration | Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group. | N/A |
| Continue after school tutoring with opportunity school for struggling students | Admin and assigned teachers | Struggling students will receive after school tutoring and academic help. | \$2,000 District |
| Continue with credit recovery options for students who are credit deficient. | Admin and assigned teachers | Continue with Cyber High Online program three hours a day. Students are selected based on credit deficiency. | \$8,500 District |
| Continue implementing new ELD curriculum | ELD teacher | Continue with three levels of designated ELD. | \$3,200 District |
| Implement co teaching with special education teacher and math and English teachers | Sped teacher, math and English teachers | Starting in the fall of 2018. Sped teacher to push in or co teach in Math and English. | N/A |
| Use data analysis tool to identify problem areas and implement learning goals for each sub group | All teachers | IAB assessments and subject created assessments to be implemented on a monthly basis. SMART goals for each group. Collaboration time will be used to create and analyze assessments. | N/A |
| Implement project based learning (PBL) | Admin and all teachers | Provide PD at Buck Institute (BIE) | \$3,000 District |

| | | | |
|---|-----------------------------|---|----------|
| Provide professional development to implement Interim assessment blocks (IAB) assessments, Project Based Learning (PBL), and Multi-Tiered System of Support (MTSS). | Admin | At school partially by the use of Inflexion support on MTSS, CAASPP assessment trainings for ELA and Math teachers, and PBL support locally or at conference. | N/A |
| Continue with one to one Chromebooks to enable 21 st century learning | Admin and all teachers | Purchase and upkeep necessary Chromebooks for increased enrollment and to roll out old machines. | \$1,500 |
| Pilot 21 st century classroom with furniture and tech | Admin and pilot teacher | Purchase furniture and necessary technology like boards. | \$10,000 |
| Approve courses for A-G | Admin, teachers, counselor | Submit as many courses as possible for approval | N/A |
| Set up four pathways for completion | Admin, counseling | Agriscience, Plant and Soil Science, Food Service and Hospitality, and Agricultural Mechanics. This will require some training of the teachers involved and possibly materials. | \$2,000 |
| Increase Dual Enrolled course opportunities | Admin, counseling, teachers | Teacher in Ag Mechanics would offer two courses, 9 th grade Career Exploration would offer a one credit dual enrolled course. | \$ 1,000 |
| Increase AP course opportunities | Admin, counseling, teachers | Currently offering two, increase to 3 or 4. Two or three teachers would require summer AP training. | \$4,000 |
| Continue with monthly instructional strategies focus | Admin, teachers | Set up a calendar for monthly instructional strategies focus. Then remind teachers monthly and base walk thru observations on the focus strategies. | N/A |

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English Language Development implementation. Implementation of Professional Learning Communities. Professional Development with a focus on formative/summative assessments, 21st Century Skills, and EL instructional strategies.

SCHOOL GOAL: 2: English Language Arts. For the 2017/2018 school year, the proficiency level on the new CA Assessment of Student Progress will improve from the 2017 Met or Exceeded 40% to 50% school-wide.

| | | |
|--|---|---|
| <p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2017 CDE CAASPP Data | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 2017 School-Wide Standards Exceed: 13.33% • 2017 School-Wide Standards Met: 26.67% • 2017 School-Wide Standards Nearly Met: 40.00% • 2017 School-Wide Standards Not Met: 20.00% | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Review the 2018 CDE Dashboard results. • Review the 2018 CASSAPP results by sub-group. • Review monthly summative and formative assessment data by department. |
|--|---|---|

STRATEGY: 1. Utilize Google Chromebooks and other technology to differentiate lessons. 2. Use the PLC collaboration time to review student academic achievement data and inform instruction. 3. Integrate EL instructional strategies to support ALL students across all ELA courses. 4. Implement monthly summative assessments utilizing an analysis tool. 5. Implement ELA curriculum guides that are aligned to Common Core Standards. 6. Implement reading and academic language strategies in all subjects. 7. Implement ELD curriculum with three levels 8. Implement the SBAC Interim Assessments and evaluate the results to guide instruction.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|------------------------------|--|--|
| Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2017/2018 | All Teachers | Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group. | N/A |
| Use a data analysis tool to identify target learning goals and growth for each sub-group. 2017/2018 | All Teachers | ELA teachers will utilize a data analysis tool to disaggregate student academic achievement data. | N/A |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|------------------------------|---|--|
| Participate in ELD Standards Training | Teachers | Holly Harding, Region Title III Coordinator, will provide ELD standards training to all teachers in the district. | N/A |
| Implementation of curriculum guides in ELA aligned to Common Core Standards | ELA teachers and admin | Collaboration time on MDW or summer paid days for teachers to develop and update guides | \$2,500 District |
| Provide professional development for teacher(s) in the area of Expository Writing and Reading Course (ERWC) | ELA teacher(s) | Provide ERWC training throughout the school year. | \$3,000 District |
| | | | |
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| | | | |

LEA GOAL: Board Goal 1: Core Curriculum access for all students. English Language Development implementation. Implementation of Professional Learning Communities. Professional Development with a focus on formative/summative assessments, 21st Century Skills, EL strategies, and data chats.

SCHOOL GOAL: 3: Math. For the 2017/2018 school year, the proficiency level on the new CA Assessment of Student Progress will improve from the 2017 Met or Exceeded 22% to 32% school-wide.

| | | |
|---|--|--|
| <p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2017 CDE CAASPP Results | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 2017 School-wide Standards Exceed: 4.44% • 2017 School-wide Standards Met: 17.78% • 2017 School-wide Standards Nearly Met: 26.67% • 2017 School-wide Standards Not Met: 51.11% | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Review the 2018 CDE Dashboard results. • Review the 2018 CAASPP results by sub-group. • Review monthly summative and formative assessment data by department. |
|---|--|--|

STRATEGY: 1. Utilize Google Chromebooks and other technology to differentiate lessons. 2. Use the PLC collaboration time to review student academic achievement data and inform instruction. 3. Implement traditional math curriculum (2018) and infuse other CAASPP like performance task problems 4. Implement monthly summative assessments utilizing an analysis tool. 5. Increase student to student collaboration during rigorous math lessons. 6. Utilize strategies to support low performing sub-groups. 7. Implement the SBAC Interim Assessments and evaluate the results to guide instruction. 8. Create “Mathletes” club to compete and create a positive math culture.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|------------------------------|--|--|
| Use measurable formative and summative assessments utilizing data analysis programs-SBAC Interim Assessments/Standards Plus/Google Forms to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students. 2017/2018 | All Teachers | Create and implement assessments. One monthly and review the sub-group data and create SMART goals for each group. | N/A |
| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |

| | | | |
|---|------------------------|-------------------------|--------------------|
| Redesign the math course progression to include traditional math courses (2018) | Math teachers | Summer PD and paid day | \$2,000 Site funds |
| Math camp for students on the cusp of increasing levels | Math teacher and admin | Week before assessments | District |
| Develop and implement AP Calculus course | Math teacher and admin | Summer 2018 | \$1,500 Site funds |
| | | | |
| | | | |
| | | | |

LEA GOAL: Board Goal 5: Safe Supportive Learning Environment. Positive School Climate, School Safety, Student support, and Prevention.

SCHOOL GOAL: 4: Los Molinos High School will promote a positive learning environment for students by implementing systems and programs. Decrease suspension rates to low (CDE Dashboard=Green) and maintain the current high student attendance rates.

| | | |
|---|---|--|
| <p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Fall 2017 CDE Dashboard Results (Districtwide) • 2017 School AERIES reports | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 2017 CDE Dashboard results: High (red) • Socioeconomically disadvantaged and White students were very high (red) • AERIES ADA reports have revealed an average of 95.07% attendance. | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ 2018 CDE Dashboard Chronic absenteeism results. ▪ 2017/2018 Measure AERIES ADA reports ▪ 2018 CDE Dashboard Suspension Rate results. |
|---|---|--|

STRATEGIES: 1. Continue to implement our PBIS student reward system and PRIDE characteristics. 2. Review student attendance data every month and conduct meetings with students and parents as necessary. 3. School Counselors and Admin staff will review critical student cases weekly to create support. 4. Implement groups and individual counseling for identified students 5. Implement the A.L.I.C.E. Armed Intruder on Campus Protocol and update other parts of the safety plan 6. Continue to support alternative options to student suspensions.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|--|
| Increase student recognition/ Ongoing | Leadership Staff and Admin | Continue to implement student recognitions and rewards for attendance and grades. | \$200 Site funded |
| Decrease suspension and expulsion rates. | Admin, Teachers, Parents, and Students | Follow the new progressive discipline matrix and provide alternatives to suspension and expulsion when possible. Involve parents as part of the solution process | N/A |
| Implement new safety plan with updated protocols. | Admin and Staff | Implement the A.L.I.C.E Armed Intruder on Campus Protocol | \$300 District Funded |
| Revamp student leadership (ASB) to allow for greater inclusion | Admin and adviser | Change the format of ASB to allow for greater participation by allowing fewer restrictions | N/A |
| Campus Supervision | Admin | Principal visible in hallways during breaks and lunch. In front of school greeting students before school and supervising parking lot after school. | N/A |
| Increase parent participation | Admin, teachers, ELAC parents | Coordinate Cinco de Mayo celebration. Reach out to parents for ELAC inclusion. | \$10,000 District |
| Increase parent participation in Back to School Night and Spring Showcase | Admin and counseling | Calls home, letters, announcements, interesting displays, interactive participation at events. | \$1,000 Site funds |
| Establish Safety Committee | Admin | Implement Safety Committee to meet four times a year. Committee will include parent, student and staff members. | N/A |
| Parent classroom visits | Admin | Six parent and admin classroom visits a year. | \$200 Site funds |

Form B: Single Plan for Student Achievement Annual Evaluation

Plan Priorities:

1. Ensure SPSA is aligned to new CDE Academic Achievement Measures.
2. Continue to implement common core and supplementary curriculum across all subject areas
3. The SPSA will include specific and measurable strategies to increase academic achievement for all student sub-groups.

Major Expenditures:

1. Technology.
2. Purchase Common Core curriculum, and provide professional development to teachers.
3. Provide services to all students to ensure academic support.

Plan Implementation:

The current 2017/2018 SPSA includes specific strategies to increase student academic achievement in all sub-groups, transition to common core, increase 21st Century Learning, use of effective instructional strategies, and professional learning community data analysis using measurable student assessment information.

Current Strategies and Activities:

- **Close the achievement gap for all key sub-groups:**
 - Continue to provide tiered support systems for students.
 - Use measurable formative and summative assessments utilizing a data analysis format to inform instruction.
 - Use effective research based instructional strategies to meet the needs of all students.
- **Transition to Common Core:**
 - Implement department curriculum guides that match CC standards.
 - Begin the initial steps to implement PBL (Project Based Learning).
 - Utilize high leverage common core instructional strategies.
 - Identify and implement common core instructional materials.
- **Increase stakeholder involvement and communication within the school community:**
 - Decrease suspension rates by following progressive discipline plan.
 - Decrease chronic absenteeism by implementing successful protocols.
 - Increase student clubs.
 - Continue to provide positive rewards for all students.
 - Provide more opportunities for student involvement.

Form C: Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

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

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

| State Programs | Allocation | Consolidated in the SWP |
|--|--|--------------------------|
| <input type="checkbox"/> LCFF – Supplemental Grant/ LCFF – Concentration Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students. Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | | <input type="checkbox"/> |
| <input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$26,191 Lottery \$100,000 CTE \$18,000 Ag Incentive | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | |

| Federal Programs | | Allocation | Consolidated in the SWP |
|--|---|------------|---|
| <input type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | | <input type="checkbox"/> |
| <input type="checkbox"/> | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | | <input type="checkbox"/> |
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | | Title III funds may not be consolidated as part of a SWP ¹ |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | \$ | |
| Total amount of state and federal categorical funds allocated to this school | | 0 | |

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

Form D: School Site Council Membership

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

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Sue Jones | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jose Sanchez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mark Chrasta | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Miguel Barriga | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shanna Rocha | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tara Johnston | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Margaret Kemp | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dylan Hausman | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Sonia Langarica | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 1 | 3 | 2 |

² EC Section 52852

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education 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: April 9, 2018

Attested:

Miguel Barriga

Typed name of School Principal

Shanna Rocha
Typed name of SSC Chairperson



Signature of School Principal Date



Signature of SSC Chairperson Date

4.9.18