

# The Single Plan for Student Achievement

**School:** Sanger High School  
**CDS Code:** 10-62414-1036094  
**District:** Sanger Unified School District  
**Principal:** Daniel Chacon  
**Revision Date:**

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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## School Vision and Mission

### Sanger High School's Vision and Mission Statements

#### Vision:

Sanger High School will be a proactive school that embraces technological advancements to enhance student learning, instructional strategies, and curriculum development. Students will leave high school prepared for continuing education and pursuing careers with the ability to persevere through the challenges of an ever-changing and diverse world.

#### Mission Statement:

Sanger High School's mission is to develop college and career ready, goal-oriented, responsible students through a rigorous, engaging, and positive learning environment that promotes creativity and diversity, cross-curricular connections, and a commitment to community.

## School Profile

### School and Community Profile 2017/2018

#### Introduction

"Always with Pride" has been Sanger High School's motto for more than a century. Sanger High School is the single comprehensive high school in Sanger Unified School District, a district serving approximately 11,140 students. Sanger Unified School District covers 180 square miles in eastern Fresno County from the city of Fresno to the foothills, includes the city of Sanger, the communities of Del Rey and Centerville, and suburban and rural areas. Sanger Unified adjoins Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier, and Sierra Unified School Districts. The district is rich in agricultural and suburban areas. Our location offers students three community colleges and two universities within 20 miles. Sanger is a small close-knit community with a median income of \$40,890 per household.

Sanger High School is spread over 60 acres and is comprised of 30 buildings (24 new portables) including a state-of-the-art library with a multimedia center, a multipurpose building, and 40 computers mobile labs providing students with Internet resources. SHS also used LCAP funds and has provided iPads to its entire student population consisting of 3069 students enrolled. The present student enrollment demographic are 73% Hispanic, 11% white, 13% Asian, 1% African American, 1% American Indian and 1% other. Of the 3069 students, 6% are classified as English Learners (EL), 37% have been Redesignated Fluent English Proficient (RFEP), 1.35% is migrant, and 6% are SPED students. 75% of students qualify for free and reduced lunches. 30.6% of parents' primary language is other than English and 49.5% of our parents (one or both) do not have a high school diploma. Sanger has consistently maintained a 98.5% graduation rate over the last several years. Last year's graduating class 2017 was 99% graduation rate. 36% enrolled into a four-year university, 53% at a community college, 5% joined the military, 1% vocational training, and 5% other.

Due to Sanger's low socio-economic level and the lack of public transportation, the ability for students to take advantage of the close proximity of college campuses and the access to college level courses is limited during the secondary education. Sanger High School is continuously seeking out new opportunities to address its socio-economically disadvantaged population; thus, partnered with POM Wonderful and Reedley College. Sanger High School's partnership with Wonderful and Reedley College created three cohort pathways with dual enrollment classes in Agriculture Mechanics and Agriculture Plant Science (Class of 2018, 2019, 2020), and Education (Class of 2019, 2020). Students in the cohort can earn an AS degree in Ag Mechanic or an AST degree in Ag Plant Science with one semester left to complete after graduating from Sanger High School.

#### Background Information

In 2001, Sanger High School initiated an improvement process through participation in II/USP, Immediate Intervention for Under-performing Schools Program. The School-Community Team (SCT), a committee comprised of parents, teachers, and administrators, created a three-year plan to transform our school. Open public meetings were held and all members of the community were invited to provide input and commentary. The SCT recognized that Math and English

would provide the foundation for improving the academic environment. The parents, who made up the majority of the community, believed an important component would be Curriculum Support Providers in Math and English. As a result of the SCT, Sanger High School implemented a college preparatory education for all students. The adjustment eliminated different expectations and tracks for students based on preconceived notions of ability. Many students initially struggled in college-prep courses, due to below grade level reading skills, so the school adopted an intensive reading program. II/USP funds were used to hire additional English teachers and Curriculum Support Providers (CSP) for English/Language Arts (ELA) and Math to support teachers with lesson plans, instruction methods, classroom management and professional development. In addition, the school integrated Special Education students into core classes and placed Special Education Teachers as consultants in the classrooms, where instructional assistance was offered to both special education and regular education students.

By 2003, Sanger High School was no longer an under-performing school. The Academic Performance Index (API) has increased significantly over the last nine years, surpassing all targets, and CAHSEE scores have exceeded state averages. The experience of being identified with the II/USP program alerted our administration and staff of much needed changes and initiated a new phase for our culture. Our motto, "Dream big, Work hard, and Believe," has centered our focus on rigorous, standards-based curriculum and high expectations.

Sanger High School is the jewel of the Sanger Community. We are committed to offering students a challenging college-preparatory curriculum including **15 Advanced Placement courses and 9 Honors courses**. In addition to our AP and Honors classes, 12 of our 43 Valley Regional Occupation Program (VROP) classes were approved for dual credit with our local community colleges. Furthermore, our Project Lead the Way (PLTW) is in its 4th year at Sanger High School and cohort students will be in dual enrolled college classes.

Since 2002, Sanger High School has seen an increase in API in the last several years. The new CAASPP scores from 2017 to 2016, there was a 7% increase from 57% to 64% in ELA, and 10% increase from 25 % to 35% in Math. Sanger High School previously received the California State Distinguished School award in 1996, 2005, and 2009. Currently, Sanger High School was awarded a 6-year WASC accreditation, received the P21 National Exemplar School, US News and World Report Silver Medal, CA Gold Ribbon Award, Model Professional Learning Community (PLC), California State University, Fresno Bonner Award for Character Education, and Gold Award for Positive Behavioral Intervention and Supports (PBIS). Since 2006, Sanger High School has been awarded the CalSTAT Leadership Site Award in the area of Special Education for a Full-Inclusion. Also in 2005, Sanger High School was awarded the Title I Academic Achievement Award.

## 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).

Parents participated in an LCAP survey that addressed the questions below. The top results are also listed.:

1. What services do you suggest Sanger Unified should continue?

- Intervention/LEAP/Tutorial
- iPads
- Summer School
- Math/English Intervention
- Advocates
- Clubs/Activities
- AP classes
- PSAT

2. What current services do you suggest Sanger Unified enhance or expand on?

- Intervention/LEAP/Tutorial
- Advocates
- Summer School options
- Technology
- AP Classes
- More pathways
- SAT Prep/PSAT
- Career Guidance
- Student Support Groups
- English/Math Interventions

3. What services do you suggest Sanger Unified provide that we are not currently providing?

- Pathways-Health/Medical/Business
- Free lunches for all
- City wifi
- More electives
- Work experience
- Tutors
- Digital textbooks
- Online registration

4. Other suggestions and input.

- Happy with Sanger High
- An additional high school
- Better food
- College and career readiness
- Parent communication
- Current website
- Provide free tutoring for all students

#### **Classroom Observations**

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

Both formal and informal classroom observations are conducted on regular basis by all assistant principals. Each assistant principal has a department that they oversee and conduct regular classroom observations of those teachers. Additionally, there are four full time Curriculum Support Providers (CSPs) that also conduct classroom observations as well as focus walks, collaborative walks and interdisciplinary walks. These CSPs oversee the English, Math and EL and CTE departments and offer a wide variety of support for all teachers.

#### **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  
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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)

Sanger High School utilizes multiple measures to help inform instructional decisions. Among the state and local assessments that are used to measure student success include CAASSP. With the shift to Common Core, we are now focusing on the Smarter Balanced assessments, SAT, ACT, AP, A-G rate, graduation rate, as well as district and site level common assessments. This data is utilized within Professional Learning Communities to help directly inform instructional decisions made by teachers on a regular basis.

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

Sanger High School is committed to the Professional Learning Community model of collaboration. Teachers meet on a weekly basis to develop, implement and review data based on common assignments, projects and assessments. The data collected is used to inform instructional decisions for the PLC and individual teachers.

### Staffing and Professional Development

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

Most of the Sanger High School faculty are Highly Qualified. We currently have two teachers who hold a provisional teaching credential and two full time teacher interns.

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

All teachers have been fully trained through state, district and site based professional development to fully utilize the state adopted curricula and instructional material to maximize efficacy.

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

There are three levels of staff development for Sanger High School staff. The first level is district level professional development, these trainings focus on district initiatives include Common Core, NGSS, English Language Development, and technology training. The second level of professional development is at the site level, these trainings focus on site based initiatives including academic discourse, EL support in the classroom and technology integration. The third level of professional development is at the PLC level, these trainings are more focused on curriculum development and sharing best practices that are specific to their subject matter.

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

Sanger High utilizes its own experts within its teaching ranks to provide ongoing instructional assistance and support. Four full time Curriculum Support Providers (CSPs) in the areas of English, Math, CTE and EL.

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

Sanger High has designated protected weekly PLC time to allow for teachers to meet by department and courses. Teachers spend time in both departments and PLCs to provide ongoing support to each other in the areas of curriculum, instruction and assessment.

## Teaching and Learning

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

Sanger Unified is committed to providing PLCs with the time and support to plan lessons and units that adhere to content and performance standards. Unit planning has been made available by both the district and school site.

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

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

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

Sanger High is committed to making instructional material available for all students that is aligned to standards and proven effective in the classroom. Teachers are able to participate in the vetting of curricula to maximize student learning.

### 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)

Sanger High School has all curricula material that are focused on standards and aligned to the various content specific standards, including the new standards of Common Core and NGSS. Specific intervention material is also aligned to content standards including the Corrective Reading program and Math intervention programs to improve the skill base for all students needing extra support.

## Opportunity and Equal Educational Access

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

The Sanger High School PLCs have taken ownership of not only the curricula, but also the response to intervention. Underperforming students are served through a variety of intervention responses including classtime intervention, after school intervention and morning tutorial. PLCs respond to underperforming students in a unified front with consistent intervention methods.

### 14. Research-based educational practices to raise student achievement

The school district is committed to implementing research-based instructional strategies that help underperforming students, LTEL students and all students strengthen their academic skills in the areas of literacy, mathematics, and academic discourse.

## Parental Involvement

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

Sanger High School has been able to continue the after school Learning Enrichment Activity Program (LEAP) to help provide all students with intervention and enrichment. Additionally, Sanger High hosts several parent information nights for all grade level parents from High School 101 for freshmen parents to college application and registration for senior parents and all important topics in between. The SSC and ELAC parent student groups are another venue to help inform parents about the resources that are available to them and their families.

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)

Sanger High utilizes the School Site Council as well as the English Language Advisory Council to approve all ConApp programs.

### Funding

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

Sanger High School has utilized categorical monies to directly serve underperforming students with the hiring of 2 intervention teacher, 4 curriculum support providers as well as 8 parent/student advocates.

18. Fiscal support (EPC)

Sanger High School's funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, intervention and the Single Plan for Student Achievement.

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

Sanger High School has fully implemented a full one-to-one iPad rollout for all grade levels. Teachers have various degrees of technology skills and this is a high area of focus to successfully integrate technology to fully support student achievement for all students.

Sanger High School has been very successful in redesignating EL students to document their fluency in both English and their home language. However, the 6% of English Learners that Sanger High still account for are mostly designated Long Term English Learners and need additional support in the general education classroom to increase language proficiency. This has been both a district and school site goal.



# 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	665	649	681	655	631	669	650	626	669	98.5	97.1	98.2
All Grades	665	649	681	655	631	669	650	626	669	98.5	97.1	98.2

\* 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	2612.0	2595.4	2614.8	23	22	27.06	40	36	37.82	26	24	22.57	11	19	12.56
All Grades	N/A	N/A	N/A	23	22	27.06	40	36	37.82	26	24	22.57	11	19	12.56

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	29	26	32.59	55	52	51.27	16	21	16.14
All Grades	29	26	32.59	55	52	51.27	16	21	16.14

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	33	33	38.27	55	48	44.84	12	18	16.89
All Grades	33	33	38.27	55	48	44.84	12	18	16.89

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	18	16	22.72	68	67	68.16	14	17	9.12
All Grades	18	16	22.72	68	67	68.16	14	17	9.12

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	43	35	38.27	47	50	48.43	10	15	13.30
All Grades	43	35	38.27	47	50	48.43	10	15	13.30

**Conclusions based on this data:**

1. SHS 11th grade students performed well in ELA with 64% of students either exceeding or meeting standards, an improvement from the previous year at 57%.
2. Sanger High improved in all ELA strands compared to last year: Reading from 78% to 84%, Writing from 81% to 82%, Listening from 83% to 90% and Research from 84% to 85%.
3. Sanger High School teachers and students are utilizing the CAASPP assessment, technology adaptive features, and test types for all areas being tested.

## 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	665	650	681	650	637	674	646	636	674	97.7	97.8	99
All Grades	665	650	681	650	637	674	646	636	674	97.7	97.8	99

\* 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	2568.5	2558.8	2586.1	5	5	9.35	23	19	25.96	34	34	32.64	37	42	32.05
All Grades	N/A	N/A	N/A	5	5	9.35	23	19	25.96	34	34	32.64	37	42	32.05

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	14	13	23.59	46	37	33.98	39	50	42.43	
All Grades	14	13	23.59	46	37	33.98	39	50	42.43	

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	9	8	11.28	56	56	56.53	35	36	32.20
All Grades	9	8	11.28	56	56	56.53	35	36	32.20

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	10	9	14.99	69	65	66.47	21	26	18.55
All Grades	10	9	14.99	69	65	66.47	21	26	18.55

#### Conclusions based on this data:

1. SHS 11th grade students performed well in Math with 35% of students either exceeding or meeting standards, an improvement from the previous year at 25%.

2. Sanger High improved in all Math strands compared to last year: Concepts and Procedures from 48% to 56%, Problem Solving/Modeling/Analysis from 62% to 66%, and Communicating Reasoning from 73% to 80%.
3. Sanger High School teachers and students are utilizing the CAASPP assessment, technology adaptive features, and test types for all areas being tested.

## 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
9	7	3		37	34		44	41		11	16		2	6	
10	2			35	32		46	47		11	16		6	5	
11	24	7		43	27		22	44		9	20		2	2	
12	21	6		38	22		31	50		10	22				
<b>Total</b>	13	5		38	29		37	45		10	18		3	4	

#### Conclusions based on this data:

1. 48% showed no growth from previous CELDT score
2. 39% of students increased one band.
3. 12% students regressed on band, this is a decrease of 4% compared to the previous year.

## 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
<b>9</b>	10	1		36	31		39	41		11	16		4	10	
<b>10</b>	2	7		34	28		45	31		10	12		9	22	
<b>11</b>	26	9		42	26		21	37		8	17		4	11	
<b>12</b>	22	5		40	29		29	48		9	19				
<b>Total</b>	14	5		38	29		34	38		10	15		4	13	

#### 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 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: ACHIEVEMENT FOR ALL STUDENTS</b>
<b>LEA/LCAP GOAL:</b>
The district will provide a high quality educational system to raise the academic achievement of ALL students.
<b>SCHOOL GOAL #1:</b>
Sanger High School will provide support for all students to increase academic success for students' areas of needs.
<b>Data Used to Form this Goal:</b>
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. The district will increase A-G course completion rate for all students and applicable subgroups. The district will demonstrate positive growth in CTE course completion rate for all students including applicable subgroups. The district will demonstrate positive growth in AP course pass rate. The district will demonstrate positive growth in EAP pass rate. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. All students will have access to standards-aligned curriculum as measured by access to board approved core textbooks. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
<b>Findings from the Analysis of this Data:</b>
Sanger High School has a variety of student needs including academic and social. To prepare students to be college and career ready, interventions must be put in place to help students who need extra support to help them attain all the opportunities that Sanger High has to offer.
<b>How the School will Evaluate the Progress of this Goal:</b>
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

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
<p>CAASSP Testing Scores</p> <ol style="list-style-type: none"> <li>1. <b>Adjust site-testing schedule for ELA to maximize student success and provide school site responsibility.</b></li> <li>2. <b>Math &amp; ELA to focus instructional changes based on CCSS, claims and targets CAASPP/PSAT/SAT data to enhance first instruction</b></li> <li>3. <b>Increase student exposure to CAASPP assessments and testing environment through PBA's, IAB's and ICA's from 9</b></li> <li>4. <b>th-11</b></li> <li>5. <b>th grade</b></li> <li>6. <b>Implement proven student testing incentives including: rally, principal class visits, Principal's Growth Challenge, other incentives</b></li> <li>7. <b>Continue to target Math 11</b></li> <li>8. <b>th grade CAASPP weekly intervention support for students who are not enrolled in Integrated 3 courses</b></li> <li>9. <b>Focus on the UDL principles of engagement and Academic Discourse by providing multiple means of engagement such as student choice and alternative seating options</b></li> <li>10. <b>Science and Social Science to continue to integrate ELA and Math CAASPP</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ongoing</b></li> <li>2. <b>Ongoing</b></li> <li>3. <b>SHS Testing schedule</b></li> <li>4. <b>Spring 2018</b></li> <li>5. <b>Ongoing</b></li> <li>6. <b>Ongoing</b></li> <li>7. <b>Ongoing</b></li> <li>8. <b>Ongoing</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Principal, APs, CSPs</b></li> <li>2. <b>Principal, APs, CSPs</b></li> <li>3. <b>Principal, APs, CSPs</b></li> <li>4. <b>Principal, APs, CSPs</b></li> <li>5. <b>Principal, APs, Math CSP, Math Intervention teachers</b></li> <li>6. <b>Principal, APs, CSPs</b></li> <li>7. <b>Principal, APs, CSPs</b></li> <li>8. <b>Principal, APs, CSPs</b></li> </ol>	<p>4 curriculum support providers</p> <p>Hourly intervention teachers for both enrichment and intervention across all grade levels and subject areas.</p>	<p>0000: Unrestricted</p> <p>0000: Unrestricted</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>60,000</p> <p>123,947</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Intervention for underperforming students Dual Credit/ A-g</p> <p>1. <b>Students provided with embedded tutors in 25 dual enrollment credit courses with 523 students; increase of off-campus dual credit instructors warrants need for additional classrooms</b></p> <p>2. <b>A-g on track opportunities including: Summer School original credit, remediation, and embedded math tutors</b></p> <p>3. <b>Continue to utilize Edgenuity credit recovery to allow students in pathways to stay on track for A-g</b></p> <p>4. <b>Academic support for all 523 pathway students to stay A-g ready: 222 Wonderful students; 155 Project Lead the Way students; 78 Education students; 72 Digital Media students;</b></p> <p>5. <b>Continued financial support for summer school Original Credit and Remedial with 1400 students attending during Summer 2017 (269 World History, 258 PE, 99 Spanish); Continue Wonderful Ag Prep Summer School (241 students)</b></p> <p>6. <b>Increase cost to the district to allow for all students to have access to AP tests at \$94 each (\$5 low income/\$15 all other</b></p>	<p>1. <b>Every three weeks</b></p> <p>2. <b>Every grading period</b></p> <p>3. <b>Fall &amp; Spring</b></p> <p>4. <b>Every three weeks</b></p> <p>5. <b>Summer 2018</b></p> <p>6. <b>Spring 2018</b></p> <p>7. <b>Ongoing</b></p> <p>8. <b>Spring 2018</b></p>	<p>1. <b>Principal, APs, CSPs</b></p> <p>2. <b>Principal, APs, GLSs</b></p> <p>3. <b>Principal, APs, CSPs, GLSs</b></p> <p>4. <b>Principal, APs, CTE CSP, GLSs</b></p> <p>5. <b>Principal, AA, Summer School Principal</b></p> <p>6. <b>Principal, APs, GLSs</b></p> <p>7. <b>Principal, APs, CSPs</b></p> <p>8. <b>Principal, APs, CSPs</b></p>	<p>Develop an intensive school wide intervention program that is appropriate for all students not meeting standards. Including embedded tutors in dual credit courses and mathematics.</p> <p>Establishing Corrective Reading, Math/ELA intervention FTEs</p> <p>Provide support materials and funding for staff for intervention needs. Special emphasis will be placed on the needs of EL students below grade level.</p>	<p>0000: Unrestricted</p> <p>0000: Unrestricted</p> <p>0000: Unrestricted</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>50,000</p> <p>50,000</p> <p>20,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology integration support for teachers and students	1. <b>Ongoing</b> 2. <b>Ongoing</b> 3. <b>Ongoing</b>	1. <b>Principal, APs, CSPs, GLSSs, SHS Librarian</b> 2. <b>Principal, APs, CSPs, SHS Librarian</b> 3. <b>Principal, APs, SHS Librarian</b>	Purchase standards-based curriculum and supplementary materials, including technology, for all subject areas.	0000: Unrestricted	LCFF - Supplemental	50,000
1. <b>Campuswide expectations for technology integration and UDL engagement enhancement</b>			Ongoing technology professional development, trainings, and planning for technology integration for the iPad rollout	0000: Unrestricted	LCFF - Supplemental	60,000
2. <b>SHS Librarian providing regular technology PD and support for teachers at PLC Leader Meetings, Curriculum Council, Faculty Meetings, PLC PD Days</b>			Improve student technology access to library research and supplemental material.	0000: Unrestricted	LCFF - Supplemental	25,000
3. <b>New process for checking out iPads with library through Insignia</b>			Convert library to central technology media center, with full technology student support for student iPads, including hardware and software.	0000: Unrestricted	LCFF - Supplemental	50,000
4. <b>Increased control over Apps utilized by students by removing App store &amp; utilize App portal to allow App access for students</b>			Student hardware and curriculum technology support for iPads in and out of the classroom	0000: Unrestricted	LCFF - Supplemental	25,000

## 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: DECREASE THE ACHIEVEMENT GAP</b>
<b>LEA/LCAP GOAL:</b>
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
<b>SCHOOL GOAL #2:</b>
Sanger High School will identify and support underperforming students and provide the necessary structured supports for them in and out of the classroom to help them achieve all opportunities that the high school has to offer to help close the achievement gap.
<b>Data Used to Form this Goal:</b>
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded n ?English Language Arts and Mathematics.
<b>Findings from the Analysis of this Data:</b>
Underperforming students need unique support that will help not only remediate, but propel students to take full advantage of the college and career opportunities students have at Sanger High School.
<b>How the School will Evaluate the Progress of this Goal:</b>
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. <b>TIER 1- Data supported instructional decisions, UDL World Lit pilot, effective use of tutorials, interventions, SDAIE strategies, active CAASPP progress monitoring in ELA and Math</b></p> <p>2. <b>Communication between school and home (Parent Educator Coordinator) Online communication resources in Spanish and other languages (Sanger Noticias); mentor/guest speaker presentations, tutorial available weekly for all students, LEAP intervention opportunities for all students, embedded tutors in dual credit and math courses</b></p> <p>3. <b>TIER 2- SARBs, Math/ELA/ALD support classes, SAT support, ILP's, SSTs, Intervention teachers, parent student advocates, embedded tutors, Academic Saturday School for Wonderful Ag prep and EL students</b></p> <p>4. <b>TIER 3- SAP services, Alternative Ed Placement, support groups, weekly administration meetings with support services team 504, IEP's</b></p>	<p>1. <b>Ongoing</b></p> <p>2. <b>Ongoing</b></p> <p>3. <b>Weekly</b></p>	<p>1. <b>Principal, APs, CSPs, GLSs</b></p> <p>2. <b>Principal, APs, CSPs, GLSs, Intervention Teachers, Advocates</b></p> <p>3. <b>Principal, APs, Student Support Services Staff</b></p>	Provide 8 Student Parent Advocates	0000: Unrestricted	LCFF - Supplemental	156,599
			Provide mentoring support for students who have behavioral needs			
			Provide academic support for students who need structured guidance			
			Serve as a liaison between teachers, GLSs, parents, and students			
			Purchase standards-based curriculum and supplementary materials, to help support strategic intervention for underperforming students including technology.	0000: Unrestricted	LCFF - Supplemental	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development focused on Designated and Integrated ELD/Academic Discourse and implementation  1. <b>Regular ongoing professional development for all SDAIE and ELD teachers during protected Specialized PLC times (strategies, videos, vignettes, ELD Standards). Online resources (ELL Corner), UDL strategies, and teacher surveys. EL CSP attend content PLC meetings to focus on strategies for continued services for RFEP students.</b> 2. <b>Regular and ongoing SDAIE and PLC Leader/teacher focused peer walk throughs (SDAIE and Non SDAIE classes World Language classes); Admin/Coordinator walkthroughs (feedback)</b> 3. <b>Targeted (LTEL) ILPs with the use of ELlevation (Groupings, Assessment via progress monitoring, and student goals setting sessions; CELDT goals, GPA, and classroom goals)</b> 4. <b>Continue to promote and recognize students with the Seal of Biliteracy (2017- 62 students) &amp; celebrate pride of primary language and culture</b> 5. <b>Individual goal setting meetings looking at high school career and post</b>	1. <b>Every three weeks</b> 2. <b>1-2 times per month</b> 3. <b>Fall- Grades 11 &amp; 9; Spring- Grades 12 &amp; 10</b> 4. <b>Spring 2018</b> 5. <b>Ongoing</b> 6. <b>Ongoing</b> 7. <b>Ongoing</b> 8. <b>Ongoing</b>	1. <b>Principal, APs, EL CSP</b> 2. <b>Principal, APs, EL CSP</b> 3. <b>Principal, APs, EL CSP, Parent Coordinator</b> 4. <b>Principal, APs, EL CSP</b> 5. <b>Principal, APs, EL CSP</b> 6. <b>Principal, APs, EL CSP,</b> 7. <b>Parent Coordinator</b> 8. <b>Principal, APs, GLSs, CSPs</b> 9. <b>Principal, APs, EL CSP, Parent Coordinator</b>	Provide professional development on intervention and differentiation of instruction.  Provide opportunities for teachers to develop, integrate, implement, and assess instructional strategies that will enhance student learning for underperforming students.  Purchase curriculum and material to help EL students access curriculum in core subject areas to help students access core learnings.	0000: Unrestricted  0000: Unrestricted  0000: Unrestricted	LCFF - Supplemental  LCFF - Supplemental  LCFF - Supplemental	30,000  30,000  10,000



## 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: SAFE SCHOOL ENVIRONMENT</b>
<b>LEA/LCAP GOAL:</b>
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
<b>SCHOOL GOAL #3:</b>
Sanger High School will provide and a safe, positive and conducive environment for learning in and out of the classroom to allow students to take advantage of the college and career opportunities that Sanger High has to offer.
<b>Data Used to Form this Goal:</b>
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
<b>Findings from the Analysis of this Data:</b>
Sanger High will provide structures and support for all students to maintain positive attendance and behavior throughout the school year.
<b>How the School will Evaluate the Progress of this Goal:</b>
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement PBIS program initiatives for students	1. <b>Monthly</b> 2. <b>Daily/Weekly</b> 3. <b>Daily</b> 4. <b>Ongoing</b> 5. <b>Ongoing</b> 6. <b>Ongoing</b>	1. <b>Principal, APs, GLSs</b> 2. <b>Principal, APs, GLSs</b> 3. <b>Principal, APs, GLSs, Advocates, CSOs</b> 4. <b>Principal, APs, Psych, Counselors</b> 5. <b>Principal, APs, GLSs, CWA</b> 6. <b>Principal, APs, GLSs</b>	Provide incentives for positive student attendance.	0000: Unrestricted	LCFF - Supplemental	10,000
1. <b>Proactive discipline model including the use of restorative justice, with a focus on reducing the amount of time students are out of the classroom.</b>			Provide behavioral incentives for students who contribute to a positive learning environment.	0000: Unrestricted	LCFF - Supplemental	10,000
2. <b>Increased follow up for no shows to lunch detention and Saturday School. Consequences for not attending Saturday School.</b>			Positive student incentives for academic, behavioral, PLC, advocate driven success for all students.	0000: Unrestricted	LCFF - Supplemental	10,000
3. <b>Supervision schedule that includes Principal, APs, GLSs, 8 advocates, 5 full time CSOs to monitor 3,000+ students</b>						
4. <b>Utilize psychologists and/or SAP counselors to conduct mediations</b>						
5. <b>Continue to work with CWA to provide effective restorative justice options &amp; appropriate student placement</b>						
6. <b>Continue to follow SARB process to increase positive student attendance</b>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> <li>1. <b>Strengthening of PBIS incentive program recognizing students and adults on campus</b></li> <li>2. <b>Bimonthly PBIS meetings to review data including administrators, teachers, GLSs, and Student Support team</b></li> <li>3. <b>Staff incentives for improvement in school-wide targeted behavioral goals. Incentives include spirit weeks, treats for PLC meetings.</b></li> <li>4. <b>PBIS will meet to analyze data and review incentives.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Monthly</b></li> <li>2. <b>Bimonthly</b></li> <li>3. <b>Monthly</b></li> <li>4. <b>Monthly</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Principal, APs, GLSs</b></li> <li>2. <b>Principal, APs, PBIS team</b></li> <li>3. <b>Staff, PBIS team</b></li> <li>4. <b>PBIS team, PBIS lead</b></li> </ol>				

## 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>
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for Distric funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	795,546.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	795,546.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF - Supplemental	795,546.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	513,947.00
<b>Goal 2</b>	251,599.00
<b>Goal 3</b>	30,000.00



## 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
Daniel Chacon	X				
Thomas Soto			X		
Kirstin Coronado			X		
Maria Robles		X			
Kenneth Stocks		X			
Drew Bell		X			
Jason Locke		X			
Matthew Canaday		X			
Theresa Sandberg				X	
Laura Gens				X	
Amanda Cantu					X
Alexa Martinez					X
Estela Aguire*					
TJ Wilson			X		
Kris Boyer		X			
Chuyita Caldera				X	
Veronica Neri				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</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 October 12, 2016.

Attested:

Daniel Chacon

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date