

Part II: The Single Plan for Student Achievement

School: North County Consortium

District: Windsor Unified School District

County-District School (CDS) Code: 49753580121236

Principal: Victoria Long

Date of this revision: December 4, 2015

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

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

Contact Person:	Victoria Long
Position:	Principal
Telephone Number:	707-837-7727 ext. 7156
Address:	75 Pleasant Ave. Santa Rosa CA 95403
E-mail Address:	vlong@wusd.org

The District Governing Board approved this revision of the SPSA on December 16th 2015 .



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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: Increase student achievement for all students and subgroups-Priority Area 4

SCHOOL GOAL: *Develop and implement individual education plans for pre-k to age 22 students that 1) are legally compliant 2) developmentally appropriate 3) research-based or peer reviewed best practice and 4) include transition plans for students age 16 and above*

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of current IEPs	The CDE identified areas of non-compliance	Random file review by special education team

STRATEGY: For the 2015-16 school year, North County Consortium staff will attend legal conferences, meet to discuss changes and updates, participate in Evidence Based practices, and participate in Transition activities such as the annual Transition Fair, visitations to adult programs, and trainings on IEP development.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Team meetings 2x a year	Classroom Teachers, psychologist, service providers, and administrator	Fall 2015/Spring 2016	None to site
Legal updates on IEP'	Teachers, psychologist and principal	Ongoing	Special Ed. Funds
Evidence Based Practices-	Teachers, psychologist	Ongoing	Special Ed. Funds

trainings and supports for Staff	and principal		
Random File review	Principal, Specialists, Teachers	April 2016	None to site
Transition Fair and Tour of Adult Programs	Principal, Teachers,	February 2016	none

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: Parental Involvement-Priority 3

SCHOOL GOAL: Develop positive family collaboration as measured by increases in a) participation in Family Connection meetings and events, b) parents signing at IEPs that school facilitated parent involvement, and C) home visits/parent conferences D) Parent Newsletter and Website Information page with parent resources and community bulletin board

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Review of documents (IEPs, attendance, home visit/parent conference summary sheets, Special Education self-review 2015/2016)	Need for parent opportunities for involvement	Parental attendance at Family Connection meetings, home visit /parent conference summaries/ teacher observations, IEP forms with parent response to parent involvement question

STRATEGY: For the 2015-16 school year, North County Consortium staff will continue providing Family Connections classes to parents with continued outreach through flyers, direct parent contact, IEP meetings, developing a web page with resources, teacher contact information, and monthly newsletter.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Monthly family connection classes	Helping Hands Staff	Bi monthly	None for site
Parent Newsletter/Website	Teachers, principal, Site Council	monthly	Special ed funds for paper
Random File review	Teachers , specialists, principal	Spring 2016	none.
Transition Fair and tour of adult programs.	Teachers, families, principal	February 2016	none
Home visits and parent teacher conferences, IEPs	Teachers, families, principal, specialists	Ongoing	none

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LEA GOAL : Basic Services-Priority 1: Highly qualified and appropriately credentialed teachers for high quality instruction

SCHOOL GOAL: Provide quality staff development and maintain teachers who are fully qualified and appropriately assigned.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Professional development discussions at NCC staff meetings and SELPA Steering Committee meetings.	Staff reported needs for professional development related to supporting student communication skills, technology, instructional strategies, Pro ACT and legal compliance. Staff also indicated need for ongoing training in classroom behavior management.	Student achievement of individual goals.

STRATEGY: For the 2015-16 school year North County Consortium staff will participate in ongoing staff development trainings as provided by district staff, conferences, peer coaching opportunities, observations and trainings offered through SCOE

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide opportunities for conference attendance and ongoing professional development	Teachers, Principal	Ongoing	Special Ed funds

Bi-Monthly Staff Meetings	Principal , NCC staff	2015-2016 meeting schedule	none
Provide peer coaching opportunities	Principal	Ongoing	BTSA and intern teacher/specialists
Classified Staff Trainings	Principal	Bi-monthly	Special Ed funds

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: Increase students' college/career readiness-Priority 4

SCHOOL GOAL: Improve collaboration with special education and general education, local work sites and service agencies as measured by increase in shared activities, information and resources.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Staff discussions, NCC Steering Committee discussions,	NCC Steering Committee members have a need for accurate information about NCC programs, improved community resources available to students and related to work opportunities can be improved	Feedback from community partners, reports from current employers of NCC students

STRATEGY: For the 2014-15 school year North County Consortium staff will participate and reach out in community activities and interactions, seeking liaisons to provide work opportunities for students of working age, and communication with staff from general education settings (participating in observations, attending general education staff meetings, collaborate emergency plans, etc).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Monthly Staff Meetings	All certificated staff	2015-2016 Schedule of meetings,	No cost to site
Provide community outreach and interactions-phone calls, site visits, provide student information on work abilities	Principal , teachers	2015-2016 school year	none
Provide new work opportunities for students-outreach to new agencies-building relationships with them	Teachers, principal	2015-2016 school year	none

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 schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

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/ca12squiappcatprog.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 schoolwide program (SWP).

- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools		<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<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"/> <p>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).</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>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)</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> <p>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</p>	\$		Title III funds may not be consolidated as part of a SWP ¹

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.

<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<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"/>
<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	\$	

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

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
Victoria Long	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cara Vidano	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Aalborg	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanne Collins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Toby	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jan Hubberth	<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 checked="" type="checkbox"/>	<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 checked="" 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"/>
	<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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: _____ .

Attested:

Victoria Long	_____	12/4/2014
Typed name of School Principal	Signature of School Principal	Date
____Michael Toby_____	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

