

# The Single Plan for Student Achievement

**School:** IDEA Center High School  
**CDS Code:**  
**District:** Grossmont Union High School District  
**Principal:** David Napoleon  
**Revision Date:** 10/23/16

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

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

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

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## School Vision and Mission

### IDEA Center High School's Vision and Mission Statements

IDEA Center High School celebrates the students' right to achieve a quality and meaningful education. IDEA Center creates a community that values the individual and a variety of learning strengths and challenges. This is shown through small, interactive classroom settings that focus on project-based learning with an emphasis on College and Career/Technical Education.

## School Profile

IDEA Center High School is a small alternative school of choice, open to students grades 9-12, and focuses on college and career readiness through a college preparatory curriculum linked to career and technical education pathways. Characterized by small class sizes and an integrated curriculum infused with technology, students at IDEA Center receive a Chromebook for student use at school and home. Students will choose an individualized learning plan that leads to career exploration, internship opportunities and demonstrations of their learning prior to graduation. The IDEA Center teachers are content experts who are highly skilled in Linked Learning collaboration and technology use in the classroom. Staff members will serve as mentors/advisors to each student working to support their academic needs and personal growth.

IDEA Center student apply for admittance. The criterion for admittance was based on attendance at past schools, behavior, ability to do college prep work, and pathway interest. 12th Grade Students had to be on target to graduate by the end of the 2015-2016 school year. Teachers wishing to become a part of the IDEA Center, had to apply. A Memorandum Of Understanding of teacher expectations was agreed to by the staff and the teacher's union. In addition, the union and District approved a quarter system calendar and 4x4 block bell schedule.

### Additional Information

IDEA stands for Innovation, Design, Exploration and Achievement. We believe that a small school environment as well as a focus on Linked Learning, Project-Based Learning, and Competency-Based Grading gives the students a meaningful education that allows for celebration of individual learning styles and student responsibility for their education.

## Programs

IDEA Center High School is part of the Grossmont Union Hs District's Alternative Education Organization. There are several programs included in this organization.

### IDEA Center School-wide Programs

#### Schedule

The school operates on a 4 X 4 quarter system. Teachers support and advise students in preparation for ongoing demonstrations of learning, internships, and projects.

Teachers have same start and end time, allowing time for before and after school tutoring, if needed.

9:00-3:30 school day, allowing later start for students.

Periods 1-4 are 75 minutes long, with a 30 minute lunch between 3rd and 4th period. 5th period is 44 minutes long for tutoring, advisory time, etc. Passing periods – time moving from class to class – are 4 minutes. You can download a copy of the schedule [HERE](#).

Advisory and tutorial periods are built into schedule – Maverick Hour.

University style quarter system, 4X4 block. Students will normally take two core classes, a Career Technical Education Class, and an elective each quarter.

Students can acquire credits rapidly, allowing for time for possible internships and college classes their junior and senior years.

#### Pathway

Lesson plans, projects, materials allow multiple points of entry to the curriculum.

All curriculum designed to incorporate all coursework necessary to meet the UC/CSU A-G requirements. Learning and projects in core classes attempt to be linked to career pathways related to Innovation and Design. Technology is key to learning. Students use a chromebook at home and school in a tech-rich learning environment.

#### Career Pathways:

Arts, Media, & Entertainment

Floral Design

Culinary Arts

Construction

Cosmetology

Please note: Our small size means that we are limited in terms of clubs, organizations and extracurricular activities which are critical to the admission process for most Universities.

#### Support and Connections

Students will be supported, mentored, connected, and valued as individuals.

#### Genius/Maverick Hour

Class meets each day to build positive relationships, school culture, and participate in post-secondary planning and social and emotional learning. On Tuesdays and Thursdays, students may also go to tutoring during this time. The goal is for each student to remain with an advisor through their senior year. Students also work on finding community service and internships in which they wish to participate.

#### Off Campus Learning Experiences and Internships

At each grade level students may participate in experiences like industry tours, seminars, job shadows and internships that bring relevance to the school curriculum.

#### Grades

At IDEA, grades measure a student's progress against known and established milestones — not against how well their classmates are doing. And grades mean the same thing from class to class.

Assignments are graded according to how well a student demonstrates understanding or mastery of the related standards. That understanding or mastery is scored on the following 4-point scale:

4 – Student consistently demonstrates an in-depth understanding of concepts, skills, and processes.

3 – Student frequently demonstrates an in-depth understanding of concepts, skills, and processes.

2 – Student occasionally demonstrates an in-depth understanding of concepts, skills, and processes.

1 – Student rarely demonstrates an in-depth understanding of concepts, skills, and processes.

Scores of 2, 3 and 4 meet standard. Score of 1 does not meet standard.

Each standard may be assessed more than once, if needed, to give the student the opportunity for more instruction and practice before a final score on a standard is determined.

## Staff

#### ADMINISTRATION (3)

Napoleon, David (Principal)

Cuizon, Dawn (Vice Principal)

Foster, Shannon (Vice Principal)

#### IDEA TEACHERS

Beeman, Kevin (Soc. Science)  
Brown, Claudia (Spanish)  
Deerfield, Bill (English)  
Emerick, Chris (Soc. Science)  
Giard, Kirsten (English)  
Johnson, Jen (Science Biology)  
Johnstone, Karly (English)  
Leyva, Michael (Art)  
Lindsay, Mark (PE)  
Lupien, Rosanna (Science Chemistry)  
Olivares, Lucas (Math)  
Ostrander, Brad (Math)  
Reid, Amy (Social Science)  
Ruiz, Melanie (Math)

#### IDEA CTE TEACHERS ( )

Botticelli, Laureen (Culinary)  
Davis-Landini, Brenda (Floral Design)  
Kueny, Diann (Digital Arts)  
Munoz, Michelle (Intro Cosmetology)  
Myers, Todd (Construction)

#### COUNSELOR (2)

Martinez, Jason (IDEA, Middle College)  
Moore David (IDEA, Chaparral)

#### PSYCHOLOGIST (.6)

McGlenn, Dr. Bob

#### CLERICAL

Casillas, Sofia (Attendance)  
Clement, April (Sr. Secretary)  
Gedman, Peggy (Admin. Secy.)  
Hartz, Cyndi (GIS)  
Piro, Kelly (Site Support Tech)  
Raimond, Lonnie (LVN)  
Thatcher, David (Tech. Specialist)

#### CAMPUS SUPERVISION (3)

Hendrix, Ruben (Campus Supervisor)  
Queja, Loretta (Lead Campus Supv.)  
Verduzco, Max (Campus Supervisor)

#### CUSTODIAL

Carbajal, Benny (Cust./Grounds Wkr)  
Gonzales, Elias (Cust. Small Facility)  
McGuire, Peter (Head Custodian)

## Parent Involvement

School is in the process of starting a PTSA organization with the goal of having it fully in place by October of 2016.

## **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).

### **Classroom Observations**

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

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

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

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

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

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

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

#### Teaching and Learning

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

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

#### Parental Involvement

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



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

Funding

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

18. Fiscal support (EPC)

**Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	56	50	89.3	50	2564.6	10	34	32	24
All Grades	56	50	89.3	50		10	34	32	24

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	16	58	26	20	50	30	8	72	20	16	62	22
All Grades	16	58	26	20	50	30	8	72	20	16	62	22

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	56	50	89.3	50	2490.2	2	4	24	70
All Grades	56	50	89.3	50		2	4	24	70

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	2	26	72	2	42	56	2	40	58
All Grades	2	26	72	2	42	56	2	40	58

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10					***** *	***					*****
12	1	11	2	22	6	67					9
<b>Total</b>	1	10	2	20	7	70					10

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			10
Percent with Prior Year Data			100.0%
Number in Cohort			10
Number Met			--
Percent Met			--
NCLB Target	59.0	60.5	62.0%
Met Target			--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					0	10
Number Met					--	--
Percent Met					--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target					--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		1734	1,522
Percent with Prior Year Data			100
Number in Cohort		1734	1,522
Number Met		976	660
Percent Met		56.3	43.4
NCLB Target	59.0	60.5	62.0%
Met Target		No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			943	1097	764	979
Number Met			159	437	87	331
Percent Met			16.9	39.8	11.4	33.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target			No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		92	
Met Percent Proficient or Above		N/A	
<b>Mathematics</b>			
Met Participation Rate		90	
Met Percent Proficient or Above		N/A	
<b>Met Target for AMAO 3</b>			N/A

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Enrollment by Grade Level and Group

<b>Grade Level</b>	<b>Number of Students</b>
------------------------	-------------------------------

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
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## School and Student Performance Data

### Student Attendance

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate									
Graduation Rate									

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions									
Expulsions									

## School and Student Performance Data

### Advanced Placement (AP)

#### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

## School and Student Performance Data

### Reclassification Rate

	2013-14	2014-15	2015-16
	Percentage (Rate) Reclassified	Percentage (Rate) Reclassified	Percentage (Rate) Reclassified
IDEA Center High School			
Grossmont Union High School District			
California			

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Increase Student Achievement</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
LCAP Goal #3 - Increase student achievement for all students and LCAP Goal # 5 - Implement curriculum and assessments aligned to the Common Core State Standards (including Next Generation Science Standards) and ensure student achievement information is used in guiding instruction
<b>SCHOOL GOAL #1:</b>
Improve overall school performance on the CAASP test in both MATH and ELA by 10% in the 2016-2017 school year.
<b>Data Used to Form this Goal:</b>
44% of students met or exceeded standards in ELA, 6% met or exceeded standards for MATH.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend professional development on Project based learning to help students understand the relevance of their learning and demonstrate their knowledge in an authentic manner.	2016-2017 School Year	Admin, staff	High Tech High Leadership Academy	None Specified	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will attend professional development on increased use of technology in the classroom	2016-17	Staff, Admin	Google Ninja Training		None Specified	
			Cue, ISTE Conferences		Title I	1000
			Other Tech Conferences as they become available		Title I	1000
Develop Professional Development Plan - Admin and staff will develop a plan for staff development based upon staff input over the next three years	2016-2019	Admin, Staff			Title I	500
Conduct Staff Development	June 2017	Admin, District	Lin Kuzmich		Professional Development Block Grant	5000
			Gershon		Title I	1000
			Restorative Practices			1000
			Tech Conferences			1500
NWEA MAPS assessment for Math and English	2016-17 School Year	Admin, Leadership team	District is moving to district wide assessments, and NWEA may be the first attempt at this for Math and ELA		Title I	500
Actively Learn	2016-17 School Year	ELA Team	Currently using the free version, but ELA team is exploring expanding its use		General Fund	500
Incentives and Marketing materials for testing days	2016-17	Admin, Leadership Team	Provide incentives for students and procure marketing materials to ensure students are aware of testing times and dates		Title I	1000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Increase Student Achievement</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
LCAP GOal #3 - Increase student achievement for all students, LCAP Goal # 4 - Ensure college readiness and career preparation for all students
<b>SCHOOL GOAL #2:</b>
Create common curriculum for Maverick Hour, including designated activities for each grade level and including college and career planning.
<b>Data Used to Form this Goal:</b>
WASC visiting team suggested this goal as a priority for the school.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maverick Hour classes will have a similar curriculum. Included in this will be the addition of time set aside for counselors to present on College and Career Topics	Spring 2017	Admin, Dept Chairs			Title I	1000
Develop a tutorial tracking system for Tuesday and Thursday Maverick hour.	Fall 2017	Admin, Dept Chairs, Intervention Coordinator			Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School personnel will attend PD related to college preparedness, equity and access, and career exploration	2016-2017	Admin, Counseling Dept	UC / CSU Conferences		Title I	1000
			Equity and Access Conference		Title I	1000
			SDCOE Conferences		Title I	1000

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Increase Student Achievement</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
<p>Goal #2: Support programs and activities that connect students to school and promote a positive school culture</p> <p>Goal #3: Increase student achievement for all students</p> <p>Goal #4: Ensure college readiness and career preparation for all students</p> <p>Goal #5: Implement curriculum and assessments aligned to the Common Core State Standards (including Next Generation Science Standards) and ensure student achievement information is used in guiding instruction</p>
<b>SCHOOL GOAL #3:</b>
Teachers will implement a project based learning approach, including a Presentation of Learning at the end of each quarter. Teachers will meet to develop topics, visit other school sites, and attend professional development activities.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation: Admin will determine the number of teachers working in collaborative teams.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Scheduled meeting time to plan teams and goals	Spring 2017	Teachers				
Develop a “wheel” curriculum to introduce all 10th graders to CTE classes	Spring 2017	CTE, counseling				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in staff development to learn how to integrate project based learning (PBL) into the curriculum.	2016-2017 school year	All Staff	High Tech High Leadership academy		Title I	3000
Teachers will visit other school sites that utilize PBL.	June 2017	Teachers	Substitutes for teachers		Title I Part A: Professional Development (PI Schools)	1000
Teachers will attend staff development activities that help them utilize PBL strategies	June 2017	Teachers	Staff development		Title I	1000
Provide time outside the school day to support completion of projects	June 2017	Teachers	After school tutorial		Title I	3000
			Super Saturdays		Title I	3000
School will continue to implement a 1 to 1 chromebook usage for all students	June 2017	Tech, Admin	Purchase new chromebooks for increased enrollment		Title I	5000
			Purchase new chromebooks to replace books that have been damaged or exceeded useful life		Title I	2500
Publish invitations and marketing materials for showcase events	2016-17 school year	Admin, School Leadership team	Produce, print and mail materials for student showcase		Title I	1000
Provide students with materials to complete showcase artifacts	201-6-17 School Year	Admin, Teachers	Procure and provide materials for students to create final projects for showcase events each quarter		Title I	5000

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: School Culture</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
Goal #1: Ensure emotional and physical safety and support for students and staff Goal #2: Support programs and activities that connect students to school and promote a positive school culture
<b>SCHOOL GOAL #4:</b>
Create a culture and environment of support which connects students to school and keeps them engaged.
<b>Data Used to Form this Goal:</b>
1) District School Climate Index; 2) California Healthy Kids Survey surveys of staff and parents
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
CHKS improvement over this year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School will host a First Four Climate and Engagement Event	August 2017	Admin, ASB, Teachers	Supplies		Title I	1000
Students will be awarded with special field trips for Maverick Gold	Spring 2017	PBIS			Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be engaged in after school activities and the school will provide supplemental transportation as needed	June 2017	Admin	metro one use bus passess		Title I	1000
			bus transportation		Title I	1000
Students will participate in Camp Lead	June 2017	Students, Admin, Counseling			Title I	15000
Students will have access to counseling services on campus	June 2017	Admin	contract with Mending Matters		Title I	10,000
Provide after school and Saturday enrichment activities for students	2016-17 school year	Admin, School Leadership Team	provide activities that expand students' interests		Title I	2500

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: Parent Involvement</b>
<b>Subgroup:</b>
<b>LEA GOAL:</b>
Support collaboration and innovation in our Grossmont learning community
<b>SCHOOL GOAL #5:</b>
Increase Parent involvement in School Activities
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Solicit parent participation in SSC and VIP	Fall 2016	Admin			Title I Part A: Parent Involvement	500
Start an IDEA Center PTSA	2016-2017 School Year	Admin, Parents			Parent-Teacher Association (PTA)	500
					Title I Part A: Parent Involvement	500
Cultivate Fundraising opportunities for various programs	Spring 2017	Admin			Title I	500
Increase marketing presence, including through Social Media	Spring 2017	Admin			Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide refreshments for Parent Events	2016-2017 School Year	Admin			Title I	500

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

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

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

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

**Centralized Service Goal #2**

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

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

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

**Centralized Service Goal #3**

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

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



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

**Centralized Service Goal #4**

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

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

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

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	59677.00	-13,823.00
Title I Part A: Professional Development	6293.00	5,293.00
Title I Part A: Parent Involvement	810.00	-190.00
Title III Part A: Language Instruction for		
Tobacco-Use Prevention Education		
Unrestricted		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	500.00
Parent-Teacher Association (PTA)	500.00
Professional Development Block Grant	5,000.00
Title I	73,500.00
Title I Part A: Parent Involvement	1,000.00
Title I Part A: Professional Development (PI Schools)	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
None Specified	3,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	General Fund	500.00
	Parent-Teacher Association (PTA)	500.00
	Professional Development Block Grant	5,000.00
	Title I	70,500.00
None Specified	Title I	3,000.00
	Title I Part A: Parent Involvement	1,000.00
	Title I Part A: Professional Development (PI	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	13,500.00
<b>Goal 2</b>	4,500.00
<b>Goal 3</b>	24,500.00
<b>Goal 4</b>	35,500.00
<b>Goal 5</b>	3,500.00

## 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
Dave Napoleon	X				
Shannon Foster, Vice Principal			X		
Bill Deerfield		X			
Kirsten Giard		X			
Amy Reid		X			
Dave Moore			X		
Peggy Gedman			X		
Jenna Marogi					X
Sinai Forbes					X
Hilda Flores					X
Stacy Zanahua					X
Charity Lacey				X	
Rob Nolan				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</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 .

Attested:

David Napoleon

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

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

\_\_\_\_\_  
Date

William Deerfield

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

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

\_\_\_\_\_  
Date



**IDEA HS**  
**School - Level Description of Title I Funds**  
**Budgeted for Centralized Services FY2016.2017**  
**as of 10/28/16 (using Oct 2015 FRL)**

Description	Allocation
A. Program Management (including Benefits and Health & Welfare)	\$ 4,117
B. Supplies, Equipment, Travel, Misc.	\$ 93
C. Allocation RESERVE	\$ 1,493
D. Indirect Cost (6.15% of Total Entitlement)	<u>\$ 4,729</u>
<b>Centralized Services</b>	<b><u>\$ 10,432</u></b>
E. .05% District Parent Involvement	\$ 41
F. District Professional Dev	\$ 1,867
G. Harel & Kuzmich Professional Dev	\$ 3,000
H. NGSS-K Bowers, Professional Dev	
I. Coord Child Welfare & Attend, Homeless & Neglected	\$ 2,998
J. Private school set aside	\$ 187
K. Choice transportation	\$ 205
L. Probation Officer-attendance	<u>\$ 1,083</u>
<b>Direct Services</b>	<b><u>\$ 9,381</u></b>
<b>Total services &amp; set asides</b>	<b><u>\$ 19,813</u></b>