

# 2016 Single Plan for Student Achievement



# The Single Plan for Student Achievement

School: Durham Unified School District

District: Durham Intermediate School

County-District School (CDS) Code: 0461432

Principal: Jeff Kuhn

Date of this revision: March 22, 2016

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:	Jeff Kuhn
Position:	Principal
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The District Governing Board approved this revision of the SPSA on May 18, 2016



## 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:** Improve Student Achievement

**SCHOOL GOAL:** All students will attain proficiency in core content areas.

**What data did you use to form this goal?**  
State Assessments, Progress Reports, Quarter grade reports and D and F lists.

**What were the findings from the analysis of this data?**  
Certain student subgroups struggle academically (Low socio economic, IEP students and second language learners).

**How will the school evaluate the progress of this goal?**

The school will review the same data used to determine the goal: State Assessments, Progress Reports, Quarter grade reports and D and F lists.

**Where can a budget plan of the proposed expenditures for this goal be found?**

**STRATEGY #1:** Provide Academic Academy time to students demonstrating a need for support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Prior to the start of the 2015-16 school year	Certificated Staff, Principal and Business manager.	Include an Academic Academy Class in the master schedule (August 2015).  Review student data and place student into Academic Academy based on data (ongoing 2015-2016 year)	\$17,512 LCFF Supplemental Funds  No Cost

**STRATEGY #2:** Utilize instructional programs and curriculum that support student achievement and provide staff training on these resources

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2015-16 school year.	Certificated Staff, Principal and Business Manager	Purchase new math curriculum that includes Common Core State Standards and provide training for teachers using this curriculum. August 2015 – ongoing training for 2015-16 school year  Purchase Data Works Common Core Learning Objectives and Essential Tools. October 2015  Purchase reading intervention curriculum for students two or more grade levels below (Rewards for Middle School and Six –Minute solution). November 2015	\$5,000 LCFF Site Budget  \$280 Restricted Lottery  \$400 Restricted Lottery

**STRATEGY #3:** Utilize Academic Coaching for students that demonstrate a need for additional support/supervision

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By end of second quarter.	Certificated staff, office manager and Principal	Review student data (D and F reports) for quarter one and two to determine students that would benefit from academic coaching (end of second quarter)  Assign academic coaches to students needing support (end of second quarter)	No Cost  No Cost

**LEA GOAL:** Improve Student Achievement

**SCHOOL GOAL:** Improve Campus Climate – Decrease the number of student complaints regarding bullying and increase student satisfaction on campus.

<p><b>What data did you use to form this goal?</b> District survey data, suspension data, referral data and reports from students, staff and parents regarding bullying.</p>	<p><b>What were the findings from the analysis of this data?</b> Review of district survey data revealed concern regarding bullying on campus.  Student, staff and parent reports of bullying were concerning.  In addition report of electronic harassment has increased (cyber bullying).</p>	<p><b>How will the school evaluate the progress of this goal?</b> Review student, staff and parent complaints. Determine if discipline incidents are reduced involving bullying.  <b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>
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**STRATEGY #1:** Conduct numerous student assemblies on campus promoting positive campus climate change

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Throughout the 2015-16 school year.	Principal, School Psychologist and School Psychologist Interns.	<p>School wide rally to promote campus unity and promote a safe campus environment December 11, 2015.</p> <p>School wide assembly "Walk In Our Shoes" B-Street Theatre production March 11, 2016</p> <p>Poster signing and bracelet distribution (Band Against Bullying -stand up and speak out) December 15, 2015</p>	<p>No Cost</p> <p>Grant Funded (non DUSD grant)</p> <p>\$100 donation</p>

**STRATEGY #2:** Provide additional support on campus for counseling and connect students with outside agencies for ongoing treatment

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2015-16 school year.	Principal, School Psychologist and School Psychologist Interns.	Chico State School Psychologist Interns on campus throughout the week to provide 1:1 counseling and group counseling beginning September 2015 – end of school year  Refer students and families to outside agencies (NVCSS, Victor and Behavioral Health) for ongoing treatment. Ongoing during school year	\$3,749 LCFF Supplemental  No Cost

**STRATEGY #3:** Conduct parent information nights on Social Media Awareness and Cyber Bullying

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2015-16 school year.	Principal, School Psychologist and School Psychologist Interns.	Presentation Social Media Awareness Night held January 12, 2016  Additional Social Media Awareness Night to be held. Date to be determined.	No Cost  No Cost

**LEA GOAL: All students will master 21<sup>st</sup> Century learning tools, resources and skills**

**SCHOOL GOAL: All students will master 21<sup>st</sup> Century learning tools, resources and skills**

<p><b>What data did you use to form this goal?</b> Student, staff and parent survey data. District comparison data and course offerings.</p>	<p><b>What were the findings from the analysis of this data?</b> Durham Intermediate School lacks the infrastructure, hardware, software and training to keep up with the surrounding districts regarding 21<sup>st</sup> Century Skills for students.</p>	<p><b>How will the school evaluate the progress of this goal?</b> District comparison, increased access to technology and survey data</p>
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**STRATEGY #1: Develop infrastructure to support technology requirements**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2015-16 school year	Principal, Business Manager and IT personnel	Install wireless routers for Chromebook and laptop use by end of second quarter.	\$8,814 40% District LCFF 60% E-Rate discount

**STRATEGY #2: Purchase hardware and software needed for student and teacher use**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2015-16 school year	Principal, PTS and Business Manager	Purchase a Chromebook for each teacher to use by end of first quarter. Purchase Chromebook cart/carts for student use by end of second quarter. Purchase keyboarding software for use in all 6 <sup>th</sup> grade by end of second quarter.	\$10,853 Microsoft K-12 Voucher \$9,100 -\$8,100 was donation and \$1,000 lottery unrestricted \$2,595 (of which \$450 was donation and \$2145 was restricted lottery).

**STRATEGY #3:** Train staff in new technology being used in classroom setting and applications of these programs.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Throughout the 2015-16 school year	Principal, Certificated Staff and Business Manager	Provide ongoing training in Google Applications/Platform throughout the 2015-16 school year.	\$450 LCFF site budget



## 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) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> 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"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP <sup>1</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (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.

<sup>1</sup> 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.

## 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.<sup>2</sup> 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
Jeff Kuhn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Ramsden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaine Voris	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Thorpe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shawna Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christy Dyr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Numbers of members in each category (1 in each category)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>2</sup> EC Section 52852

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee \_\_\_\_\_ Signature

English Learner Advisory Committee \_\_\_\_\_ Signature

Special Education Advisory Committee \_\_\_\_\_ Signature

Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature

District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature

Compensatory Education Advisory Committee \_\_\_\_\_ Signature

Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature

Other committees established by the school or district (list) \_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: April 4, 2016

Attested:

Jeff Kuhn  
Typed name of School Principal

  
Signature of School Principal

4/28/16  
Date

Kim Thorpe  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

4/28/16  
Date