

# The Single Plan for Student Achievement

**School:** Blue Ridge School  
**CDS Code:** 09100900106047  
**District:** El Dorado County Office of Education  
**Principal:** Christy Ploszaj  
**Revision Date:** October 6, 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:

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

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Initial Assessment) Results .....	11
CELDT (All Assessment) Results .....	12
Title III Accountability (School Data) .....	13
Title III Accountability (District Data).....	14
Planned Improvements in Student Performance .....	15
School Goal #1 .....	15
School Goal #2 .....	20
School Goal #3 .....	24
Summary of Expenditures in this Plan.....	28
Total Expenditures by Object Type and Funding Source .....	28
Total Expenditures by Funding Source .....	29
Total Expenditures by Object Type.....	30
Total Expenditures by Goal .....	31
School Site Council Membership .....	32
Recommendations and Assurances.....	33

## School Vision and Mission

### Blue Ridge School's Vision and Mission Statements

#### Mission Statement

The Court School Program staff, in partnership with Probation staff at both Golden Ridge School (Placerville) and Blue Ridge School (South Lake Tahoe) are dedicated to creating safe and productive learning environments, where positive experiences enrich student alternatives and choices.

We are committed to...

- Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and develops 21 century skills needed to be college and/or career ready, upon graduation.
- Creating a positive and productive learning environment that promotes social and emotional skill development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others; and utilize appropriate conflict resolution, anger management and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and ultimately the success of each and every student.

## School Profile

Blue Ridge School is the court school in El Dorado County designed to serve the Lake Tahoe Region.

The student population consists of court incarcerated youth that generally range between grades 7-12.

About 93% of these students are high school age and receive their instruction in self-contained classrooms.

The school operates 248 days per year.

Records indicate an unduplicated student enrollment count of 85.

The male/female ratio of the student body was approximately 4:1.

During the 2015-16 school year, 71% of students were enrolled less than 20 school days per year. 25% of our students were enrolled 1-6 months and 7% were enrolled more than 6 months. About 70% of students have been enrolled at Blue Ridge at least one time prior.

26% of Blue Ridge students served in the 2015-16 year had an active IEP and 11% of students were classified as English Learners.

Growth of student population is limited by court order and by the constraints of the housing capacity of the facility.

Blue Ridge School staff consists of two full time teachers and one 7.0 hour/11 month instructional assistant. In addition, a part time psychologist complements the staff for Blue Ridge School. The director of the program is the Director of Special Services for the County Office of Education. There is also a part time site administrator who oversees school operations. The school is located within the Juvenile Treatment Center in South Lake Tahoe. Partnering with Probation, Juvenile Hall, Mental Health and Health Care staff is essential. These partnerships focus on the emotional, physical and academic well-being of our students.

Blue Ridge School consists of ethnically diverse student population.

Students are generally from lower income families.

Blue Ridge School is a small school where consistency is required throughout the program because of the nature of our students.

The advantage to staff being readily available includes the following:

- Communication among all stakeholders is ongoing.
- Program decisions are made by all staff.
- Curriculum guidelines are consistently followed.

\* Students are provided with meaningful opportunities for post-transition exploration through available avenues. This may include speaking with someone from a career that is an area of interest, doing online research about a career, taking courses aligned with areas of interest, etc.

## **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).

Data is compiled annually to determine trends in enrollment clustered by length of enrollment, grade placement and gender. In addition percentages of students who belong to the subgroups of Special Education and English Learners are tracked annually.

### **Classroom Observations**

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

Teachers meet weekly with each student in their classroom to evaluate academic progress in the assigned coursework. Teachers and instructional assistants observe student behavior and performance daily. School staff provide direct instruction to students daily as well as monitoring students while they work independently on assigned tasks in core content areas. School staff are available to all students for individualized assistance with all school work as needed.

### **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)

Members of the School Site Council, in open forum, review results of the statewide assessments performance results (SBAC); CAHSEE is no longer administered to students.

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

Teachers review results of student work in all subject areas weekly. This includes scores on chapter and unit tests. If performance on assessments is low, then instruction is redirected and modified to meet performance outcomes. Students are also expected to take curriculum-based diagnostic evaluations upon entering and curriculum-based summative assessments exiting the program.

## Staffing and Professional Development

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

There are two credentialed teachers on the Blue Ridge Staff.

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

All teachers hold a valid CA teaching credential.

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

All teachers have participated in professional development for the the CA Common Core Standards and Odysseyware; ongoing professional development is offered to teachers in these areas.

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

Common Core Teacher Experts and the Director of Program and District Support are available to teachers for the implementation of the Common Core Standards; ongoing support from Odysseyware is also available to assist in the implementation of this online program.

Teachers will be attending professional development with a focus on science (NGSS) through Placer County Office of Education during the 2016-2017 school year

Teachers have been invited to visit other court schools with similar demographics to gain an enhanced perspective on instructional pedagogues that align with CCSS and offer unique instructional strategies to students in the alternative education setting. Three of the 4 teachers visited another court school and had a collaboration meeting with the school staff there.

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

Time is set aside weekly for collaboration among the teaching staff regarding the alignment of curriculum to the CA Common Core Standards.

Monthly team meetings are held to allow for staff collaboration and sharing of information and ideas among all stakeholders.

## Teaching and Learning

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

Staff development, textbook purchases including online curriculum, Odysseyware and collaboration time are centered on integrating the CA Common Core Standards.

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

Students participate in individualized instructional programs. Time spent in each subject varies. Language Arts and Math goals are assigned so that students spend an average of 4 hours per week per subject.

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

Individualized instructional programs provide flexibility in assigned work which allows for intervention as needed.

Teachers provide direct, whole group instruction to students daily, with a focus on fluency (math and reading), critical thinking, vocabulary building and writing mechanics.

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

All courses and instructional materials are aligned to state standards. All courses were aligned to common core state standards through the implementation of Odysseyware in the 2015-16 school year.

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)

All 6-8 textbooks are SBE adopted. 9-12 textbooks are aligned to the CA Content Standards. Implementation of Odysseyware also provides students with access to standards-aligned materials and interventions.

Opportunity and Equal Educational Access

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

Students participate in individualized academic programs which address the needs of under-performing students. Student needs are individually assessed by teachers and interventions provided to enhance each student's capacity for accessing the Standards.

Blue Ridge uses Edge curriculum to meet the needs of our EL population and is also used with students who are deficient in ELA.

14. Research-based educational practices to raise student achievement

Teachers will participate in professional development designed for the effective use of highly effective research-based and evidence-based supplemental materials. This includes NGSS professional development.

Teachers will be provided with curriculum and materials that ensure instructional rigor.

Students will be presented with curriculum and instruction that addresses social/emotional learning.

Parental Involvement

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

The Parent Compact and the Parent Involvement Policy serve to provide an open invitation for parents to be involved in their student's educational program.

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)

The School Site Council (SSC) includes parent and student representatives. The SSC annually reviews assessment results and develops goals for the Single Plan for Student Achievement. Invitations to attend School Site Council meetings are posted publicly and parents receive personal invitations.

Funding

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

Extended learning (in addition to the standard day/year ) is offered to all students.

18. Fiscal support (EPC)

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

Goal #1: Blue Ridge School will provide all students, including ELL students, with the opportunity to attain proficiency or better in reading and written language and for all students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.

Goal #2: Blue Ridge School will provide all students the opportunity to attain proficiency or better in mathematics and for all students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.

Goal #3: Blue Ridge School will collaborate with community stakeholders and neighboring educational agencies to improve transitions from school to college and/or career readiness programs.

The barriers to both success in achievement of the three goals and valid assessment of this achievement lies with the following facts about the student population:

- \*Student behavior is high risk including long histories of drug use and abuse.
- \*Students' environmental situations often impede their performance on assessments.
- \*Students are highly transient with the average student enrollment between 1-20 school days.

# 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	5	4	1	4	1	66.7	20
All Grades	6	5	4	1	4	1	66.7	20

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*



**Conclusions based on this data:**

1. 100% of students required to participate in CAASP/SBAC assessments were tested in the 2015-16 school year.

**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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	5	4	1	4	1	66.7	20
All Grades	6	5	4	1	4	1	66.7	20

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

**Conclusions based on this data:**

1. There was a significant drop in % of students tested between 2014-15 and 2015-16.
2. Only 11th grade students are included in the data.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
8								***							
10				***											
Total				***				100							

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
8								***							
10				***											
Total				***				100							

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
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. There is no data to report.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	481	464	467
Percent with Prior Year Data	97.3	98.3	95.9
Number in Cohort	468	456	448
Number Met	282	269	269
Percent Met	60.3	59.0	60
NCLB Target	59.0		
Met Target	Yes	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	377	200	360	177	373	191
Number Met	93	104	104	96	104	113
Percent Met	24.7	52.0	28.9	54.2	27.9	59.2
NCLB Target	22.8	49.0				
Met Target	Yes	Yes	Yes	Yes	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	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. No results to report.

## 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: English Language Arts</b>
<b>LEA GOAL:</b>
LEA Goals #1,#2 and #3 are included in this goal
<b>SCHOOL GOAL #1:</b>
All students, including English Learners, including Foster Youth, will meet standards or better in English Language Arts. This proficiency will allow students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.
<b>Data Used to Form this Goal:</b>
This goal was formulated from data received through assessments given upon enrollment; informal assessments and SBAC and CELDT results.
<b>Findings from the Analysis of this Data:</b>
Most students enrolled in Blue Ridge are deficient in credit and/or have a history of being at or below basic on state required testing.
<b>How the School will Evaluate the Progress of this Goal:</b>
Assessments used to evaluate student progress will include statewide assessments (CAASP); Odysseyware and Renaissance Star Reading and Math; Edge assessments for English Learners; and CELDT scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards  All teachers will participate in professional development for NGSS aligned to CA Common Core Standards and the (CAASPP). The information obtained will assist teachers in aligning instruction will all of the CCSS.  Implementation of Odysseyware.	October 2016-June 2017	Blue Ridge Teachers	Common Core Training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	100
			Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,100
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	174

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Travel Expenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	126
<p>School-wide implementation of common core aligned curriculum including the implementation of Odesseyware.</p> <p>Textbook/software adoptions for English/Language Arts will be aligned to the English-Language Arts CA Common Core Standards.</p> <p>Teacher will attend NGSS professional development to become proficient in instructional strategies related to CCSS science curriculum.</p> <p>Teachers will become proficient users of Odesseyware. All teachers will participate in ongoing staff development in Odesseyware</p> <p>Technology: Supervision and accessibility software will be installed on all student Chromebooks to ensure limited accessibility, individual student accountability and student safety. Supervision software will be installed on teacher computers to ensure that students have limited access to Odesseyware only.</p> <p>Technology such as a document camera and projector will be purchased to enhance teacher opportunities to engage students during whole-group direct instruction.</p>	October 2016 - June 2017	Blue Ridge Teachers/ EDCOE Administration & Technology Department				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work collaboratively to share Odesseyware resources and implement appropriate CAASP assessment practices.	October 2016 - May 2017	Blue Ridge Teachers	Collaboration Time			
Improvement of Instructional Strategies and Materials  Teachers will implement strategies learned from participation in professional development aligned to common core Language Arts standards and implement the effective use of supplemental materials that will address the needs of students not yet proficient in this area.	October 2016 - June 2017	Blue Ridge Teachers				
Teachers will increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction.	October 2016 - June 2017	Blue Ridge Teachers				
Supplemental materials will be selected which will enhance the learning of concepts and the development of skills in both reading and written expression for all students at risk of not being Proficient in the CA Common Core Standards, including English Language Learners, and students who have not yet demonstrated proficiency at or above in this area.	October 2016 - June 2017	Blue Ridge Teachers	Instructional Materials	4000-4999: Books And Supplies	Unrestricted	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Steps will be identified to bring all teaching staff to highly qualified status. Progress will be monitored until 100% HQT status is reached.	October 2016- June 2017	Blue Ridge Principal/Coordinator				
Extended Learning Time /in addition to the standard day/year  The afternoon instructional time will focus on reading and writing skills designed to improve proficiency in English Language Arts and to increase the potential for students to graduate with skills necessary to earn a diploma and be college and/or career ready.	October 2016 - June 2017	Blue Ridge Teachers	Instructional Time	1000-1999: Certificated Personnel Salaries	Title I Part D	24,698
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	7,644
			Indirect	7000-7439: Other Outgo	Title I Part D	2,901
The Instructional Assistant will work individually with students to help build skill, re-teach and assist with credit recovery, as prescribed by teacher. Instructional Assistant will also assist teachers in grading completed student work.	July 2016 - June 2017	Blue Ridge Teachers Blue Ridge Instructional Assistant	Tutorial/Remediation	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,455
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Allocation	456
			Indirect	7000-7439: Other Outgo	Title I Part A: Allocation	171
			Tutorial / Remediation	2000-2999: Classified Personnel Salaries	Title I Part D	
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	
			Indirect	7000-7439: Other Outgo	Title I Part D	
Increased Educational Opportunity  Supplemental materials aligned to the CA Common Core Standards and instructional technology designed to differentiate instruction will be incorporated into the instructional day (e.g., document camera, projector, Chrome Books, Odysseyware).	October 2016 - June 2017	Blue Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in professional development designed to increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction and increase instructional rigor.	October 2016 - May 2017	Blue Ridge Teachers	Common Core Training See Budget notations in section "Alignment of Instruction with Content Standards"			
<p>Individual student progress in reading and written expression will be evaluated by the following methods:</p> <p>Student progress in classroom assignments for both reading and written expression will be evaluated weekly by the teacher.</p> <p>For English Learners, progress will be evaluated with formative assessments published by Cengage Learning (EDGE).</p>	October 2016- June 2017	Blue Ridge Teachers				

## 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: Mathematics</b>
<b>LEA GOAL:</b>
LEA Goals #1, #2 and #3 are included in this goal
<b>SCHOOL GOAL #2:</b>
All students, including English Learners, will become Proficient or better in Mathematics. This proficiency will students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.
<b>Data Used to Form this Goal:</b>
This goal was formulated from data received through assessments given upon enrollment; informal assessments and CAASP and CELDT results.
<b>Findings from the Analysis of this Data:</b>
Most students enrolled in Blue Ridge are deficient in credit and/or have a history of being at or below basic on state required testing.
<b>How the School will Evaluate the Progress of this Goal:</b>
Assessments used to evaluate student progress will include statewide assessments (CAASP); Odysseyware and Renaissance Star Reading and Math; Cengage Learning Edge assessments for English Learners; and CELDT scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will participate in professional development aligned to CA Common Core Standards, Odysseyware and CAASPP.	October 2016 - June 2017	Blue Ridge Teachers	Common Core Training See Budget Notations in Goal #1- "Alignment of Instruction with Content Standards"			
Textbook adoptions for Mathematics will be aligned to the CA Common Core Standards. This includes Odysseyware.	October 2016 - May 2017	Blue Ridge Teachers	Textbooks	4000-4999: Books And Supplies	Unrestricted	500
Teachers will work collaboratively to align Odesseyware coursework with	October 2016 - June 2017	Blue Ridge Teachers	Collaboration time			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
local high school district course work.						
Improvement of Instructional Strategies and Materials  Teachers will implement strategies learned from participation in professional development aligned to CA Common Core Mathematics Standards and designed for the effective use of supplemental materials that will address the needs of students not yet meeting standards in Common Core Mathematics Standards.	October 2016 - May 2017	Blue Ridge Teachers				
Teachers will increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction.	October 2016 - June 2017	Blue Ridge Teachers				
Supplemental materials will be selected which will enhance the learning of concepts and the development of skills in mathematics for all students at risk of not being Proficient in the CA Common Core Standards, including English Learners and Special education students.	October 2016- May 2017	Blue Ridge Teachers	Instructional Supplies	4000-4999: Books And Supplies	Unrestricted	2,500
Steps will be identified to bring all teaching staff to highly qualified status. Progress will be monitored until 100% HQT status is reached.	October 2016-June 2017	Blue Ridge Principal		None Specified	None Specified	
Extended Learning Time/ in addition to standard day/year  The afternoon instructional time will	October 2016 - June 2017	Blue Ridge Teachers	Instructional Time (already accounted for in Goal #1)	1000-1999: Certificated Personnel Salaries	Title I Part D	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
focus on skills designed to improve proficiency in Mathematics.			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	0
			Indirect	7000-7439: Other Outgo	Title I Part D	0
The Instructional Assistant will work individually with students as prescribed by teacher.	October 2016-June 2017	Blue Ridge Teachers Blue Ridge Instructional Assistant	Instructional Time	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,420
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Allocation	1,021
			Indirect	7000-7439: Other Outgo	Title I Part A: Allocation	309
			Instructional Time	2000-2999: Classified Personnel Salaries	Title I Part D	
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	
			Indirect	7000-7439: Other Outgo	Title I Part D	
Increased Educational Opportunity  Supplemental materials aligned to the CA Common Core Standards and instructional technology designed to differentiate instruction will be incorporated into the instructional day through the implementation of Odysseyware.	October 2016-June 2017	Blue Ridge Teachers				
Staff Development and Professional Collaboration  All teachers will participate in staff development aligned to CA Common Core Standards, Odysseyware and CAASP	October 2016- June 2017	Blue Ridge Teachers	Common Core Training See Budget notations in section "Alignment of Instruction with Content Standards" Goal #1			
Individual student progress in mathematics will be evaluated by the following methods:	October 2016 - June 2017	Blue Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student progress in classroom assignments for mathematics will be evaluated weekly by the teacher via review of student work, direct instruction/checking for understanding, and teacher made tests to procure work samples.</p> <p>Review of statewide student assessments will be reviewed by the teachers.</p> <p>Odysseyware</p>						
<p>Teachers will participate in professional development aligned to CA Common Core Mathematics Standards and designed for the effective use of supplemental materials that will address the needs of students not yet proficient in Common Core Mathematics Standards.</p>	October 2016 - May 2017	Blue Ridge Teachers	Common Core Training See Budget notations in section "Alignment of Instruction with Content Standards Goal #1			
<p>Teachers will participate in professional development designed to increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction, including Odysseyware.</p>	October 2016 - May 2017	Blue Ridge Teachers	Common Core Training See Budget notations in section "Alignment of Instruction with Content Standards" Goal #1			

## 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: Student Transitions</b>
<b>LEA GOAL:</b>
This goal is included in LEA Goal #5
<b>SCHOOL GOAL #3:</b>
School staff will conduct 1:1 meetings with high school students (by age of 15 for students with IEPs, or 11th and 12th graders) while enrolled at Blue Ridge to determine areas of interest and aptitude. These meetings will occur on an ongoing basis (at least once per month) depending on students' length of stay in the facility. Students will be presented with opportunities to explore and research areas of post-secondary interests such as trade school, university or other options that are of interest and potential benefit to the students. Students enrolled at Blue Ridge for 30 days or longer will receive their Food Handler's Certification and will develop a resume with the teacher. Staff will focus on CCSS College and Career Ready goals.
<b>Data Used to Form this Goal:</b>
Formal and informal communication with other schools and school district personnel. Review of data report from CDE.
<b>Findings from the Analysis of this Data:</b>
In discussions with school guidance personnel from LTUSD, comments indicate that students transition more smoothly if the course curriculums are aligned within the framework of state content standards.
<b>How the School will Evaluate the Progress of this Goal:</b>
Feedback from school districts regarding the success of students upon their return from incarceration. Transition plans will be written for students with IEPs in accordance with Ed Code.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards  Textbook adoptions will be aligned to the CA Common Core Standards.  Odysseyware coursework will be aligned with high school district	October 2016- June 2017	Blue Ridge Teachers	Textbooks See budget notations in section "Alignment of Instruction with Content Standards" Goals #1 and #2			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
courses.						
Supplemental materials, aligned to Common Core Standards, will be purchased to assist in the achievement of proficiency for all students.  Implementation of Odysseyware and access to CTE courses.  Career inventory and aptitude tests (informal) will be identified, implemented and reviewed by school staff with students.	October 2016- June 2017	Blue Ridge Teachers	Instructional Supplies See budget notations in section " Improvement of Instructional Strategies and Materials" Goals #1 and #2			
Teachers will participate in professional development aligned to CA Common Core Standards and designed for the effective use of supplemental materials that will address the needs of all students. Focus will be on Career Technical Education.	October 2016- June 2017	Blue Ridge Teachers	Common Core Training See budget notations in section " Alignment of Instruction with Content Standards" Goal #1 and Goal "2			
Improvement of Instructional Strategies and Materials  Teachers will collaborate with the student's prior school to determine the preferred curriculum for the student while enrolled at Blue Ridge. The depth of collaboration will be based primarily on the probable length of incarceration.	October 2016- June 2017	Blue Ridge Teachers	Collaboration Time			
The progress of successful student transitions will be monitored by the following methods:	October 2016- June 2017	Blue Ridge Teachers & Blue Ridge Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student recidivism rates.</p> <p>Informal evaluations and other communication from schools involved with students transitioning from Blue Ridge School.</p>						
<p>Teachers will, at the minimum weekly, evaluate student's' assignments to determine the mastery of grade level standards, develop relevant lesson plans and modify instruction as needed to support students' instructional needs.</p>	October 2016- June 2017	Blue Ridge Teachers				
<p>Extended Learning Time/ in addition to the standard day/year</p> <p>Teachers will collaborate with the student's home school to discuss course suggestions for supplemental instruction.</p>	October 2016- June 2017	Blue Ridge Teachers	Collaboration Time			
<p>Increased Educational Opportunity</p> <p>Elective courses in career studies and life skills are offered. The content of these courses is designed to benefit in the transition from school to employment and adult life. This aligns to CCSS CTE Standards and is available through Odysseyware.</p>	October 2016- June 2017	Blue Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff Development and Professional Collaboration</p> <p>Teachers will participate in staff development aligned to CA Common Core Standards and designed for the effective use of supplemental materials which can address the needs of all students.</p> <p>Professional development will include how to develop relevant and meaningful lesson plans and designed instruction to support students in all academic areas to promote mastery in areas of core and CTE.</p>	October 2016- June 2017	Blue Ridge Teachers	<p>Common Core Training</p> <p>See budget notations in section</p> <p>" Alignment of Instruction with Content Standards" Goal #1 and Goal #2</p>			
<p>Discussions, in collaboration with probation and schools will be ongoing in an effort to ensure better transitions for all students.</p>	October 2016- June 2017	Blue Ridge Teachers & Blue Ridge Principal	Collaboration Time			

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,875.00
3000-3999: Employee Benefits	Title I Part A: Allocation	1,477.00
7000-7439: Other Outgo	Title I Part A: Allocation	480.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,100.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	174.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	226.00
1000-1999: Certificated Personnel Salaries	Title I Part D	24,698.00
3000-3999: Employee Benefits	Title I Part D	7,644.00
7000-7439: Other Outgo	Title I Part D	2,901.00
4000-4999: Books And Supplies	Unrestricted	5,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Allocation	5,832.00
Title I Part A: Professional Development (PI Schools)	1,500.00
Title I Part D	35,243.00
Unrestricted	5,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	25,798.00
2000-2999: Classified Personnel Salaries	3,875.00
3000-3999: Employee Benefits	9,295.00
4000-4999: Books And Supplies	5,500.00
5000-5999: Services And Other Operating Expenditures	226.00
7000-7439: Other Outgo	3,381.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	41,325.00
<b>Goal 2</b>	6,750.00

## 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
Christy Plosaj	X				
Aiko Akers		X			
Stephanie Jennings (via phone)				X	
Luis					X
Wendy Creel			X		
Melissa Mutzig (Probation)				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</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

X Other committees established by the school or district (list):

School Safety Committee

\_\_\_\_\_  
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 10/25/2016.

Attested:

Christy Ploszaj

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

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

\_\_\_\_\_  
Date

Stephanie Jennings

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

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

\_\_\_\_\_  
Date