The Single Plan for Student Achievement

School: Colusa High School

CDS Code: 06-61598-0631259

District: Colusa Unified School District

Principal: Darren Brown

Revision Date: 1/8/2015

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

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

Contact Person: Darren Brown

Position: Principal

Phone Number: (530) 458-2156

Address: 901 Colusa Avenue
                     Colusa, CA 95932

E-mail Address: dbrown@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on January 15, 2015.

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School Vision and Mission

Colusa High School's Vision and Mission Statements
Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

School Profile

Colusa Community - -Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the Braves, the Egling Middle School's mascot is the Red and Colusa High School's is the RedHawks.

CHS School Staff--Credentialed staff includes 17 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 2 Attendance Clerks, 1 Career Tech, 3 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations, and parent communications.

Colusa High School--The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 350 students in grades 9-12. Colusa High School is a four-year, two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa High School has a number of special programs offered to students, including English Language Development, Sheltered classes, Environmental Science Academy, and an Enrichment program to name a few. CHS also participates in an early outreach program, Upward Bound, with California State University, Chico.

Graduation Requirements -- All students at Colusa High School must complete 245 credits for graduation. These credit requirements include 40 credits in Language Arts, 40 in Social Science (the class of 2013 will need 30 plus an additional 10 electives), 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math (students must pass Algebra I), 30 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Computer Literacy, and 60 Electives.

- Colusa High School requires students to complete a Senior Project
- Colusa High School students must pass both sections of the CAHSEE

Academic Honors and AP Courses -- Advanced and Honors courses are offered in Language Arts, Math, Foreign Language and Social Sciences.

Grading System – Colusa High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

Transcript: Code of "P"; Courses with a "P" in the title are on the University of California/California State University approved list of courses that meet their admission requirements.

Academic Achievement -- 81% of the Colusa High School Class of 2015 entered college the year following graduation. Eight percent entered the Military and Trade Schools. Approximately 19% entered a four-year college or university.

Daily Schedule: Traditional Schedule with a 7 period day.

Extra Curricular Activities Offered
Sports: Football, basketball, tennis, cheerleading, golf, soccer, softball, baseball, volleyball, track, and cross country.
Clubs: Associated Student Body Offices and Commissions, Associated Student Body, Student Council, Academic Decathlon, Art Club, Band, California Scholarship Federation (CSF), Show Choir, Class Offices, Future Business Leaders, Future Farmers of America, Friday Night Live, Spanish Club, Student Representatives to Colusa High Site Council, Student Representatives to the Colusa RedHawk Athletic Foundation, and Student Representatives to the Colusa Unified School District Board of Trustees.

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).

Semi-annually a survey of student perception regarding the discipline program at Colusa High School. Students are queried about their feeling about school-wide, as well as, classroom discipline. Annual parent surveys are also used to establish parent perspective.

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

Classroom observations are conducted by the Principal on a weekly basis. Each teacher in every classroom is observed at least three times a month.

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)

    Instructors utilize a variety of sources, such as, the California English Language Development Test (CELDT), the California Standards Tests (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and local benchmark assessments. The majority of this data is accessible through the Online Assessment and Reporting System (OARS).

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

    Teachers use classroom benchmark assessments to monitor and adjust instruction.

Staffing and Professional Development

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

    All teachers meet the highly qualified teacher requirements of the No Child Left Behind (NCLB) Act.

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

    Colusa High School has sufficient credentialed teachers and they have had access to AB466 training.

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)

    Since our last accreditation teachers have had access to content experts Mary Camazon (ELA) and Pam Hutchison (Math) for consultation and assistance.

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

    Weekly collaboration time is provided for teachers to interact with one another regarding curriculum and instructional strategies.

Teaching and Learning

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

    Instructors have developed, through the assistance of instructional coaches, pacing guides that are in alignment with the NCLB standards.

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

    The school meets the requirements for instructional minutes for ELA and mathematics. All graduating students meet the requirements of the local governing board and the State of California graduation requirements.

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)

    Appropriate standards-based instructional materials are available to all students across all grades.

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 materials are approved by the local governing board prior to purchase.

Opportunity and Equal Educational Access

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

   Students have access to tutoring and assistance from teachers before and after school.

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)

   Assistance is available before and after school from individual teachers.

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)

   Parents, community representatives, classroom teachers and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs.

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

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	241	242		83	84		4	3		1	1	
Growth API	723	749		835	829							
Base API	735	723		796	835							
Target	5	5		4	A							
Growth	-12	26		39	-6							
Met Target	No	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	148	147		82	93		147	162		32	40	
Growth API	668	712		588	696		664	696		474	512	
Base API	701	669		647	588		697	664		438	475	
Target	5	7		8	11		5	7				
Growth	-33	43		-59	108		-33	32				
Met Target	No	Yes		No	Yes		No	Yes				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	96	98	100	97	97	100	100	--	--	100	--
Number At or Above Proficient	36	53	39	22	18	20	--		--	--		--
Percent At or Above Proficient	47.4	63.1	48.8	73.3	81.8	69	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	96	98	100	96	96	100	94	99	100	100	94
Number At or Above Proficient	14	32	18	3	22	6	13	31	23	2	4	1
Percent At or Above Proficient	31.8	55.2	38.3	13.0	55.0	27.3	28.9	55.4	46	16.7	33.3	7.1
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	96	98	100	97	94	100	100	--	--	100	--
Number At or Above Proficient	31	52	45	20	17	20	--		--	--		--
Percent At or Above Proficient	40.8	61.9	57	66.7	77.3	71.4	--	--	--	--	--	--
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	96	100	100	96	100	100	94	99	100	100	100
Number At or Above Proficient	11	33	23	3	27	10	11	31	25	2	2	2
Percent At or Above Proficient	25.0	56.9	48.9	13.0	67.5	45.5	24.4	55.4	51	16.7	16.7	14.3
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
9			5	56	1	11	2	22	1	11	9
10	1	13			7	88					8
11	1	20	1	20	3	60					5
12			5	83			1	17			6
Total	2	7	11	39	11	39	3	11	1	4	28

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | Number Tested |
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | |
	#	%	#	%	#	%	#	%	#	%	#
9			5	50	1	10	2	20	2	20	10
10	2	22			7	78					9
11	1	20	1	20	3	60					5
12			5	83			1	17			6
Total	3	10	11	37	11	37	3	10	2	7	30

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers		46	28
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		46	28
Number Met		17	--
Percent Met		37.0%	--
NCLB Target	56.0	57.5	59.0
Met Target		**No**	**--**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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			3	43	2	26
Number Met			--	12	--	--
Percent Met			--	27.9%	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			*****	**No**	**--**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--	--	--
Mathematics			
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		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	325	307	319
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	324	307	319
Number Met	186	158	158
Percent Met	57.4	51.5	49.5
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	230	166	242	147	267	126
Number Met	36	66	28	56	45	43
Percent Met	15.7	39.8	11.6	38.1	16.9	34.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	**No**	**Yes**	**Yes**

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
After determining the needs of our school through the Action Team and School Site Council it has been determined that there is a need to significantly improve attendance at the high school. Attendance will improve from 93.81% in 2012 to 95.5% this year. The goal is to improve overall attendance to over 96% by the end of the 2015/2016 school year. Attendance for seniors will be 95%.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The attendance clerk, vice-principal, and principal will meet monthly to evaluate attendance and ways to improve. The vice-principal will make home visits to students who are not regularly attending school. We will continue to send letters home, call parents, and notify students about attendance issues.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
The attendance clerk will meet with the vice-principal and principal monthly to evaluate the students struggling with attendance.	Beginning August 2015 to June 2016.	Attendance clerk, VP, Principal				
The VP will meet with students and parents who miss a significant amount of days from school.	Beginning August 2015 to June 2016.	VP				
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Beginning August 2015 to June 2016.	Attendance clerk, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Surveys will be given to parents at the end of each semester.	Beginning August 2015 to June 2016.	Principal				

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
After reviewing the STAR data from the previous three years, our second goal is to improve proficiency in mathematics by 10% on the state standards test.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
STAR data will be examined at the end of the school year. CAHSEE data will be anaylzed at the end the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.	August 2012 to June 2013.					
Block schedule will be eliminated to ensure consistent instructional time for teachers.	August 2012					
Articulation with middle school will be planned and implemented throughout the school year.	August 2012 to June 2013.					
A survey will be given to students and parents at the end of the year.	January 2013 and June 2013.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STAR and OARS data will be anaylzed by all staff.	August 2012 to June 2013.					

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
To improve communication to the board and school community.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
A survey will be given to parents at the end of each semester. School Site Council meetings will discuss goals of the school during each meeting. Staff feedback will be given during each staff meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The website will be updated daily to include important events for parents and the community.	August 2015 to June 2016.	Principal, Attendance Clerk, teachers				
A weekly phone announcement will be sent to update the community on events taking place throughout the week at CHS including celebrations of last week's accomplishments,	August 2015 to June 2016.	Principal				
The board will receive an updated list of students leaving and entering CHS with reasons why they left or entered the school.	August 2015 to June 2016.	Principal, counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Winterfest will continue to be planned to open the campus to parents and the community.	August 2015 to December 2015.	Principal, high school staff				
The school Facebook page will be updated regularly to include positive student news at CHS.	August 2015 to June 2016.	Principal				
The school marquee will be updated regularly to include events around the CHS campus.	August 2015 to June 2016.	Admin assistant				

Planned Improvements in Student Performance

<u>School Goal #4</u>

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

<u>**Centralized Service Goal #5**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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 Part A: Allocation	52,416	52,416.00
LCFF-EL	21,561	21,561.00
Agriculture Vocational Incentive	16,052	16,052.00
California Partnership Academies	70,110	70,110.00
Lottery: Instructional Materials	15,000	15,000.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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
Darren Brown	X				
Sara Mendenhall		X		X	
		X			
		X			
Lorie Meyers			X		
Ann Kalisuch					X
Sandra Huff		X		X	
Bethany Abele				X	
Bobby Kirkman Jr.		X			
Rebecca Changus			X		
Bonnie Davies				X	
Numbers of members of each category:	**1**	**4**	**1**	**4**	**1**

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)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

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English Learner Advisory Committee

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Special Education Advisory Committee

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Gifted and Talented Education Program Advisory Committee

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District/School Liaison Team for schools in Program Improvement

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Compensatory Education Advisory Committee

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Departmental Advisory Committee (secondary)

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

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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 12/6/2012.

Attested:

Darren Brown
_____

Typed Name of School Principal   Signature of School Principal   Date

Lorie Meyers
_____

Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date