

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: 6/10/16

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

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

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.

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	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	9
CELDT (All Assessment) Results.....	10
Title III Accountability (School Data)	11
Title III Accountability (District Data).....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	15
School Goal #3.....	16
School Goal #4.....	18
School Goal #5.....	19
Centralized Services for Planned Improvements in Student Performance	20
Centralized Service Goal #1.....	20
Centralized Service Goal #2.....	21
Centralized Service Goal #3.....	22
Centralized Service Goal #4.....	23
Centralized Service Goal #5.....	24
Summary of Expenditures in this Plan.....	25
Total Allocations and Expenditures by Funding Source	25
Total Expenditures by Object Type.....	26
Total Expenditures by Object Type and Funding Source.....	27
Total Expenditures by Goal	28
School Site Council Membership.....	29
Recommendations and Assurances.....	30

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 20 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 2 Attendance Clerks, 1 Career Tech, 5 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 380 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, and the Environmental Science Academy 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, 30 in Math, 30 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Geography/Computer Literacy, and 60 Electives.

- Colusa High School requires students to complete a Senior Project

Academic Honors and AP Courses -- Advanced and Honors courses are offered in Language Arts, Math, Spanish 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 -- 90% of the Colusa High School Class of 2016 is entering college the year following graduation. Three percent entered the Military and Trade Schools. Approximately 25% 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, 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, 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 informally or formally.

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, benchmark assessments (midterms), SBAC scores, formal and informal assessments throughout the year.

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	77	69	89.6	68	2607.4	13	52	23	10
All Grades	77	69	89.6	68		13	52	23	10

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	28	57	15	21	71	9	13	75	12	32	57	10
All Grades	28	57	15	21	71	9	13	75	12	32	57	10

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	77	70	90.9	70	2566.4	4	20	29	47
All Grades	77	70	90.9	70		4	20	29	47

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	11	34	54	11	63	24	11	73	16
All Grades	11	34	54	11	63	24	11	73	16

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			4	20	9	45	2	10	5	25	20
10			5	50	3	30	2	20			10
11	2	15	4	31	4	31	2	15	1	8	13
12			3	60	1	20	1	20			5
Total	2	4	16	33	17	35	7	15	6	13	48

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			4	20	9	45	2	10	5	25	20
10			5	50	3	30	2	20			10
11	2	13	4	27	5	33	3	20	1	7	15
12	1	17	3	50	1	17	1	17			6
Total	3	6	16	31	18	35	8	16	6	12	51

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	46	28	48
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	46	28	48
Number Met	17	--	23
Percent Met	37.0%	--	47.9%
NCLB Target	57.5	59.0	60.5%
Met Target	No	--	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	4	46
Number Met	--	12	--	--	--	15
Percent Met	--	27.9%	--	--	--	32.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	No	--	--	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	307	319	371
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	307	319	371
Number Met	158	158	203
Percent Met	51.5	49.5	54.7
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	242	147	267	126	280	166
Number Met	28	56	45	43	61	53
Percent Met	11.6	38.1	16.9	34.1	21.8	31.9
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	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 continues to be a need to improve attendance at the high school. Attendance will improve from 96.51% in 2016 to 96.75% this year. The goal is to improve overall attendance to over 97% by the end of the 2017/2018 school year. Attendance for seniors will be 96%.
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 2016 to June 2017.	Attendance clerk, VP, Principal				
The VP will meet with students and parents who miss a significant amount of days from school.	Beginning August 2016 to June 2017.	VP				
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Beginning August 2016 to June 2017.	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 2016 to June 2017.	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 SBAC data from the previous two years, our second goal is to improve proficiency in mathematics by 5% in the upcoming SBAC test.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
SBAC data will be examined at the end of the school year. Midterms and/or benchmark exams have been implemented to analyze growth throughout the 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 2016 to June 2017.					
Articulation with middle school will be planned and implemented throughout the school year.	August 2016 to June 2017.					
A survey will be given to students and parents at the end of the year.	January 2016 and June 2017.					

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 2016 to June 2017.	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 2016 to June 2017.	Principal				
Winterfest will continue to be planned to open the campus to parents and the community.	August 2016 to December 2016.	Principal, high school staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school Facebook page will be updated regularly to include positive student news at CHS.	August 2016 to June 2017.	Principal				
The school marquee will be updated regularly to include events around the CHS campus.	August 2016 to June 2017.	Admin assistant				
The new CHS app will continue to update parents and the community on school events. Alerts will be sent out regularly.	August 2016 to June 2017.	Principal				

Planned Improvements in Student Performance

School Goal #4

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

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

Centralized Service Goal #5

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) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/6/2015.

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