

The Single Plan for Student Achievement

School: Colusa Alternative Home School
CDS Code: 06-61598-0630046
District: Colusa Unified School District
Principal: Darren Brown
Revision Date: June 9, 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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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
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.....	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.....	16
School Goal #3.....	17
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 Alternative Home School's Vision and Mission Statements

Colusa Alternative Home School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our home 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 Alternative Home School offers a variety of approaches to independent study. Families may, in consultation with a highly qualified teacher, direct the sequence and content of their student's learning. The teacher acts as a facilitator of learning and offers guidance regarding the pace and depth of curriculum coverage. Students are expected to demonstrate mastery of content, and progress at a reasonable pace. Curriculum is aligned with Common Core Standards and delivered in a variety of modalities. Assessments are typically classroom based, with grades based on projects, homework, quizzes and tests. Students take assessments at the appropriate levels for their age and grade.

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).

Informal surveys of climate and satisfaction are completed via feedback to teachers and the principal.

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 limited to those students who chose to come to one of the rooms occupied by the CAHS. Generally, students work individually on self paced curriculum with materials and supplies provided by the district. Behavior management is generally not an issue for the Home school

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)

State and local assessments are used to modify instruction and approve achievement as reflected in student trend data. Staff views results and analyzes the impact of curriculum choice through the lens of highly individualized independent study. Typically at the home school instructional change is achieved via changes to curriculum materials.

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

Teachers evaluate individual student performance frequently. If a student is not performing, often an alternative set of curriculum materials is one of the interventions. Students who do not demonstrate mastery on specific content are given additional instruction, additional skills assessments, and then re-assessed.

Staffing and Professional Development

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

All current teachers are highly qualified staff.

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

The school has a sufficient number of credentialed teachers and they have access to district-wide professional development and individualized PD as well.

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

Staff development needs are determined through collaborative discussion and consensus with other professional educators in the district.

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

Home School teachers have access to any district supplied instructional supports, and constant assistance from the principal as requested.

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

Teachers have collaboration time each Wednesday. Typically, there are monthly meetings of the entire district instructional staff, and the weekly professional learning groups are directed by teacher leaders.

Teaching and Learning

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

Instruction, scope, sequence and materials are aligned with the California State Standards.

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

Independent study necessitates a unique approach to instructional time. The teacher assigns work based on an estimate of how much time the student will reasonably need to complete the assignment. Through ongoing observation and assessment, the quantity of work is adjusted based on the recommended instructional minutes.

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

Lesson pacing is directed by the teacher to adhere to the California State Standards.

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

All instructional materials are evaluated by multiple staff members and adopted based on the consensus that the resource is appropriate.

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)

Core instructional materials are SBE adopted. Intervention materials are adopted, and aligned curriculum.

Opportunity and Equal Educational Access

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

Services at the Home School which support underperforming students include, added instructional time, changes of curricular materials, and an atmosphere of

14. Research-based educational practices to raise student achievement

Research based instructional practices used at Colusa Alternative Home School include:

Clear and focused goals for each student.

Frequent monitoring and feedback on learning.

A curriculum tightly aligned to standards.

High expectations for each student.

Additional learning time, and early intervention for students who struggle.

Creation of a safe atmosphere.

Effective implementation of instruction with a high level of parent involvement.

Parental Involvement

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

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

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall 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 3		1		1		1		100
Grade 4	3	1	0	1	0	0	0.0	100
Grade 5	1	2	0	0	0	0	0.0	0
Grade 6	1	4	1	1	0	0	100.0	33.3
Grade 7	8	3	2	1	2	0	25.0	33.3
Grade 8	6	6	1	2	0	0	16.7	33.3
Grade 11	26	15	10	9	5	0	38.5	6.3
All Grades	45	32	14	15	7	1	31.1	21.9

* 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 3		*		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0	0	14	100	21	0	14	0

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	29	0	43	100	29	0

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	14	0	43	100	43	0

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	0	57	100	43	0

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	100	71	0	29	0

Conclusions based on this data:

1.

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 3		1		1		1		100
Grade 4	3	1	0	0	0	0	0.0	0
Grade 5	1	2	0	0	0	0	0.0	0
Grade 6	1	4	1	1	0	0	100.0	33.3
Grade 7	8	3	2	0	2	0	25.0	0
Grade 8	6	6	2	2	0	0	33.3	33.3
Grade 11	26	15	8	6	4	0	30.8	37.5
All Grades	45	32	13	10	6	1	28.9	31.3

* 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 3		*		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0	*	8	*	8	*	31	*

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	*	33	*	50	*

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	*	67	*	17	*

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 3		*		*		*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*
All Grades	0	*	50	*	33	*

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual 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
9						***		***							
10					***	***		***	***					***	
11					***							***		***	
12					***	***									
Total					43	57		29	29			14		29	

Conclusions based on this data:

1.

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
9						***		***							
10					***	25		***	50			25		***	
11		25			25			25				***		25	
12					***	***								***	
Total		10			30	50		30	25			25		30	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		7	7
Percent with Prior Year Data		100%	100.0%
Number in Cohort		7	7
Number Met		--	--
Percent Met		--	--
NCLB Target	59.0	60.5	62.0%
Met Target		--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1	8	0	8
Number Met			--	--	--	--
Percent Met			--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target			--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	319	371	378
Percent with Prior Year Data	100.0		100
Number in Cohort	319	371	378
Number Met	158	203	177
Percent Met	49.5	54.7	46.8
NCLB Target	59.0	60.5	62.0%
Met Target	No	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	267	126	280	166	287	181
Number Met	45	43	61	53	52	59
Percent Met	16.9	34.1	21.8	31.9	18.1	32.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

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 getting input from several parents and students about the program, it has been determined that bi-yearly surveys will be distributed to parents and students in order to further address the needs of our students and program.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Home School teachers will give the surveys to students during designated times. The home school principal will send out surveys via email. All results will be evaluated during home school meetings in September and May.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The home school teachers will give the surveys to all students.	Beginning September 2016 to May 2017.	Teachers				
The home school principal will send surveys to all parents.	Beginning September 2016 to May 2017.	Principal				
The teachers and principal will evaluate data received from surveys.	Principal and 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
All home school students from 9-12 grade will meet multiple times with the high school counselor in order to give the students more information and knowledge when it comes to after school options.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Surveys at the end of the year will show positives on meeting with a counselor throughout their year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The counselor will meet multiple times with each home school student in grades 9-12.	August 2016 to May 2017	Counselor				
A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.	August 2016 to May 2017	Principal, Counselor				

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:
Update the home school website and complete a current home school handbook for students and parents.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The principal and home school teachers will meet monthly to 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
Teachers and the principal will review the current home school website and update it accordingly.	August 2016 to May 2017	Teachers, Principal				
Teachers and the principal will review the current handbook and update it accordingly.	August 2016 to May 2017	Teachers, 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)

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
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Darren Brown

Typed Name of School Principal

Signature of School Principal

Date

Roberta James

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date