

# The Single Plan for Student Achievement

**School:** Colusa Alternative Home School  
**CDS Code:** 06-61598-0630046  
**District:** Colusa Unified School District  
**Principal:** Rebecca Changus  
**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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**The District Governing Board approved this revision of the SPSA on June 28, 2016.**

## 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
Planned Improvements in Student Performance .....	13
School Goal #1 .....	13
School Goal #2 .....	14
School Goal #3 .....	15
School Goal #4 .....	16
School Goal #5 .....	17
Centralized Services for Planned Improvements in Student Performance .....	18
Centralized Service Goal #1 .....	18
Centralized Service Goal #2 .....	19
Centralized Service Goal #3 .....	20
Centralized Service Goal #4 .....	21
Centralized Service Goal #5 .....	22
Summary of Expenditures in this Plan .....	23
Total Allocations and Expenditures by Funding Source .....	23
Total Expenditures by Object Type .....	24
Total Expenditures by Object Type and Funding Source .....	25
Total Expenditures by Goal .....	26
School Site Council Membership .....	27
Recommendations and Assurances .....	28

## **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. Our mission is to provide a safe, student-centered, high quality education to ALL students.

## **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 Colusa Alternative Home School. 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. Teachers attend collaboration at CHS in order to offer increased communication between the two schools. Home School staff meetings are held bi-weekly.

## 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 Common Core 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.

Students 7-12 have the option to be concurrently enrolled in Egling Middle School or Colusa High School for courses. The hybrid option offers students and families who feel a higher need for socialization to enhance the educational experience.

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 a positive atmosphere customized to the individual needs of all students enrolled in the program. Some students accelerate their learning in order to maintain a rigorous educational experience while other students need increased interventions and support services.

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)

Increased parent involvement is necessary in order for the program to function properly. Parents are invited to the weekly meetings with their child.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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. The low enrollment numbers of students in testing grades limited data from the state.



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	*	*	8	*	*	8	*	*	31	*	*

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	33	*	*	50	*	*

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	67	*	*	17	*	*

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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. The low enrollment numbers of students in testing grades limited data from the state.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9					***		***								
10				***	***		***	***					***		***
11				***		25					***	25	***		50
12				***	***	***									***
Total				43	57	25	29	29			14	13	29		63

#### Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.
2. Teachers were properly trained in ELPAC and CAASPP in order to administer testing and increase results.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9					***		***								
10				***	25		***	50			25		***		***
11	25			25		25	25				***	25	25		50
12				***	***	***							***		***
Total	10			30	50	25	30	25			25	13	30		63

#### Conclusions based on this data:

1. Numbers were low, but they are expected to increase in 2018-2019.
2. The low enrollment numbers of students in testing grades limited data from the state.

## 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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Improve atmosphere in our school and improve communication between home and school.</b>
<b>LEA GOAL:</b>
Improve atmosphere in our school and improve communication between home and school.
<b>SCHOOL GOAL #1:</b>
Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative Home School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.
<b>Data Used to Form this Goal:</b>
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.
<b>Findings from the Analysis of this Data:</b>
Parents are often the home teacher. An ongoing goal focused on school and home communications is vital to the success of the program and student progress and academic achievement.
<b>How the School will Evaluate the Progress of this Goal:</b>
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 2018 to May 2019.	Teachers				
The home school principal will send surveys to all parents.	Beginning September 2018 to May 2019.	Principal				
The teachers and principal will evaluate data received from surveys.	Fall and Spring	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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Improve atmosphere in our school and improve communication between home and school.</b>			
<b>LEA GOAL:</b>			
Improve atmosphere in our school and improve communication between home and school.			
<b>SCHOOL GOAL #2:</b>			
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.			
<b>Data Used to Form this Goal:</b>			
Transcripts and Credit Updates			
<b>Findings from the Analysis of this Data:</b>			
<b>How the School will Evaluate the Progress of this Goal:</b>			
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 2018 to May 2019	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 2018 to May 2019	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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Improve atmosphere in our school and improve communication between home and school.</b>
<b>LEA GOAL:</b>
Update the home school handbook for consistent communication to staff, students and parents.
<b>SCHOOL GOAL #3:</b>
Update the home school handbook for consistent communication to staff, students and parents.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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 policies and revise the home school handbook.	August 2018 to May 2019	Teachers, Principal				
Teachers and the principal will review the current handbook and update it accordingly.	August 2018 to May 2019	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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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:

Rebecca Changus

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

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

\_\_\_\_\_  
Date

Roberta James

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

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

\_\_\_\_\_  
Date