

The Single Plan for Student Achievement

School: Colusa Alternative High School
CDS Code: 06-61598-0630012
District: Colusa Unified School District
Principal: Rebecca Changus
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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 .

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School Vision and Mission

Colusa Alternative High School's Vision and Mission Statements

Our mission is to provide a safe, student-centered, high quality education to ALL students. Our vision is to provide, in cooperation with our families, an excellent, well balanced education where students gain skills necessary for success in an ever changing world.

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 and Colusa Alternative High School.

Colusa Alternative High School (CAHS) School Staff - Credentialed staff includes 2 teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 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 Alternative High School - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa Alternative High School is committed to the idea that all students can learn and should have the opportunity to achieve academic success. Colusa Alternative 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, Colusa Alternative High School serves approximately 18 to 25 students in grades 9-12 throughout the year. Enrollment fluctuates due to the fact that it is an alternative program. Colusa Alternative High School is a 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 Alternative High School students often utilize the alternative schedule for work experience opportunities as well as enrolling in junior college courses. In our fall post-graduation report, 50% of graduates had enrolled in a junior college program.

Graduation Requirements - All students at Colusa Alternative High School must complete 220 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math, 20 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Introduction to Business/Computer Literacy and 60 Electives.

- Colusa Alternative High School requires students to complete a Senior Project

Grading System – Colusa Alternative 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

Daily Schedule: Alternative Schedule with a 4 period day.

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 Alternative High School. Students are queried about their feeling about school-wide, as well as, classroom discipline. Annual parent surveys are also used to establish a confidential and honest line of communication. Parents, students and community members also served on committees throughout our 2017-2018 WASC accreditation.

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. Informally observations (Walk Through Visits) are organized weekly in order to assure visits to all classrooms by site administration.

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. Colusa Alternative High School students meet with their counselor every two weeks in order to review and establish credit goals appropriate to their individualized learning plans.

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 Alternative High School has sufficient credentialed teachers and they have had access to training opportunities.

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

Implementation of common core standards, pacing guides, benchmark assessments assist in the structure of courses offered at CAHS. Course descriptions are included in our counseling office course catalog, and course syllabus documents are communicated to students and parents at the start of the year. Training in math to support the new math curriculum is provided at the beginning of the school year. Our ELA department has attended the AP training to offer consistency and foundation to the department. A new ELD curriculum was purchased in the 2015-2016 school year, and increased bilingual staffing has also benefited our program.

Subject specific workshops are offered at our surrounding county offices of education including CTE workshops. Strong communication regarding workshops, training and conference opportunities has resulted in high attendance by our staff.

Vertical collaboration occurs between Egling Middle School and Colusa Alternative High School in departments assisting in bridging the achievement gaps as well as easing the transition to high school.

Increased technology has also enhanced the curriculum options at Colusa Alternative High School.

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

Colusa Alternative High School is currently utilizing the services of content experts. Curriculum Council provides support, vision and consistency between our school sites regarding credit required to graduate and the various components of our Senior Project. Curriculum Council provides our site with a team of experts focused on offering our students a well-rounded, challenging educational experience. New courses and guidelines are reviewed by curriculum council throughout the school year. Staff focuses on quality instruction, and they check for understanding. Three strategies in place schoolwide are bell to bell instruction, multiple student responses to check for understanding and timely transitions to utilize instructional minutes. Learning objectives, ESLRs and daily agendas are posted and referenced regularly. Department meetings occur providing teachers with time to collaborate.

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. Teachers collaborate in departments, inter-departments and vertical collaboration with Egling Middle School. Discussion items at collaboration focus on instructional strategies, data, curriculum at grade levels and in departments, district mission and focus. Site goals and ESLRs are reviewed every year. A key area of focus revolves around attendance and a positive school culture. Individuals who attend conferences offer our staff training and support in Illuminate, Infinite Campus, School Loop and SST Online.

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 Common Core standards. Pacing guides are adjusted toward the end of the school year to best meet the needs of our students. The focus of pacing guides centers around the subject curriculum, instructional strategies and materials utilized with the Common Core State Standards. Departments meet prior to the start of the upcoming school year to establish department goals and individual goals for the school year as well as department expectations and common assessments. Curriculum Council reviews all curriculum request needs for CAHS. Additionally, Curriculum Council approves our curriculum including supplemental curriculum prior to board approval at the beginning of the school year.

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, mathematics and physical fitness. 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)

Teachers are able to assist students with complex assignments as well as monitoring their progress in all classes. Students receive increased one-on-one instruction as needed according to their individual, educational learning plan established in their meetings with the counselor every two weeks. The counselor communicates all student plans to the entire CAHS team.

Special Education services students as indicated in their individualized education plan. Para-educators provide push-in support in core classes, and instructional support is provided in Basic Skill classes.

14. Research-based educational practices to raise student achievement

Research-based schoolwide procedures have been implemented. Three strategies (Bell to bell instruction, multiple response and transitions) are used consistently schoolwide. Clear learning objectives are posted in classrooms. Higher level thinking and questioning as well as discovery of learning are utilized in classes according to the need of a particular lesson plan. Staff participates in data meetings in order to focus on quality instruction, checking for understanding and assessing student achievement.

Biweekly meetings with the counselor provide students with credit feedback at an accelerated pace in comparison to the traditional high school. The feedback motivates students to remain focused and driven to meet their upcoming goals.

Parental Involvement

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

Resources for under-achieving students are served with specific instruction and intervention materials. Increased learning time is available with teachers before school and after school. Plans for additional support are often arranged at Parent Meetings. Teachers, counselors, administration, parents and students attend the parent meeting in order to offer thorough communication and support to struggling students. A cultural liaison from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. A liaison from CCOE provides support services for our homeless and foster care students.

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. Colusa Alternative High School involves parents through School Site Council, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, School Loop, Back to School Night, Parent Information Nights, CUSD community meetings, Winterfest, the school website, daily bulletin and Facebook. Teachers have input through district collaboration meetings and surveys, site collaboration meetings, department meetings and vertical collaboration meetings.

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

Goal #1: Improve student achievement and close achievement gaps. Goal #2: Improve the atmosphere in our schools, and the communication between home and school. Goal #3: Improve access to, and use of, instructional technology and modern facilities.

Some of our challenges include bridging the achievement gap for our English Language Learners and socioeconomically disadvantaged students. Our test scores do indicate improvement in closing that achievement gap. Technology use is increasing for classroom instruction (Google Classroom and Illuminate) and the Smarter Balance Assessment. Ongoing training for teachers and students will ensure students assimilate to the technology standards. Increased availability of technology has proven beneficial to students and teachers.

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 11	10	6	*	4	6	*	3	4	*	40.0	66.7	
All Grades	10	6	*	4	6	*	3	4	*	40.0	66.7	

* 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 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Analyzing individual scores, ELA is an area of concern.

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 11	10	6	*	5	6	*	5	6	*	50.0	100	
All Grades	10	6	*	5	6	*	5	6	*	50.0	100	

* 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 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Analyzing individual scores, math is an area of concern.

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
10											***				
11				***			***					75	***		25
12				***	17		***	33	***		50				
Total				33	14		50	29	20		57	60	17		20

Conclusions based on this data:

1. Reading is an area of concern.
2. Listening is an area of concern.

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
10											***				
11				***			***	***				75	***		25
12				***	17		***	33	***		50				
Total				33	13		50	38	20		50	60	17		20

Conclusions based on this data:

1. The majority of our students are at the Early Intermediate level.
2. Our new reclassification ceremony aims to celebrate student growth and increase scores.

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:

SUBJECT: Improve Credit Completion for Credit Recovery
LEA GOAL:
Improve student achievement and close achievement gaps.
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 alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.
Data Used to Form this Goal:
Monthly attendance reports are evaluated by our CAHS staff. Biweekly meetings with the counselor in order to create individualize learning plans for all students provide accurate credit breakdowns. Additionally, the students use the meetings as motivation for credit completion.
Findings from the Analysis of this Data:
Lack of attendance increases the odds of a student failing to meet the required credit goal according to the schedule distributed at the beginning of the school year.
How the School will Evaluate the Progress of this Goal:
Students will receive exit interviews to determine the success of monthly meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will meet with each student twice a month.	August 2018 to May 2019	Counselor				
Biweekly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.	August 2018 to May 2019	Attendance Clerk, Assistant Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.		Counselor, Administration				
Exit interview to be completed at the end of the year.	May 2019	Counselor, 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 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:

SUBJECT: English Language Arts & ELD
LEA GOAL:
Improve student achievement and close achievement gaps.
SCHOOL GOAL #2:
Increase ELD instruction and bilingual support to our EL students.
Data Used to Form this Goal:
Data from CELDT/ELPAC and the California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system.
Findings from the Analysis of this Data:
ELD curriculum and support will prove to be beneficial to the majority of students in Colusa Alternative High School.
How the School will Evaluate the Progress of this Goal:
The school will review state testing results when received. Additionally, student completion of ELD coursework will be reviewed at biweekly meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor testing results when received from CAASPP and ELPAC testing.	September - CAASPP Fall and Spring - ELPAC	Counselor, Administration				
Continue delivery of ELD instruction and supplemental services.	August 2018 to June 2019	Teachers				
Include qualifying students in the district Reclassification Celebration.	Fall 2018, Spring 2019	Counselor, Administration, Bilingual Liaison				

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:

SUBJECT:
LEA GOAL:
Improve the atmosphere in our schools, and the communication between home and school.
SCHOOL GOAL #3:
Improve communication to the board and school community in English and Spanish.
Data Used to Form this Goal:
Improve atmosphere in our school and improve communication between home and school. 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 High School particularly regarding progress toward attaining credits. Teachers will utilize the services of our bilingual liaison to translate course syllabus and other important documents.
Findings from the Analysis of this Data:
Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys, Healthy Kids Surveys as well as feedback from ELAC, DELAC and School Site Council will monitor this ongoing districtwide goal. 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. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.	August 2018 to June 2019	Administration, Attendance Clerk, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.	August 2018 to June 2019	Administration, Counselor, Teachers, Bilingual Liaison				

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:

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 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:

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	8545	8,545.00
LCFF-EL	11,561	11,561.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Changus	X				
Colleen Wrysinski				X	
Joe Williamson		X			
Eric Lay		X			
Lorie Meyers			X		
Jessica Hickel					X
Christian Reyna					X
Lori Tanner			X		
John Ithurburn			X		
Chantelle Townsend				X	
Numbers of members of each category:	1	2	3	2	2

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

X 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

Lorie Meyers

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date