

The Single Plan for Student Achievement

School: Academy for Change (AFC)
CDS Code: 04-61424-0111039
District: Chico Unified School District
Principal: Andrew Moll
Revision Date: 11-23-15

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

Academy for Change (AFC)'s Vision and Mission Statements

AFC Mission: "Reconnecting Students with their Educational Responsibility and Future".

AFC Vision: Our Vision at AFC calls upon the educational strengths, unique backgrounds, and supportive nature of its staff to build an alternative education program that serves the needs of the community day school student population. The staff provides a program that opens its doors and works to reconnect young people to education. It is a program that values self worth and encourages student achievement, both personally and academically.

The goal for all AFC students is to earn their way back to either a comprehensive high school or junior high school, or Fair View High School, the district's continuation high school. The responsibility of AFC is to assist students in their progress towards responsibility as it relates to academic achievement and personal development.

School Profile

Established in 2004, Academy for Change (AFC) is the community day school serving 75 students in grades 7 through 12 from Chico Unified School District, as well as students expelled from neighboring school districts. Our students are referred to AFC for three reasons: expulsion, referral from the juvenile justice system as a result of formal or informal probation, or referral from the Student Attendance Review Board for habitual truancy. Students referred for expulsion may be students who were expelled from a Chico Unified School District school, or students who moved to the area after being expelled from another district.

Academy for Change has three basic rules: Show Up, Be Cool, and Take Care of Business. Show Up refers to the importance of daily attendance. Many AFC students have had truancy issues at their previous school. AFC emphasizes the importance of daily attendance. Referrals to the office are kept to a minimum, indicating that students are following the Be Cool principle. Appropriate behavior inside and outside of the classroom are stressed along with all core academic areas. Take Care of Business points out the need for students to complete academic work in a timely and sufficient manner to promote grade levels and progress towards a diploma.

AFC's student body is culturally diverse with a population including

Ethnicity:

63% White

23% Hispanic/Latino

6% African American

6% Native American

2% Asian

Diversity:

85% Socio-economically disadvantaged,

9% English Learners,

16% students with disabilities.

The academic program is organized on a rotating schedule, with students attending at least 7 classes on a daily basis.

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).

School Climate Survey, California Healthy Kids Survey

Classroom Observations

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

The majority of the students come from diverse backgrounds. The diversity varies in socio-economic status, ethnicity, English Learners, and students with disabilities. The one thing that many of the students have in common is a lost connection to the educational process. The staff strives to engage and reconnect students with their education. The staff is very devoted to the specific needs and learning styles of the students.

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)

Meeting performance goals

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

Meeting performance goals

Staffing and Professional Development

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

In the process of meeting performance goals

Five teachers are highly qualified.

Two teachers are in the process of completing the Verification Process for Special Setting (VPSS). VPSS is a state-approved advanced certification process by which secondary teachers in “special settings” have an additional option to become compliant with No Child Left Behind legislation. Completion of VPSS will allow eligible teachers to become “Highly Qualified” without taking high-stress tests or spending long hours on college coursework. It incorporates specific subject matter knowledge with practical application targeted to hard-to-staff settings. VPSS is designed for teachers who teach two or more core academic subjects in the following settings: secondary special education settings and secondary alternative programs.

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

Meeting performance goals

Teachers assigned to AFC hold a full credential

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year. AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

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

Meeting performance goals.

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year. AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

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

Meeting performance goals

Principal conducts observations of classrooms to assist and support teachers.

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

Meeting performance goals

Teachers collaborate once a month to discuss students achievement, curriculum, instruction, and assessments.

Teaching and Learning

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

Meeting performance goals

The Chico Unified School District has implemented the seven-year curriculum textbook adoption cycle, which is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

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

Meeting performance goals

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

Meeting performance goals

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

Meeting performance goals

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)

Meeting performance goals

Core teachers utilize SBE-adopted instructional materials; and the SPED teacher utilizes intervention materials as well assists the Core teachers with interventions for general education students.

Opportunity and Equal Educational Access

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

Meeting performance goals

14. Research-based educational practices to raise student achievement

Teachers utilize SBE adopted materials.

Parental Involvement

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

Meeting performance goals

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)

Meeting performance goals

Funding

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

Meeting performance goals

18. Fiscal support (EPC)

Meeting performance goals

Description of Barriers and Related School Goals

Barrier #1: Students failing classes due to poor attendance, inappropriate behavior (effectively removing them from the learning environment), or skill deficiency has been an ongoing challenge at AFC.

Goal #1: By refining our intervention process, student credit completion rate will be at least 80% in 2013-14.

Barrier #2: Student attendance has been an ongoing concern at AFC.

Goal #2: We will continue to refine our attendance improvement plan and increase ADA from 78.5% in 2012-13 to 80% in 2013-14.

Barrier #3: Most students arrive at AFC with significant behavioral issues. Out-of-school suspensions negatively impact students' ability to earn credits and complete their Rehabilitation Plans. Additionally, many students do not perceive an out-of-school suspension as "punishment" but rather a "vacation", creating an added burden to families.

Goal #3: We will maintain an out-of-school suspension rate of less than 5% by continuously refining our In-School Suspension program.

Barrier

#4

Students continuously enroll throughout the school year due to the nature of the program therefore academic fluidity is challenging.

Goal

#4

Collaborating with comprehensive junior high and high schools to align academic instructional calendars.

Barrier

#5

The Single Plan for Student Achievement

Due to the nature of running a community day school, many students are referred for expulsion and probation related reasons. Therefore it is critical that we stay up to date on safe schools procedures.

Goal #5
AFC will maintain a safe campus to ensure all students have optimal opportunity to learn.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	1	1	100.0	1	*	*	*	*	*
Grade 7	7	5	71.4	5	*	*	*	*	*
Grade 8	10	7	70.0	7	*	*	*	*	*
Grade 11	15	6	40.0	6	*	*	*	*	*
All Grades	33	19	57.6	19		0	11	21	68

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11	26	63	5	16	79	0	37	63	5	37	58

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	1	1	100.0	1	*	*	*	*	*
Grade 7	7	5	71.4	5	*	*	*	*	*
Grade 8	10	7	70.0	7	*	*	*	*	*
Grade 11	15	6	40.0	6	*	*	*	*	*
All Grades	33	19	57.6	19		5	0	5	89

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	0	95	5	26	68	5	32	63

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7					***** *	***					*****
9			***** *	***							*****
12					***** *	***					*****
Total			1	33	2	67					3

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7					***** *	***					*****
9			***** *	***							*****
12					***** *	***					*****
Total			1	33	2	67					3

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1	1	3
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	1	1	3
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	1	0	1	0	3
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate			--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

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:

LCAP Goal 1: Quality Teachers, Materials, and Facilities		
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.		
<ul style="list-style-type: none"> 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment. 		
Site Goal (s):		
By refining our intervention process, student credit completion rate will be at least 80% in 2013-14.		

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Maintain full-time counselor and TCM positions to counsel students in danger of failing classes.	2013-14	Principal			

Planned Improvements in Student Performance

LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards		
<ul style="list-style-type: none"> 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP. 		
Site Goal (s):		
We will continue to refine our attendance improvement plan and increase ADA from 78.5% in 2012-13 to 80% in 2013-14.		

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	Maintain full-time counselor and TCM positions to counsel truant students/families.	2013-14	Principal			
Provide professional development in: <ul style="list-style-type: none"> California State Content Standards Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	Will continue to offer an intervention class for students that have not yet passed thier CAHSEE and/or have not scored proficient or better on their STAR tests. These timely interventions will take place during the after-school program.	2010-2013				
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	Administration will facilitate staff development through the Professional Learning Community (PLC) process so that teachers can work effectively in collaborative team to address our student achievement goals.	2010-2013				
Release time for peer rounds observations and debrief.						

Planned Improvements in Student Performance

LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.
<ul style="list-style-type: none"> 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. 3.4: Increase student achievement for English learners. 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.
Site Goal (s):
We will maintain an out-of-school suspension rate of less than 5% by continuously refining our In-School Suspension program.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	Maintain full-time counselor and TCM positions to counsel students on negative behaviors as an alternative to out-of-school suspension.	2010-2013	Principal			
Provide the following services to improve instruction: <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides Bilingual Aides TK Instructional Aides 						
Research options for providing an all-day or extended day Kindergarten at all elementary sites.						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide after school homework support at Elementary and Secondary as per site's needs.						

Planned Improvements in Student Performance

LCAP Goal 4: Provide opportunities for meaningful parent involvement and input
<ul style="list-style-type: none"> 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. 4.2: At all levels, increase parent input and involvement in school activities. 4.3 Increase consistency of timely response from school staff to parent inquiries regarding their student
SPSA Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> using Parent Portal in Illuminate for 4th-6th grade teachers expectations for timely response (3 day maximum) to parent inquiries 						
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> Parent Portal feature in Aeries and Illuminate Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc. 						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> • increasing parent participation • District English Learner Advisory Committee (DELAC) 						
Establish baseline for parent involvement in: <ul style="list-style-type: none"> • Parent Information/BTSN • SSC • Site ELAC/DELAC 						

Planned Improvements in Student Performance

LCAP Goal 5: Improve School Climate:
<ul style="list-style-type: none"> 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach Provide parent, education/training classes to improve student attendance. Continue support for Alternative Education Programs: <ul style="list-style-type: none"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> • EMHI/PIP • Guidance Aides • Nurses • Health Aides • Medically Necessary/Off Campus Instruction. 						
Increase campus supervision as per site needs.						
Support student engagement in Art, Music, and PE activities at the elementary schools.						

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
David S. McKay	X				
Angie Bracco		X			
Rhonda Odum			X		
Rachel Love		X			
Janice Sunderland		X			
Michelle Rose		X			
Yesenia Pena					X
Crystal Rodriguez				X	
Miranda Mackabee				X	
Julie Alpert				X	
Karla Obet					X
Deedra Obet					X
Numbers of members of each category:	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):

X	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 1/28/2013.

Attested:

Andrew Moll		
Typed Name of School Principal	Signature of School Principal	Date
Rhonda Odum		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date