

The Single Plan for Student Achievement

School: Loma Vista School
CDS Code: 04-61424-0430215
District: Chico Unified School District
Principal: Jeaner Kassel
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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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School Vision and Mission

Loma Vista School's Vision and Mission Statements

The Loma Vista staff adopts the following values as the core beliefs of our vision statement:

- We believe that all students can learn and should be challenged to meet the highest academic standards,
- We believe in the worth and the dignity of each student,
- We believe in providing a safe, clean, nurturing school environment,
- We believe that our students have a right to a free and appropriate public education in the least restrictive environment,
- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect,
- We believe that educators, students, parents/guardians, community agency personnel and families working collaboratively can effect powerful positive changes in students',
- We believe in a school culture which values professionalism among the staff and thus, allows for time to discuss, explore, and plan together,
- We believe that with commitment, adequate resources, and creativity the staff can provide special education programs of the highest possible quality,
- We believe in an open, democratic, decision making process in which we involve staff, parents and, whenever possible, students in the decision making process in order to insure that we are striving to achieve the mission statement and learning expectations established for our students, school, and district.
- The Loma Vista staff is committed to providing a safe, enriched, student centered learning environment in which each student can:
 - Realize his/her potential to the fullest extent possible
 - Strive for personal independence
 - Learn skills specified in her/his Individualized Education Plan
- Develop respect for self and others
- Become contributing members of their community.

School Profile

Loma Vista School is one of 26 schools in the Chico Unified School District. The school serves as the "hub" for the district's special education programs. These include preschool, elementary and secondary programs for students with severe handicapping conditions. The school also houses various designated instructional services programs (e.g. Speech and Language Therapy, Adaptive Physical Education, Occupational Therapy, etc.).

Loma Vista School prides itself for student achievement and rigorous academic programs related to children with severe disabilities. The Loma Vista School community provides quality academic curriculum that promotes a functional life skills curriculum. This is accomplished through standards-based instruction, ongoing assessment, and high academic and behavioral expectations in a safe, engaging, language rich environment. Students feel safe, in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Loma Vista is known for its unified and cooperative staff. Teachers, along with their administrators demonstrate a clear understanding of academic standards. Our office staff is welcoming, efficient, and professional.

Loma Vista School provides services for students with a variety of disabilities. Loma Vista primarily houses pre-school programs for

children with

disabilities ages 3-5 years. There are seven pre-school classrooms and two elementary/secondary classrooms for students with severe disabilities. Specific classroom descriptions are: six self-contained special day classrooms; two full inclusion special day classrooms; one special day class for medically fragile students; and one special day class for young adults. The classrooms serve students with a range of disabilities including delays in language development, academic readiness, behavior issues, language delays, physical impairments, and autism. Programs are designed to serve students based on their age and academic need.

Located on the Loma Vista campus is a non-profit Pre-school program serving typically developing peers. The “Innovative Pre-school” program offers disabled students enrolled in the Chico Unified School District preschool program opportunities for inclusion. All programs offer a low student to teacher ratio, with an emphasis placed upon developing skills in communication, functional life skills, social development, and pre academic/life skills training. The districts mission is Individual Student Academic Success via a K-12 Sequence of Teaching, Learning, Assessment and Support. Loma Vista’s mission embraces the district mission. The staff strives to provide a comprehensive educational program aligned to the state standards and based on each student’s Individualized Educational Plan (IEP). Our teachers and staff members work diligently to provide a rigorous program that not only challenges each student, but also supports them throughout the learning process.

Loma Vista School encourages parent involvement in classrooms. Parents are active in supporting fundraisers, school ceremonies, and school projects. In addition to regular school events such as music programs, back to school night, open house, parent conferences, holiday programs, etc. parents are encouraged to participate in educational training programs and support groups. The support group provides opportunity for parents to network with other parents, to learn more about special education and to have input to the district special education programs. The School Site Council guides the schools programs. Due to the nature of the Individual Educational process (IEP’S) parents are activity involved in the oversight of their child’s educational program.

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).

- Chico Unified School District Survey specific to Loma Vista School Administrator Survey
- Teacher Survey
- Parent 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.

Administrator regularly visits classrooms to monitor instructional practices and curriculum objectives specific to students goals.

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)

Teachers use formal and informal assessment tools to monitor student achievement and plan instruction: IEP goals and objectives, Sandi assessment, CAPA, informal assessments.

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

Data is monitored using a variety of individual data collection forms based on students individual needs, as outlined in IEP's. The district uses cruncher to monitor state assessments (CAPA). Teachers work in teams called professional learning communities for the purpose of monitoring student achievement, ensuring the alignment of curriculum to state standards (functional life skills), common assessments, analyze student performance data, plan data driven lessons, and develop plans for differential instruction.

Staffing and Professional Development

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

All teachers are Highly qualified staff under NCLB requirements

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

Teachers meet requirements as credentialed teachers and teacher professional development standards. All teachers meet requirements for the credential in special education aligned to working with students with severe disabilities

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

High quality professional development activities are provided. Teachers attend training sponsored by the district and Butte County Office of Education. This is in keeping with the high content-standards for special education while preparing teachers and students for local and state assessments. Training is ongoing by grade level teams, school based program specialist, and staff collaboration.

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

Ongoing instructional assistance and support for teachers is met in multiple ways. Professional development focusing on meeting the educational, behavioral and medical needs of each student. Program specialist from the county office of education work with teachers focusing on instructional practices. Highly qualified program specials (curriculum, behavior, autism) provide ongoing direct and indirect training based on best practices in special education (research based instruction). District wide grade level meetings offer a forum for discussion and analysis of assessment data, best practices, and district objectives. All new teachers must be trained under a BTSA assigned teacher.

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

Teachers meet in grade level meetings (Professional Learning Communities) where they work collaboratively to ensure the alignment of curriculum to state standards (SEACO), produce common assessments, analyze student performance data (benchmarks), plan lesson, and develop plans for differential instruction.

Teaching and Learning

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

Curriculum is in alignment to State Standards using state approved adopted curriculum materials. Teachers align instruction to adopted standards as per students IEPs

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

Loma Vista follows the Chico Unified School Districts Board Policy which is aligned with the state standards on instructional minutes.

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

Lesson pacing schedule is in accordance with students' individual IEP goals and objectives and learning abilities. Interventions are identified as per students' cognitive levels, learning style, and rate on understanding.

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

Teachers have access to standard-based instructional materials. Each program has differentiated components addressing the needs of students identified in their special education IEP plan.

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)

State standards are embedded in the adopted curriculum. The principal conducts formal and informal classroom visits to ensure instructional practices are aligned to the adopted curriculum.

Opportunity and Equal Educational Access

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

Students are afforded opportunities to participate in the regular education program as defined in the individual educational (IEP). Mostly, these are community based activities.

14. Research-based educational practices to raise student achievement

Professional Learning Community model (PLC)

Parental Involvement

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

Butte County Office of Eductaion, parent advisory groups, and special education department at the district level

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)

school site counsel, newsletters, parent training, back to school night, open house, and IEP meetings

Funding

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

Instructional materials supporting curriculum. Professional development opportunities and other training.

18. Fiscal support (EPC)

Aligned to Categorical budget and general fund supporting special education

Description of Barriers and Related School Goals

Barriers to improvements in student achievement focus on:

- individual barriers based on severe disabilities
- Student behavior, physical and mental challenges etc.
- Limited collaboration time for teachers, staff, and program specialist,
- Limited parent support and involvement

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 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

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 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

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
	#	%	#	%	#	%	#	%	#	%	#

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
	#	%	#	%	#	%	#	%	#	%	#

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			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
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						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
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	
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		
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.

- 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):

To implement a comprehensive Secondary Functional Life Skills curriculum supporting the districts adopted Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO), whereby improving student achievement in English/Language Arts for targeted students.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	<p>Grade level team will use adopted core curriculum. Teachers will work in collaboration to discuss effective instructional strategies to increase functional academic life skills for English/Language Arts</p> <ul style="list-style-type: none"> • Adoption of the SEACO Curriculum Guide • Alignment of instruction with standards • Identification of Students - data analysis 	August 08 - April 09				
	<p>Implementation of the SEACO Curriculum Guide. Implementation of Functional Life Skills program</p>	September 08 to June 09				
	<p>Alignment of the SEACO Curriculum Guide to instructional practices.</p>	Sept 08 - June 09				

Planned Improvements in Student Performance

<p>LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</p> <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.
<p>Site Goal (s):</p> <p>To implement a comprehensive Secondary Functional Life Skills program supporting the districts adopted Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO), whereby improving student achievement in Mathematics for targeted students.</p>

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.	Alignment of instruction with content standards 1. Adoption of the SEACO Curriculum Guide	August, 08 - June 09				
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).	Implementation of the SEACO Curriculum Guide/state standards	September, 2008 - June 09				

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	Alignment of the SEACO Curriculum Guide to instructional practices Functional Life Skills curriculum aligned to state standards	September, 08 - June, 09				
Release time for peer rounds observations and debrief.						

Planned Improvements in Student Performance

<p>LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.</p> <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.
<p>Site Goal (s):</p> <p>The school community will demonstrate an ongoing commitment to emergency preparedness, facility maintenance, health, and safety for students and staff.</p>

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	Increase number of two way radios / phone communication system	October, 08 to June 09				
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.	Staff participates in emergency preparedness planning and training	October 08 to June 09				

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
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 	Regular emergency drills conducted	September, 08 - June 09				
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	School rules are consistently enforced: district safety requirements are followed	Sept, 08 to June 09				
Provide after school homework support at Elementary and Secondary as per site's needs.	Safety Committee reviews school safety plan, maintenance of building and grounds and makes recommendations for improvement. Work orders are submitted as necessary and monitored for completion	October, 08 to June 09				

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 						
<ul style="list-style-type: none"> 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
Eric Snedeker - Principal	X	X	X	X	
Jeaner Kassel - Teacher	X			X	
Jill Hilton - Teacher					
Kathy Nissan - Teacher					
Sue Spann - Parent					
Nancy Kemper - Aide					
Dave Hanley - Teacher					
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

X 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):

Leadership Planning Committee

Signature

Autism Committee

School Safety Committee

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 2/18/09.

Attested:

Jeaner Kassel

Typed Name of School Principal

Signature of School Principal

Date

Jeaner Kassel

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date