

The Single Plan for Student Achievement

School: Dario Cassina High School
CDS Code: 553-0019
District: Sonora Union High School District
Principal: Mr. Roy Morlan
Revision Date: 11-13-17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	16
School Goal #3.....	17
School Goal #4.....	18
School Goal #5.....	19
Centralized Services for Planned Improvements in Student Performance	20
Centralized Service Goal #1	20
Centralized Service Goal #2	21
Centralized Service Goal #3.....	22
Centralized Service Goal #4	23
Centralized Service Goal #5.....	24
Summary of Expenditures in this Plan.....	25
Total Allocations and Expenditures by Funding Source	25
Total Expenditures by Object Type.....	26
Total Expenditures by Object Type and Funding Source.....	27
Total Expenditures by Goal	28
School Site Council Membership.....	29
Recommendations and Assurances.....	30

School Vision and Mission

Dario Cassina High School's Vision and Mission Statements

VISION STATEMENT: All students at Dario Cassina High School will graduate and be academically, socially, emotionally, culturally, and physically prepared to be life-long learners in our global society.

MISSION STATEMENT: Dario Cassina High School, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, academic/core-subject based curriculum where they recognize the value of their education and can define success for themselves.

School Profile

(Dario) Cassina High School is the non-traditional/continuation high school within the Sonora Union High School District (S.U.H.S.D.). The district also contains a traditional high school (Sonora High School), an independent study high school (Theodore Bird High School), and an independent study Adult Education diploma program (Sonora Adult School). The S.U.H.S.D. is the largest of two high school districts in Tuolumne County, it serves students from six of nine elementary school districts.

For the school year 2016-2017, Cassina High School enrollment averaged approximately 39 students throughout the year with a high of 47 students. The population is predominantly white and English speaking. About 50% of our students rely on the school bus to get to and from school. Over 60% of students qualified for Free and Reduced Lunch in the 2016-2017 school year.

Cassina High School is structured to meet individual and specific needs of high school students, grades ten through twelve who are 16-18 years of age or older. In 2017-2018, the school will be staffed with 2.8 full-time teachers, one .4 FTE teacher and one 1.0 FTE counselor. In addition, there is one full-time administrator, one full-time secretary/registrar, and one full-time campus supervisor. Special education services are provided by a part-time .20 FTE special education resource teacher who splits his day between the Sonora High School campus and the Alternative Education campus. Along with serving as principal for Dario Cassina High School, the administrator also serves as principal for Theodore Bird High School, and Sonora Adult School. The school is staffed at a 15:1 average student-teacher ratio that includes a low of 8:1 in English up to a high of 24:1 in Apex. Beginning in the 2010-2011 school year, students meet some of their academic requirements (World History, U.S. History, American Government and Economics, Life Science, and Physical Science, as well as several electives) through Apex Learning Systems, an on-line teaching and credit recovery resource contracted by the district.

In March 2016, Cassina High School was awarded a probationary accreditation through June 2018.

STUDENTS:

Most Cassina High School students are referrals from Sonora High School, the district's traditional high school. An Alternative Education Placement Committee, comprised of a Sonora High School assistant principal, counselors, and the alternative education principal, meet every five to six weeks to discuss the referral and placement of Sonora High students who have disciplinary, and/or academic issues. Students referred to Cassina are in need of an alternative academic setting due to poor attendance, poor academic performance, or a myriad of other personal needs. But the "bottom line" is that they are behind in credits, and they are not on-track to graduate from Sonora High School in four years.

Students new to the county are often referred to Cassina High directly if they have a substantial credit deficit or if they have attended a continuation high school in their former school district. Enrolled students usually respond favorably toward Cassina and often remark that the staff at Cassina provides a more caring atmosphere than the traditional high school.

Students at Cassina tend to be a more transient group of individuals when compared to students at the traditional high school. For example, Cassina High School had an average enrollment during the 2016-2017 school year of 39 but had 90 unduplicated students throughout the year. The turnover in students throughout the year results from students graduating early, transferring to other Alternative Education Programs, returning to Sonora High School, or moving out of the area.

TEACHING and LEARNING:

The staff at Cassina develops a positive school climate for their students and help them make connections with school and the real world. To enhance self-esteem and learning, the staff develops standards-based, common core, curriculum and classroom strategies to facilitate students' self-understanding, communication skills, social skills, decision making, and goal setting skills.

A major goal of Dario Cassina High School is to prepare students academically and socially to be productive citizens. To ensure preparedness, Cassina provides a challenging curriculum that stimulates interest and promotes higher order thinking skills. Various teaching approaches are employed so that our students may experience their education through diverse learning styles. To help reach this goal, the staff at Cassina High School invites guest speakers from the local community college (Columbia College), recruiters from several branches of the military and several technical schools, employers from several local business, and ex-students who share their successes and failures after high school.

There has been a steady increase in the use of technology by both teachers and students. A good example of this is the decision to use APEX Learning Systems beginning in fall 2010 to supplement or replace direct instruction in several courses. Additionally, the district supports two full computer labs and has added classroom sets of Chromebooks to assist teachers in their rooms with more technology.

In addition to the classes offered at Cassina High School, students may enroll in Sonora Union High School District's CAREER TECHNICAL EDUCATION (CTE) classes which offers nine Training Programs: Automotive Technology, Construction, Cosmetology, Culinary Arts, Emergency First Responder, Health Careers, Marketing MOCSE Credit Union, Photography, and Wildland Fire. All programs offer high school credit, and several courses offer state certification, and community college articulation opportunities.

Cassina High continues to evolve as a viable non-traditional/continuation high school. Every year the student body makes advances in academics, appropriate behavior, and positive self-esteem. Teacher expectations have also risen. By continuing the alignment of the curricula at Cassina to the common core standards, the 2.8 teachers at Cassina High School, strive to provide students with the knowledge and skills to meet the school-wide learner outcomes, to graduate, and to compete in today's world

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).

The Brightbytes survey of students and faculty, District wide, shows a need to increase professional development for teachers.

Classroom Observations

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

Formal observations and evaluations of certificated personnel are completed following the district employee contract guidelines. Additionally, informal observations are conducted on a daily basis by the site principal.

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 at Cassina High School are engaged in researching their student's achievement on the standards based performance tests. The district has provided access/availability to student test scores from prior years and will continue to provide this data under new testing methods within the Aeries program.

Our mathematics teacher has worked with the traditional high school staff to adopt new curriculum that meets the state standards and will additionally work with the department to pace the common core curriculum to the standards. The department has analyzed the performance data to develop the pacing for their courses and adopted new mathematics curriculum aligned with common core.

The English teacher for Cassina High School will continue to work over the year to evaluate the effectiveness of our English program. She will participate with other English teachers from the district to develop more rigor within our school to increase the English performance level of our students. The students are also given pre tests through Apex in all social science curricula. This allows teachers to gage effectiveness of the Apex system of instruction.

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

Cassina High School's curriculum, through the use of APEX online delivery system, enables many of our core academic courses to utilize common assessments. All the students within a specific subject participate in common assessments. This provides teachers with the data used to modify instruction for students to meet their needs.

Additionally, our English and mathematics instructors monitor test results and modify their instruction to meet the student's needs. Furthermore, our staff has access to a myriad of testing data from the traditional high school to drive placement and curricular development including placement testing for 9th graders through Aeries program.

Staffing and Professional Development

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

The staff at Cassina High School are highly qualified in their respective areas of instruction. Additionally, the staff at Cassina High participates in district-level professional development activities as well as on-site specific professional development to address our students needs.

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

Cassina staff members are included in the district level training sessions for their respective field. Teachers in math and English attend common core training, rigorous curriculum design, and other curriculum pacing trainings. Additionally, our mathematics teacher participated in a recent curriculum adoption process.

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

The district, as a whole, has structured professional development for the 2017-2018 academic year around technology use and rigorous curriculum design. Many of the Wednesday morning trainings have been dedicated to needs derived from the Brightsbytes Survey of all staff members and students. These identified needs were then combined with administration observations and the WASC process to develop these target areas.

- Rigorous curriculum design for all departments.
- More in depth Common Core training for English and Math as well as curriculum adoption.
- Technology training in all areas of application.

Increased professional development and current research methodologies.

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

Instructional support, primarily in Math and English, is coordinated through the comprehensive high school through the use of cohorts of teachers working together in pull out sessions. Additionally, district-level technology experts are working with staff to enhance technological use through instruction.

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

Much of our collaboration by departments is done with the comprehensive high school. Our district has a late start every Wednesday morning to allow time for collaboration/training activities to occur. This collaboration time allows the different departments to review programs, curriculum, and pacing for the many different programs. Additionally, it allows the different departments to review best practices and improve our programs.

Teaching and Learning

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

The staff at Cassina High School is working with the comprehensive high school to align curriculum and materials to the common core standards in English. Our Math department worked to adopt common core instructional materials for this year. Additionally, all the new curriculum is recommended by the departments, approved by the Site Council, and approved by the School Board. Further more, our Apex delivery system has been scrutinized by our staff in conjunction with the social science department at the comprehensive site for alignment to standards.

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

This section is not applicable to high school.

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

Cassina High School provides intervention within our APEX, online curriculum delivery system, with the use of varying levels of instruction capability. APEX allows student access to Prescriptive, Core, Honors, and even AP instruction for higher level needs. This allows the school flexibility to meet the individual student's needs. Additionally, Cassina is staffed with a full time Title One Aide to conduct pull out coursework when needed, and a .20 special education instructor who offers interventions through a pull out model.

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

Cassina High School continues to be supported by the district to maintain availability of standards based materials to meet student's needs. Recently, Cassina staff members are involved in textbook adoption decisions for mathematics.

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 courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standard-aligned courses consistent with their individual needs.

Opportunity and Equal Educational Access

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

Cassina High School has a full-time Title One Assistant who supports teachers and students with coursework where needed. Additionally, as discussed earlier, the APEX curriculum offers various levels of instruction to individually meet the student's needs. This enables students to meet the standards of instruction and increase educational access.

14. Research-based educational practices to raise student achievement

The district, through the LCAP is supporting increased training for teachers such as Rigorous Curriculum Design (RCD), created a coaching position for mathematics, and expanded Title 1 Aide support for increased instruction. Additionally, the staff at Cassina High School has participated in a research based article review program to investigate best practices to raise student achievement.

Parental Involvement

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

Cassina High School has a large population of "AT Risk" students. We are currently supported by the district with a 1.0 counselor, .20 special education teacher, and a 1.0 Title One Assistant. Additionally, we access support services from Tuolumne County Probation Department, Sonora PD, and many other social service providers.

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)

Cassina High School conducts bi-annual site council meetings for increased parental involvement, open house activities in the fall, and specialized parent meetings discussing transition services through our counseling department. Additionally, the principal and staff meet regularly in person or through telephone calls to discuss implementation of support for students.

Funding

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

Title One provides a full-time paraprofessional for our school to support students in regular education courses. Additionally, the district provides 1.0 counselor to assist in both academic and personal counseling to our students. These individuals pull out students for support and transition guidance.

18. Fiscal support (EPC)

Funds are used from Title One and EIA to provide professional development for staff, materials for classes, and support classes for underperforming students. Allocations of fiscal resources are aligned with the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

As a district and a site, we continue to see a shift from a white middle class community to a more lower social and economically disadvantaged community. As these changes occur, the District as a whole needs to respond with services to address student's individual needs. Our LCAP targets increasing performance and supporting our students through the following main goals:

1. Ensure all teachers are prepared to support all students to complete high school and graduate prepared for college and career.
2. Provide access to technology for all students and staff to implement effective 21st Century skills.
3. All students will graduate prepared for college and/or career with successful completion of high school curriculum.
4. Decrease achievement gaps with all "at risk" subgroups.
5. Increase opportunities for parent participation and making a meaningful contribution to school culture.

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	24	21	24	22	19	20	22	18	20	91.7	90.5	83.3
All Grades	24	21	24	22	19	20	22	18	20	91.7	90.5	83.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2473.3	2495.9	2473.4	0	0	5.00	9	11	5.00	27	33	25.00	64	56	65.00
All Grades	N/A	N/A	N/A	0	0	5.00	9	11	5.00	27	33	25.00	64	56	65.00

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	9	11	5.00	45	61	35.00	45	28	60.00
All Grades	9	11	5.00	45	61	35.00	45	28	60.00

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	0	0	5.00	23	17	25.00	77	83	70.00
All Grades	0	0	5.00	23	17	25.00	77	83	70.00

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	9	11	10.00	45	39	55.00	45	50	35.00
All Grades	9	11	10.00	45	39	55.00	45	50	35.00

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	0	0	5.00	45	50	25.00	55	50	70.00
All Grades	0	0	5.00	45	50	25.00	55	50	70.00

Conclusions based on this data:

1. Based on these test scores, we can conclude that our English curriculum needs strengthening. The District comprehensive high school is offering Rigorous Curriculum Design training over the course of the coming year. Our English teacher will be attending the training. Through this training we will focus on research, writing, and listening skills for our students. Additionally, following our last WASC visit, we have incorporated more.

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	24	21	25	22	19	21	22	17	21	91.7	90.5	84
All Grades	24	21	25	22	19	21	22	17	21	91.7	90.5	84

* 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	2400.4	2440.6	2422.9	0	0	0.00	0	0	0.00	5	0	4.76	95	100	95.24
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	5	0	4.76	95	100	95.24

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	0	0	0.00	5	0	0.00	95	100	100.0	
All Grades	0	0	0.00	5	0	0.00	95	100	100.0	

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	0	0	0.00	23	24	19.05	77	76	80.95
All Grades	0	0	0.00	23	24	19.05	77	76	80.95

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	0	0	0.00	27	29	33.33	73	71	66.67
All Grades	0	0	0.00	27	29	33.33	73	71	66.67

Conclusions based on this data:

1. Our students need increased curriculum development for mathematics. Our mathematics teacher, 2016-2017, has worked at the comprehensive high school within the mathematics department, and has participated in the new curriculum and textbook adoption process for our entire district. Additionally, she has worked with the department to develop pacing within the new common core textbook. Further analysis of individual students' testing is now being used to focus curriculum to better suit students individual needs.

2. Furthermore, through increased analysis of students individual performance we have placed students at their level of functioning. This has increased the motivation and performance in the classroom setting. We hope that this will result in greater performance on standardized testing.

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

Conclusions based on this data:

1. No students were tested/assessed.

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

Conclusions based on this data:

1. No students were assessed.

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: TITLE 1 AT RISK STUDENT SUPPORT
LEA GOAL:
Increase support for Title 1 students within the LEA
SCHOOL GOAL #1:
Increase support for our Title One students through the addition of a Title One aide to our campus
Data Used to Form this Goal:
<ul style="list-style-type: none"> • Self-Study documented that in 2016, 0% of our students scored above standard in English Writing and Research. • Self-study documented that in 2016 only 9% of our students scored above standard in Reading and Listening. • Self-Study Documented that in 2016, 0% of our students scored above standard in Mathematic Concepts and Procedures, Problem Solving, and Communicating Reasoning. • Self-Study data reviewed additional concerns within our Social Studies Department even though our most current data was insignificant due to our sample size.
Findings from the Analysis of this Data:
Data indicates that our students will benefit from being given intensive support such as pull out model.
How the School will Evaluate the Progress of this Goal:
Progress towards goal will be measured through smarter balance testing results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain additional Title 1 aide to target support for at risk students	2017-2018 school year	Roy Morlan, Principal	Brian Annett, Classroom Aide	2000-2999: Classified Personnel Salaries	Title I	28,152

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: COUNSELING SUPPORT
LEA GOAL:
Support students transition and retention within the LEA
SCHOOL GOAL #2:
Increase counseling support to Alternative Education site through addition of a full-time counselor to address transition services between our campuses, crisis intervention, and transition to post high school.
Data Used to Form this Goal:
Over the past three years the dropout rate has increased from 5 per year in 2011-2012 to over 9 in 2013-2014.
Findings from the Analysis of this Data:
The current data shows an increase in drop-out rates of our campus.
How the School will Evaluate the Progress of this Goal:
Decrease in dropout/transfer rates to other schools.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase academic and social counseling for our at risk students	2017-2018 school year	Roy Morlan, Principal	Sandra Sevilla, Counselor 1.0	1000-1999: Certificated Personnel Salaries	Title I	70,272

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: Schoolwide Learner Outcomes (S.L.O.)
LEA GOAL:
Assist students with achieving the goals of our Schoolwide Learner Outcomes.
SCHOOL GOAL #3:
Put in place specific strategies/techniques to support students learning.
Data Used to Form this Goal:
Research data, parent and student survey data
Findings from the Analysis of this Data:
Data demonstrates that students need more direction in meeting S.L.O.s
How the School will Evaluate the Progress of this Goal:
Research data, needs assessments, end-of-year survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling Outreach	2016-2017	Counselor	Counselor Salary	1000-1999: Certificated Personnel Salaries	Title I	70272

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: TECHNOLOGY
LEA GOAL:
To increase the use and availability of technology for the students within the whole District
SCHOOL GOAL #4:
Maintenance of technology devices and increase use of technology across the curriculum.
Data Used to Form this Goal:
Informal surveys indicate that over 50% of our pupils do not have access to computer technology at home.
Findings from the Analysis of this Data:
Informal assessments have shown a majority of our students do not have computer technology available in their homes
How the School will Evaluate the Progress of this Goal:
Evaluation will be based on increased availability of technology for our students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tech Thursdays to educate/ support teachers with technology use.	2017-2018	District Tech Coordinator	Maintain Apex System	4000-4999: Books And Supplies	Title I	12500

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:
The District as a whole has made the decision to offer Rigorous Curriculum Design training for a specific number of teachers at the comprehensive high school throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English teacher will apply RCD to curricula through the use of the prescriptive application.	2015-2016	Teacher/Principal	Rigorous Curriculum Design	5800: Professional/Consulting Services And Operating Expenditures	Title I	4,384

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
Title I	181,196.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	140,544.00
2000-2999: Classified Personnel Salaries	28,152.00
4000-4999: Books And Supplies	12,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	140,544.00
2000-2999: Classified Personnel Salaries	Title I	28,152.00
4000-4999: Books And Supplies	Title I	12,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,152.00
Goal 2	70,272.00
Goal 3	70,272.00
Goal 4	12,500.00

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
Roy Morlan	X				
Margie Peau				X	
Sandie Sevilla			X		
Sandy Myers		X			
Angie Vermillion				X	
Numbers of members of each category:	1	1	1	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

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:

Mr. Roy Morlan

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date