

# The Single Plan for Student Achievement

**School:** Theodore Bird High School  
**CDS Code:** 553-0043  
**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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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Theodore Bird High School's Vision and Mission Statements

#### MISSION

THEODORE BIRD HIGH SCHOOL seeks to provide, within a safe and supportive environment, an individualized, academically challenging course of study, which will promote personal/social growth, foster positive relationships between students and staff, provide a pathway to gainful employment and/or post-secondary education.

#### VISION

In an atmosphere of teamwork and respect, THEODORE BIRD HIGH SCHOOL is committed to helping students set and attain personal, academic, and career goals with an emphasis on life-long learning. The positive environment enhances the lives of the individual students served and thereby enriches community life.

## School Profile

Theodore Bird High School is located in the City of Sonora. Sonora is an incorporated city located in Tuolumne County. Sonora has maintained its status as the largest city within the surrounding counties.

Sonora has a population of approximately 4,600 residents, which reflects the overall decline in population of the foothill region. In fact, the overall population of Tuolumne County has been reduced from a high of 56,000 in 2007 to approximately 50,530 in 2012.

The economic history of the county is characterized by mining (rock and gold), timber, and tourism. Today, the county's major industries are government, service, and retail which comprise just under 80% of the employment.

Increasingly, many of the employment opportunities center around the health field with the addition and continued expansion of Adventist Health, our local hospital. Other industries include manufacturing, mining, construction, agriculture, tourism, and timber. Economic growth is limited, however, by the lack of readily available natural gas needed by industry and the lack of countywide broadband penetration.

Most of the residents of the region are considered middle class, although there is a significant, growing, low socio-economic population. In fact, the county ranks in the lower half of the state for median income. The recent economic downturn throughout the nation and the state has led to an increasing number of lost jobs in the region. This has resulted in many families leaving the area. In fact, all the local schools are experiencing declining enrollment. This has had an impact on student demographic as well. Data currently shows that over 50% of our students receive free and reduced meals, over 14% live below the poverty rate, and median household income is well below the California average at \$46,295 annually.

Demographic indicators for the county also show a decline in population since 2006, with the exception of 2011, due to both natural decreases as well as increasing negative net migration. In and out migration is largely with the neighboring Stanislaus County, Calaveras County, and San Joaquin Counties. Most age groups within our county have shown increasing numbers since 2000, but the number of school-age children (5-17) and older working, family-age adults (40-54) are decreasing. In fact, between 2000 and 2010 the school-age population decreased from 8,583 to 6,803. This has had a dramatic impact on the schools within Tuolumne County. Only those in the oldest-age category (85+) grew faster than the state average since 2000.

Additionally, the county's ethnicity profile is experiencing shifts. The county still is primarily a Caucasian community at 87.5%, but many ethnic groups are showing significant growth. The Hispanic or Latino population has increased by over 44% in the past ten years; the Black and African American segment of the population has grown by over 54%; and the Native Hawaiian and Pacific Islander segment of the population has increased by 75% since 2000. This data highlights the ever-changing profile of our community and schools.

## 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).

#### RESULTS OF STUDENT QUESTIONNAIRE/INTERVIEWS

##### 2015 GRADUATE SURVEY:

- 81% of our graduates are employed
- 71% of our graduates attend college or vocational school
- 85% of our graduates are seeking specific careers
- 95% of our graduates felt well prepared by Theodore Bird High School

When we analyzed this data it was clear to the team that many of our ESLRs were achieved by these students. They all had achieved graduation, were seeking a career and many others were attending higher level college or training programs. The data showed that they had also become responsible citizens, which is the core of our SLOs.

##### 2016 GRADUATE SURVEY:

- 67% of the graduates are employed
- 56% are attending college or vocational programs
- 100% are working toward a specific career
- 89% believe they were well prepared by Theodore Bird High School

The overall data shows that many of our 2016 graduates are currently working. Still others are attending higher levels of education or training. All of the graduates surveyed indicate that they are seeking a specific career. This documents that our students worked toward our goals, SLOs, indicated in our ESLRs. It also documents the continued "main goal" of our staff that the students become responsible citizens who are goal oriented toward their futures.

#### RESULTS OF PARENT/COMMUNITY QUESTIONNAIRE/INTERVIEWS

##### 2016 PARENT SURVEY:

- 91% positive opinion of courses at Ted Bird High School
- 26% believe there is enough community involvement
- 43% believe there are enough services
- 87% support Ted Bird preparation for their children
- Overall rating from parents of school is 9/10 positive

This data documents to our staff that the overall satisfaction of our parents is positive. The staff believes that the parents indicate that they like the program and outcomes, but that they would like more for their children.

The parents would like their children to more connected to the school community and the services that are available. As a staff, we believe that many of the services that the parents want for their students are available, but that we need to breach the gap between parents and students to communicate information through expanded channels.

### **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 Theodore Bird 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.

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

Bird 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 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.

### **Staffing and Professional Development**

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

The staff at Theodore Bird High School are highly qualified in their field. Additionally, the staff at Bird High participates in district-level professional development activities.

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

Theodore Bird High School staff members are included in the district-level training sessions for their respective field. Teachers in math and English attend common core trainings, rigorous curriculum design, and other curriculum pacing trainings.

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 training have been dedicated to needs derived from the Brytbytes Survey of all staff members and students. These identified needs were then combined with administration observations to compile the following target areas of PD.

- \* 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

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 Bird 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.

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)

Bird 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 students' needs.

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

Bird High School continues to be supported by the district to maintain availability of standards based materials to meet students' needs. Recently staff members were 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 course consistent with the individual needs.

#### Opportunity and Equal Educational Access

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

As discussed earlier, the APEX curriculum offers various levels of instruction to individually meet the students' needs. This enables students to meet the standards of instruction and increase educational access. Additionally, the district provides a Title One aide and counseling support.

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), and created a coaching position for mathematics. Also, the APEX and newly adopted math curriculum is researched based on common core standards.

#### Parental Involvement

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

Under-achieving students are provided resources by the school and community to meet their needs

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)

Parent and community members are encouraged to participate in the Alternative Education Site Counsel where planning and over-site are discussed. Additionally, parent nights are held annually to encourage more involvement and participation of parents.

#### Funding

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

Title One provides funding for Title One aide and a counselor to support students.

18. Fiscal support (EPC)

Financial support of the school is coordinated through the LCAP at the district level. Input is derived from all sites in regard to development toward goals.

### **Description of Barriers and Related School Goals**

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

5. Provide access to technology for all students and staff to implement effective 21st century skills



# 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	37	24	21	28	24	19	26	24	19	75.7	100	90.5
All Grades	37	24	21	28	24	19	26	24	19	75.7	100	90.5

\* 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	2569.0	2553.4	2549.0	14	13	0.00	29	17	36.84	29	38	36.84	21	33	26.32
All Grades	N/A	N/A	N/A	14	13	0.00	29	17	36.84	29	38	36.84	21	33	26.32

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	27	21	21.05	58	63	52.63	15	17	26.32
All Grades	27	21	21.05	58	63	52.63	15	17	26.32

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	15	17	5.26	54	50	57.89	31	33	36.84
All Grades	15	17	5.26	54	50	57.89	31	33	36.84

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	12	17	10.53	73	71	63.16	15	13	26.32
All Grades	12	17	10.53	73	71	63.16	15	13	26.32

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	23	13	5.26	58	46	63.16	19	42	31.58
All Grades	23	13	5.26	58	46	63.16	19	42	31.58

**Conclusions based on this data:**

1. Data from an alternative/independent study program is a challenge to derive specific conclusions. This data would show that our English Language Arts program needs strengthening. Specific areas of writing/research need more emphasis, and students scoring below standard in all areas need more support.

## 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	37	24	21	28	23	19	26	23	19	75.7	95.8	90.5
All Grades	37	24	21	28	23	19	26	23	19	75.7	95.8	90.5

\* 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	2467.2	2472.0	2484.2	0	0	0.00	4	4	5.26	18	13	15.79	71	83	78.95
All Grades	N/A	N/A	N/A	0	0	0.00	4	4	5.26	18	13	15.79	71	83	78.95

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	12	17	15.79	88	83	84.21
All Grades	0	0	0.00	12	17	15.79	88	83	84.21

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	4	0	5.26	35	35	21.05	62	65	73.68
All Grades	4	0	5.26	35	35	21.05	62	65	73.68

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	4	4	0.00	31	52	47.37	65	43	52.63
All Grades	4	4	0.00	31	52	47.37	65	43	52.63

#### Conclusions based on this data:

1. Mathematics is an area where our students need/needed specific support. Testing showed across the board issues. The district/school has a newly adopted comprehensive math program to address these areas. This new curriculum meets common core standards and is research based.



## 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 data available

## 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 data available

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Math</b>
<b>LEA GOAL:</b>
To increase the performance of our students in mathematics
<b>SCHOOL GOAL #1:</b>
Fully implement the newly, district adopted, curriculum for math, Big Ideas.
<b>Data Used to Form this Goal:</b>
83% below standard in concept and procedures. 65% below standard in problem solving. 43% below standard in communicating reason
<b>Findings from the Analysis of this Data:</b>
Data shows significant performance testing issues for mathematics
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress toward this goal will be assessed through Smarter Balance testing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fully implement new math curriculum	2017-2018	Staff	Books	4000-4999: Books And Supplies	None Specified	7200

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Title One At-Risk Support</b>
<b>LEA GOAL:</b>
Increase support in transition and career exploration, including four-year plan
<b>SCHOOL GOAL #2:</b>
Each student will meet with counselor to develop transition needs, explore career goals, and develop "four-year plan"
<b>Data Used to Form this Goal:</b>
Survey data from 2016 indicate a drop in students who are full-time employed
<b>Findings from the Analysis of this Data:</b>
Students need better development of transition plan to post high school
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff will survey students to see trends in post high school employment or college enrollment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will meet with all students. Four-year plans, employment/career exploration	2016-2017	Counselor & Staff		1000-1999: Certificated Personnel Salaries	Title I	85998



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Increased rigor/relevance across curriculum</b>
<b>LEA GOAL:</b>
Increased performance on Smarter Balance Testing
<b>SCHOOL GOAL #3:</b>
Increase motivation for students by making curriculum challenging and relevant to our students
<b>Data Used to Form this Goal:</b>
Low state test scores particularly in math
<b>Findings from the Analysis of this Data:</b>
Data shows that our students are lacking in motivation in some cases
<b>How the School will Evaluate the Progress of this Goal:</b>
Increased Smarter Balance testing scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff and Counselor will work to develop individualized program that addresses student's specific needs, abilities, and interests	2016-2017	Staff and counselor	Counseling time	1000-1999: Certificated Personnel Salaries	Title I	85998

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Addressing Community needs and Parental Involvement</b>
<b>LEA GOAL:</b>
Increase community involvement, parental participation, and community services information exchange
<b>SCHOOL GOAL #4:</b>
Increase opportunities for involving parents/community in our school
<b>Data Used to Form this Goal:</b>
Parents/community need more involvement in our school
<b>Findings from the Analysis of this Data:</b>
Surveys will show increased parental knowledge of services and options for support and transition of our students
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Night	2016-2017	Principal	None	None Specified	None Specified	100
Information Board	2016-2017	Counselor				
Site Council	2016-2017	Principal				
Advisory Period	2016-2017	Counselor				

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>
Increased counseling support for individualized needs of our students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will meet with counselor-plans, motivation and rigor	2016-2017	Counselor and Staff	Counselor	1000-1999: Certificated Personnel Salaries	Title I	85,998

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>
Continue to provide increased learning environments/rigor for our students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
APEX System for curriculum will continue to be supported by district	2016-2017	District	Seats will be purchased	5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	8500

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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
None Specified	7,300.00
Title I	171,996.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	171,996.00
4000-4999: Books And Supplies	7,200.00
None Specified	100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	None Specified	7,200.00
None Specified	None Specified	100.00
1000-1999: Certificated Personnel Salaries	Title I	171,996.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	7,200.00
<b>Goal 2</b>	85,998.00
<b>Goal 3</b>	85,998.00
<b>Goal 4</b>	100.00

## 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		
Sandra Myers		X			
Angie Vermillion				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	

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