

The Single Plan for Student Achievement

School: Mesquite Continuation High School
CDS Code: 15-73742-1530054
District: Sierra Sands Unified School District
Principal: Chad Houck
Revision Date: December 3, 2013

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:

Contact Person: Chad Houck
Position: Principal
Phone Number: 760-499-1810
Address: 140 West Drummond
Ridgecrest CA, 93555
E-mail Address: chouck@ssusd.org

The District Governing Board approved this revision of the SPSA on December 19, 2013.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
Academic Performance Index by Student Group	9
English-Language Arts Adequate Yearly Progress (AYP)	10
Mathematics Adequate Yearly Progress (AYP)	11
CELDT (Initial Assessment) Results	12
CELDT (All Assessment) Results	13
Title III Accountability (School Data)	14
Title III Accountability (District Data)	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2	18
School Goal #3	20
School Goal #4	22
Centralized Services for Planned Improvements in Student Performance	24
Summary of Expenditures in this Plan	25
Total Allocations and Expenditures by Funding Source	25
School Site Council Membership	26

School Vision and Mission

Mesquite Continuation High School's Vision and Mission Statements

VISION

Mesquite High School promotes a culture where students and staff demonstrate responsibility, self- development, college and career readiness, campus/community pride, as well as good citizenship.

MISSION

Freedom through Responsibility

School Profile

Mesquite High School is a continuation high school in the Sierra Sands Unified School District serving the communities of Ridgecrest, China Lake, Randsburg and Inyokern. The campus is located in the center of the community and has a church, hospital, hotel, and an information technology business as its neighbors. These organizations and businesses are very supportive of the school.

The Mesquite High School campus consists of two main buildings. The east building houses the administration office, counselor's office, Media Center, and several classrooms. The building located on the west side of campus houses the kitchen as well as several classrooms: music, art, P.E., English and a computer/resource lab.

As of the October 2012 CBEDS, Mesquite High School serves a student body of approximately 113 students, grades 10-12. The student body is composed of 0.9% Asian, 0.9% Pacific Islander, 0.9% Filipino, 32.7% Hispanic, 3.5% African American, and 59.3% White. The grade distribution of our student population consists of 6.2% 10th graders, 41.6% 11th graders and 51.3% 12th graders.

Staff consists of one full-time principal, one full-time counselor, and six certificated teachers. Classified staff consists of one full-time office manager, one full-time Clerk II/student supervisor, one full-time paraprofessional, and one part-time custodian.

Mesquite provides unique educational opportunities that assist students with successfully completing graduation requirements. In response to the various changes occurring at our school over the several years, and concern for adequate electives available to students at Mesquite, staff work to maintain elective choices including ceramics, piano keyboarding, keyboarding/computer applications, yearbook, ASB, an additional PE/Health, and a peer mediation course that is taught twice per year and is used on a referral basis to resolve issues that arise between students. In addition to the courses offered at Mesquite, students have access to ROP classes, work experience, community college coursework both at the college campus as well as online from the Mesquite campus, Adult School, summer school, and community service work to earn credits toward their high school diploma.

Mesquite High School is currently operating under a three year WASC accreditation term and received the distinction of being a Model Continuation High School in spring 2011.

Mesquite High School is involved, engaged, and supported by parents, the community, the board of education, and the school district, and recognized by the State of California as providing an exemplary program for students. Many students come back to Mesquite to visit their former teachers and give staff an update on their progress. Our school offers students a safe, supportive environment in which they can earn a high school diploma and prepare themselves for the adult world.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

At this time, surveys are administered once a year to parents and students. The response rate for parents has greatly increased. Teachers meet on a regular basis to collaborate in place of teacher surveys. Some information that has been collected from surveys follows.

Students have communicated that they feel Mesquite has a clear vision; school wide learning is expected; Mesquite follows clear academic standards and expectations in each class; Mesquite is a clean and safe environment; students have a way to monitor their progress toward graduation; and the main goal of Mesquite is to promote student achievement and success.

Parents have communicated that; the district and school board promote academic learning; the district employs teachers who teach to academic standards; teachers at MHS use up to date teaching techniques and programs which promote student success; all students have access to meaningful, structured classes that will be beneficial to the success of MHS graduates; the requirements for graduation at MHS are the same as the requirements for a Burroughs graduate; teachers use a variety of learning tools; students are evaluated in a variety of ways; students have a way to monitor their progress toward graduation; parents are encouraged to be involved at MHS and in their student's learning.

Classroom Observations

Administration visits every class each period on average three times a week for an average of ten minutes at a time. These informal observations include listening to instruction, observing student work and participation, interacting with the teacher either as a participant in the lesson, or as a colleague with a query, interacting with the students about their work and their current life circumstances. As a part of the standard evaluation process for the district, each teacher participates in formally documented observations at least once every other year.

Administration has found that the majority of teachers, a majority of the time are forming and strengthening meaningful relationships with the students. The majority of teachers are facilitating student exploration of content aligned with current standards and guiding student work to promote retention and application of the content. The majority of teachers, a majority of time, are demonstrating tolerance for student behavior while working to guide students to make choices that will yield the greatest effect on their goals and their lives.

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School wide results of state and classroom assessments in math, language arts, science and social science (CST, CELDT, CAHSEE, formative assessments) are reviewed to identify the school's focus. Student performance is compared to county and state performance on standardized assessments (CAHSEE, CST, ASVAB, and college placement tests) to determine success of our program and individual student achievement. State Curriculum Frameworks and blueprint standards are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to develop goals, plan instruction and/or re-teaching. Teachers collaborate to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Teachers use assessment results, transcripts, and attendance rates to monitor and modify instruction and plan interventions. Weekly staff meetings focused on student progress promotes discussion for strategies to increase student achievement.

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

There are ongoing formative assessments used by teachers almost daily to guide the pace of instruction. The data that is generated and used every three weeks comes from the daily formative assessments to determine the rate at which a student is earning credit toward graduation. Once students have reviewed their personal credit status, teachers review the progress and modify instruction to meet the needs of the students. This is an area of growth. Use of data is focused on graduation and earning credits more than on content mastery. This does not mean that there is not a focus on content mastery, but simply that data is focused on the "bigger picture" for each student.

Staffing and Professional Development

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

All certificated staff at Mesquite is all highly qualified in the courses that they teach with the exception of physical education. All staff holds CLAD/SDAIE certification. Two teachers on staff have been or are BTSA Support Providers.

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

As the district is working to successfully transition to Common Core Standards, the Mesquite faculty has been invited to attend the departmentally based professional development to consider instructional content, pacing, and materials.

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

Staff development is based on district initiatives and individual school, teacher, and student needs. Student performance data, teacher surveys/input, and principal observations help determine professional needs. The focus of our staff development has been to increase student achievement in the areas of Mathematics and English Language Arts through trainings in content and best practices. Staff has received training in common core, ALEKS, AVID, Step Up to Writing, data analysis (Illuminate), technology, counseling support, discipline, and Professional Learning Communities.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELD Teacher Coordinator and SELPA team. They support site teachers by providing feed back as needed for students who come to Mesquite throughout the school year. In addition, trainings are provided to offer support with implementation of Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions. Teachers collaborate with other district staff to share best practices to improve delivery of instruction and improve student learning.

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

Our teachers meet weekly to discuss topics relevant to our unique setting. Since Mesquite basically has one teacher for each core subject, discussions include curriculum as well as strategies to increase individual student success. Teachers have the opportunity to meet with other district staff one on one as well as at scheduled meetings/trainings/presentations throughout the school year.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, test scores and blueprints to prepare lesson plans and guide instruction throughout the year. Teacher assessments are used to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to grade level content standards, blueprints and graduation requirements. Additional re-teaching is provided to students not meeting performance targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

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

Staff works closely with the Assistant Superintendent of Curriculum and Instruction to ensure consistency of instructional materials with those of the traditional high school so that students meet high expectations in alternative education and have every opportunity to be successful.

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)

Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. Students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-teaching accordingly. Mesquite offers tutoring throughout the day to assist students with meeting all math requirements. Intervention action plans are developed when appropriate. Students who have yet to pass the ELA portion of the CAHSEE are placed in the appropriate English course for support. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Professional development is funded by categorical funds and provides teachers with researched based best practices to improve student achievement. For example, Mesquite has been incorporating AVID strategies in English and history classes.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education and ELD
- Peer tutors
- Community tutors
- School Counselor
- District Psychologist
- Translator
- School Resource Officer
- Assessment and Remediation Instructional Aide
- Community/Parent volunteers
- School Attendance Review Board (SARB)
- Family Resource Center, Women's Center, community partnerships, Ridgecrest Police Department
- Credit Recovery: Adult School, summer school, ROP, work experience, TA, Independent Study, Home Hospital
- Progress monitoring: standardized assessments, credit/attendance checks, pathway to graduation, quarterly report cards

Our school communicates with parents through:

- Parent informational meetings and visitations
- Phone calls
- 3 week progress reports
- Mailings
- Back-To-School Night
- Superintendent's Council
- Parent Teacher/Counselor/Principal Conferences
- Quarterly Report Cards
- School Site Council
- Automated phone system
- Parent surveys

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 2 Classroom teachers
- 0 Other staff
- 2 Parents and community members
- 1 Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

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 Council and Superintendent's Council

Funding

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

Categorical services focused on the underperforming student at this school include a CAHSEE intervention tutor and assessment paraprofessional five periods a day. Categorical funds are used to purchase a range of materials for our classrooms such as ALEKS, our online math program. The psychologist and counselor provide support by meeting with parents/students to review student attendance, behavior, and academic progress and hold group counseling and individual student counseling sessions. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. English learners are tested and monitored by both site and district staff to ensure they are meeting all requirements. Professional development is funded by categorical funds and provides teachers with researched based best practices to improve student achievement.

18. Fiscal support (EPC)

Fiscal support is provided by the district, reflected in action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

The nature of Mesquite High Schools is serve students for whom traditional school procedures have not been a good fit. This is often because the students have experienced significant issues in their lives that have generated risk factors that have undermined growth in English language arts and math. Acknowledging and accepting these difficulties is an important part of the day-to-day operations at Mesquite. Example of these risk factors that generate barriers to learning are poor student living situations, low socioeconomic status, regular school attendance expectations, and digital literacy.

Goals for Mesquite students begin with attendance. We need our students present every day, even if it is for part of the day, for this is a safe place in their lives and every minute they are present, they can be working on credits toward graduation. Therefore, it is a goal to have every student come to school every day. Once students are in the habit of coming to school and engaging in their own learning, then the processes of overcoming barriers to learning can begin and lead to improvements in ELA and math.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	45	31	38	26	22	23	5	1	2	0	0	0
Growth API	546	543	545	590	589	610						
Base API	563	566	543	571	607	590						
Target	12	12	13									
Growth	-17	-23	2									
Met Target	No	No	No									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	10	6	10	9	3	4	28	20	23	2	1	0
Growth API							535	526	563			
Base API							587	544	526			
Target												
Growth												
Met Target												

Conclusions based on this data:

1. There has been stagnation for many reasons at Mesquite. Transiency of students is a significant school wide barrier. Students often only arrive at MHS for their 11th grade year after several years of underperforming and then must take the tests before significant intervention can be put in place. Therefore, finding meaning in the tests for students is crucial.
2. Data demonstrates that both subgroups have shown growth, therefore targeted interventions to help students with difficult living situations should continue.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	89	89	95	89	82	100	50	100	0	--	--	100
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100		84	82	90	100	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. The increase in eligible students participating in the tests, despite decline in enrollment, indicate that students are taking the tests more seriously.
2. It is important to continue whatever incentives have been used to continue to promote a culture that values taking opportunities to prove ability level.
3. Having no students at or above proficient is a concern, but given the population, there is greater emphasis on improving, which is not demonstrated when only considering proficiency or higher.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	94	90	95	89	92	100	100	100	0	--	--	100
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100		91	84	90	100	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Again, the participation rate is exemplary for students who are disenfranchised with school when they come to Mesquite. Whatever incentives and relationships have been successful need to be identified and continued.
2. Having no students at or above proficient is a concern, but given the population and the their modbility, there is greater emphasis on improving, which is not demonstrated when only considering proficiency or higher.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	3	60	2	40	0	0	0	0	0	5
12	1	17	4	67	1	17	0	0	0	0	0	6
Total	1	9	7	64	3	27						11

Conclusions based on this data:

1. EL students are tested and placed accordingly by the district. All 11 students are intermediate or higher and efforts should continue to be made to provide support that leads to redesignation eligibility.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
9	0	0	0	0	0	0	0	0	0	0	0	0
10	***** *	***	0	0	0	0	0	0	0	0	0	*****
11	0	0	3	60	2	40	0	0	0	0	0	5
12	1	17	4	67	1	17	0	0	0	0	0	6
Total	2	17	7	58	3	25	0		0			12

Conclusions based on this data:

1. All EL students were at intermediate level or higher. Efforts should continue to be made to provide support that leads to redesignation eligibility.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	10	8	11
Percent with Prior Year Data	100.0%	87.5%	100.0%
Number in Cohort	10	7	11
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	1	9	0	8	0	11
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
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. There are no further conclusions from this data for this subgroup other than efforts need to be made to provide interventions based on the individual scores.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Conclusions based on this data:

1. For 2012-13, data indicate that the district did not meet its AMAO I target for annual growth but did meet AMAO 2 and 3 for attaining English Proficiency and Adequately Yearly Progress. Based on this data, the district will continue to provide targeted services to our English Learners to support increased success.

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 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:

SUBJECT: ELA
LEA GOAL:
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
100% of eligible seniors (90 credits yet to earn) will master the ELA portion of the CAHSEE while also successfully progressing at an acceptable rate toward earning the 40 required English credits for graduation.
Data Used to Form this Goal:
CAHSEE ELA test scores and tri-weekly credit checks
Findings from the Analysis of this Data:
Students are successfully passing the CAHSEE, but are not all making significant progress toward completing the 40 credits.
How the School will Evaluate the Progress of this Goal:
Progress toward the goal will be evaluated in the short term by considering credits earned in English classes every three weeks with an expectation of 1 credit every three weeks. Long term evaluation will be determined by graduation rate of students who begin the school year designated as 12th graders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify essential standards to be learned for each English course	Winter 2013 / Spring 2014	Principal and English teachers	collaboration	None Specified	None Specified	
Create a pacing guide, assignment list, and benchmarks for the essential standards and for earning credits for each English course	Winter 2013 / Spring 2014	English teachers	collaboration	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Send two teachers to ERWC training	Spring 2014	Principal	substitutes	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	720
			travel-lodging	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	300
			registration	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	600
Send two teachers to AVID summer institute for critical reading or critical wrtiting	Summer 2014	Principal	travel-lodging	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	1200
			Registration	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	1300
Visit other continuation high schools to Investigate other instructional strategies to improve student engagement and learning	Spring 2014	Principal and teachers	substitutes	1000-1999: Certificated Personnel Salaries	LCFF-ED	240
			travel	5000-5999: Services And Other Operating Expenditures	LCFF-ED	49
			travel	5000-5999: Services And Other Operating Expenditures	EIA-SCE Carryover	81
Arrange for staff training on a variety of strategies, including project based learning, to improve student engagement and learning	2013-14	Principal and teachers	stipends	1000-1999: Certificated Personnel Salaries	EIA-SCE Carryover	500
Establish a program to increase student reading comprehension and vocabulary.	Spring 2014	Principal, teachers, and librarian	BHS Library support	2000-2999: Classified Personnel Salaries	LCFF-ED	1500
			materials	4000-4999: Books And Supplies	LCFF-ED	2000

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 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:

SUBJECT: Math
LEA GOAL:
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
100% of eligible seniors (90 credits yet to earn) will master the mathematics portion of the CAHSEE. 100% of eligible seniors (90 credits yet to earn) will complete their Algebra I requirement.
Data Used to Form this Goal:
CAHSEE test results, student transcripts and graduation requirements.
Findings from the Analysis of this Data:
There is a need for continued support to help with passing the CAHSEE as some 12th graders do not pass until February of their 12th grade year. There is also need for developing an assessment to determine a set level of mastery of algebra that can signify completing the algebra requirement instead of relying on mastering 80% of the material as measured by the ALEKS program.
How the School will Evaluate the Progress of this Goal:
A greater than 5% decrease in the number of students needing to take the math portion of the CAHSEE in February of their 12th grade year. A decrease of at least 5% of the number of 12th grade students still needing to meet the algebra requirement by the end of March during their 12th grade year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue funding for Assessment and Remediation Instructional Aide	2013-2014	Principal	classified compensation			
Purchase ALEKS licenses/diagnostic tool (math) with available funding	August 2013	Office Manager and Math teacher	Licences	5000-5999: Services And Other Operating Expenditures	Pupil Retention Block Grant	5000
Develop a challenge assessment to determine achievement of Algebra requirement	January 2014	Principal and math teacher	collaboration time			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a program that promotes mastery of arithmetic for all students.	January 2014 - May 2014	Principal and teachers	collaboration time			

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 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:

SUBJECT: ELD
LEA GOAL:
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
To advance all EL students at least one level and redesignate if possible
Data Used to Form this Goal:
CELDT testing results
Findings from the Analysis of this Data:
This subgroup is constantly changing with student mobility and all EL students are at an intermediate level or higher. These students could be redesignated with proper support and intervention
How the School will Evaluate the Progress of this Goal:
Analysis of individual progress at the end of each semester

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on scheduling to ensure students are placed in classes that support language acquisition	ongoing 2013-2014	counselor	meeting and planning time	None Specified	None Specified	
Investigate possible ELA software to provide support similar to ALEKS math.	January - March 2014	principal and counselor	licenses	5000-5999: Services And Other Operating Expenditures	LCFF-EL	1783
A district EL project teacher will provide support through coaching and professional development as needed	August - May	District EL Coordinator	stipends	1000-1999: Certificated Personnel Salaries	LCFF-EL	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Arrange for staff training on a variety of strategies, including project based learning, to improve student engagement and learning	August-May	Principal	stipends	1000-1999: Certificated Personnel Salaries	LCFF-EL	200

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 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:

SUBJECT: School Culture
LEA GOAL:
Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #4:
To maintain or increase the opportunities for students to earn credits toward graduation by focusing on improving attendance, communication skills, and credit earning opportunities.
Data Used to Form this Goal:
Graduation requirements include fine arts and elective credits and there are a limited number of seats in the limited number of elective classes offered during the instructional day. Attendance data including all day and individual period absences.
Findings from the Analysis of this Data:
Student are coming to school daily, but often late by one or more periods, thus missing credit earning opportunities. Students thrive in core academic classes when the are successfully earning credits in elective classes. By having opportunities outside of the instructional day students are able to focus on core academics during the day and more quickly reach the graduation requirements.
How the School will Evaluate the Progress of this Goal:
Analysis of longitudinal attendance rates showing at least overall 2% increase in 1st period attendance. Comparison of the number of credit opportunities each quarter.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funding for student textbooks in Virtual Class	beginning of each semester	Counselor and paraprofessional support	purchase of materials	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	500
College Career Day at CCCC	October	counselor	transportation provided by CCCC	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ensure transportation to CCCC and BHS for afternoon classes and programs	ongoing for 2013-14	principal, counselor, teachers	transportation costs of operating school van	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1000
develop incentive/reward program for student attendance to all 6 periods	January 2014	Principal, counselor, teachers	materials	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1000
continue to ensure that basic student needs are met	ongoing	office staff	materials	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	4002

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 Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	1,109.78
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	313.42
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	1,242.21
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	1,131.22
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	46.25

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	6,502	0.00
Title I Part A: Allocation	0	0.00
Title I Part A: Parent Involvement	0	0.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	4,701	0.00
LCFF-ED	3,789	0.00
LCFF-EL	2,983	0.00
Pupil Retention Block Grant	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA-SCE Carryover	4,701.00
LCFF-ED	3,789.00
LCFF-EL	2,983.00
Pupil Retention Block Grant	5,000.00
School and Library Improvement Program Block	6,502.00

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
Chad Houck	[X]	[]	[]	[]	[]
Erik Duncan	[]	[X]	[]	[]	[]
Marla Cosner	[]	[X]	[]	[]	[]
Moriah Garrison	[]	[]	[]	[]	[X]
Jennifer Sizemore	[]	[]	[]	[X]	[]
Gino La Marca	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	2		2	1

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


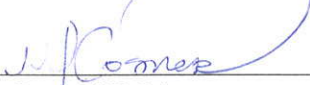
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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**):

- | | |
|--|--------------------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> English Learner Advisory Committee | _____
Signature |
| <input type="checkbox"/> Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> 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 December 3, 2013.

Attested:

Chad Houck _____ Typed Name of School Principal	 _____ Signature of School Principal	12/3/13 _____ Date
Marla Cosner _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	12-03-13 _____ Date