

The Single Plan for Student Achievement

School: Mesquite Continuation High School
CDS Code: 15-73742-1530054
District: Sierra Sands Unified School District
Principal: Jo Anne McClelland
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Jo Anne McClelland
Position: Principal
Phone Number: 760-499-1810
Address: 140 West Drummond
Ridgecrest CA, 93555
E-mail Address: jmcclelland@ssusd.org

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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 through engagement.

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 October 2015, Mesquite High School serves a student body of approximately 88 students, grades 10-12. The student body is composed of 0.9% Asian, 1.8% American Indian or Alaska Native, 2.7% Pacific Islander, 0.9% Filipino, 23.1% Hispanic, 5.6% African American, 4.6% two or more races, and 60.1% White. The grade distribution of our student population consists of 7.4% 10th graders, 34.2% 11th graders and 58% 12th graders.

Staff consists of one full-time principal, one full-time counselor, one part-time RSP teacher and five 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 several years, and concern for adequate electives available to students at Mesquite, staff works to maintain elective choices including art, ceramics, piano, keyboarding, guitar, yearbook, ASB, a basic personal accounting course. In addition to the courses offered at Mesquite, students have access to CTE classes, work experience, community college coursework. Credit Recovery classes, summer school, and community service work are available to earn credits toward their high school diploma..

Mesquite High School is currently operating under a six year WASC accreditation term and received the distinction of being a Model Continuation High School in 2008, 2011 and 2015.

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. Most recently, our students and parents participated in a district wide survey for our LCAP. The results of that survey can be found on the district website. Some information that has been collected from survey in previous years 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, for 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/SBAC, 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/SBAC, 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 and art. 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 participated in 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, AVID, Step Up to Writing, data analysis (Illuminate), technology, counseling support, discipline, and Professional Learning Communities. Each teacher attends district wide content specific collaboration three times a year and is encouraged to attend appropriate professional development.

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. We also have coaches to assist with CCSS implementation and Google Docs training for collaborative purposes. They support site teachers by providing feedback 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 common core 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. 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, history, and science 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
- 1 Other staff
- 1 Parents and community members
- 1 Student

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)

Services focused on the under-performing student at this school include a CAHSEE intervention tutor and assessment paraprofessional five periods a day. 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. Funds and the plan to improve student achievement are presented to each SSC on a yearly basis for evaluation of needs, 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 district funded 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 unstable living arrangements, 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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	46	37	80.4	36	2531.8	5	22	43	27
All Grades	46	37	80.4	36		5	22	43	27

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	17	50	33	14	36	50	11	50	39	8	67	25
All Grades	17	50	33	14	36	50	11	50	39	8	67	25

Conclusions based on this data:

1. Mesquite students do very well with Research and Inquiry.
2. Staff is strategizing on Writing Across the Curriculum and joint projects to improve writing skills.
3. Staff is implementing best practices and non-traditional means to improve achievement in writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	46	38	82.6	36	2468.4	0	5	11	79
All Grades	46	38	82.6	36		0	5	11	79

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	3	14	83	0	50	50	3	44	53
All Grades	3	14	83	0	50	50	3	44	53

Conclusions based on this data:

1. Staff has identified math improvement as a priority and is working through PLC meetings strategizing for school wide support for student achievement in math.
2. Students struggle most with problem solving.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
11			***** *	***	***** *	***						*****
12			1	20	4	80						5
Total			2	29	5	71						7

Conclusions based on this data:

1. EL students are tested and placed accordingly by the district. Currently, all 4 of our EL students are intermediate or higher and efforts should continue to be made to provide support that leads to re-designation eligibility.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	0	0	***** *	***	***** *	***	0	0	0	0	*****
12	0	0	1	20	4	80	0	0	0	0	5
Total	0	0	2	29	5	71	0	0	0	0	7

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	11	4	7
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	11	4	7
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5%
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	11	0	4	0	7
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	--	--	--	--

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

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	53.4%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	231	145	213	146	225	225
Number Met	51	71	42	69	49	49
Percent Met	22.1	49.0	19.7	47.3	24.2%	21.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No	No	No

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

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 4 CCSS implementation in both ELA and math; Level 1 in ELD and Intensive Programs
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 2 for ELD and Intensive Programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	Ongoing	Core Teachers Principal District Coaches				
Instructional supplies to support CCSS instruction	Ongoing	Principal Office Manager Teachers	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	6201
Develop and implement Common Core common assessments	Ongoing	Principal Core Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	Ongoing	Principal All teachers District Coaches				
Identify and roll out resources and technological tools as needed	Ongoing	Principal All teachers District Coaches Technology Department		None Specified	District Funded	
Provide Illuminate and SBAC training/coaching support	Ongoing	Principal All teachers District Coaches		None Specified	District Funded	
ALEKS Licensing Fees	August	Office Manager Math Teacher	Individualized and adaptive math program	None Specified	District Funded	

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC data
Findings from the Analysis of this Data:
22% of 11th grade students in ELA met or exceeded standards. 6% of 11th grade students in math met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide PLC meetings	Ongoing with Bi-Weekly meetings	Staff Principal				

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Implement Staff Development for character education.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	Ongoing	Principal				
Student Character building presentations by ASB	Ongoing	ASB Advisor Principal				
Office supplies	Ongoing	Principal, Office Manager	Office supplies	4000-4999: Books And Supplies	General Unrestricted	2000
Printing Services	Ongoing	Principal, Office Manager	Multilith Charges	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Postage	Ongoing	Principal Office Manager	Postage	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1100
Custodial supplies to maintain a clean campus	Ongoing	Custodian Office Manager	Custodial Supplies	4000-4999: Books And Supplies	General Unrestricted	1550

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	January 2016	Principal All Staff				
Develop strategies to improve school connectedness	February 2016	Principal All Staff				
Program Implementation to improve school connectedness	March 2016	Principal All Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transportation fee	October 2015	Office Manager Counselor	Bus to Cerro Coso Exploration Day	5000-5999: Services And Other Operating Expenditures	General Unrestricted	80
Travel and Conference	TBD	Counselor	Counselor Conference or visit other school	None Specified	None Specified	
Travel and Conference	TBD	Teachers Principal	Continuation School Conference	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500

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 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: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014 -2015 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2015-16 AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Ongoing	Principal District ELD Coordinator		None Specified	District Funded	
Send One teacher to AVID Summer Institute	June 2016	AVID District Director District Personnel	Conference for Best Practices Strategies	None Specified	District Funded	

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 student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1361.03
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	488.61

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	11,931	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	11,931.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	1,849.64

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	9,751.00
5000-5999: Services And Other Operating Expenditures	2,180.00

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	General Unrestricted	9,751.00
5000-5999: Services And Other Operating	General Unrestricted	2,180.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,201.00
Goal 3	5,150.00
Goal 4	580.00

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
Jo Anne McClelland	X				
Erik Duncan		X			
Marla Cosner		X			
Catherine Roberts				X	
Drew Stucky					X
Mady Portillo					X
Stephanie Bear			X		
Numbers of members of each category:	1	2	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

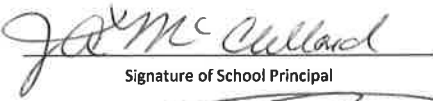

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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 December 11, 2014.

Attested:

Jo Anne McClelland		11-3-15
Typed Name of School Principal	Signature of School Principal	Date
Erik Duncan		11-3-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date