

The Single Plan for Student Achievement

School: Kings River Continuation High School/Taft Independent Study
CDS Code: 10-62414-1036086
District: Sanger Unified School District
Principal: Rick Church
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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.

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School Vision and Mission

Kings River Continuation High School/Taft Independent Study's Vision and Mission Statements

The mission of Kings River High School is to maximize every student's potential by teaching them to be productive citizens, lifelong learners, and persons of character. Students will have the ability to demonstrate what they have learned while creating and achieving academic and career goals. **Instructional vision:** Monarchs will learn actively in challenging, meaningful and collaborative environment that fosters critical thinking and allows them full access to pathways of achievement. Kings River High School also provides an alternative educational environment to students who were unsuccessful in traditional school settings. It is our mission to create a small learning community to serve the individual needs of the students as they progress toward graduation and the attainment of positive personal goals.

Kings River High School Purpose Statement:

The Purpose of Kings River High School is to provide an environment that enable students to get their diploma and prepares them to attain their long-term goal beyond graduation.

School Profile

Kings River (Continuation) High School Description

Kings River is the only Continuation High School in the Sanger Unified School District. The Kings River campus is located on the District Office grounds a few blocks from the downtown center of the City of Sanger. The school operates on a traditional school calendar. We are committed to providing a strong instructional program for all students to ensure excellence in education. Kings River is quickly becoming one of the most innovative alternatives to mainstream education within Sanger Unified. We have provided 100% of our classrooms with smart boards (interactive technology white boards) 100% of all teachers have been trained in Sanger EI (Effective instruction) . Kings River offers both short-term and long-term educational alternatives for students ages 16-18. Students are provided with differentiated instruction that enables them to receive seamless curricular instruction, while at the same time learning in a modality that is suited for each individual student. Kings River High School is considered a School-Wide School (Administration, teachers, and parents went through a week long workshop, and meet the appropriate requirements and was board approved).

During the 2014-15 school year, the school served approximately (210/80) revolving 11&12 grade students in KRHS. All of these students participated in the Free or Reduced-Priced Lunch Program. Roughly 10% of the students are considered English Learners.

Taft (Independent Study) School Description

Taft Alternative School is located in the Sanger Unified School District. The campus is on located on the District Office grounds a few blocks from the City of Sanger's center. Taft (Alternative) High is an Alternative High School in the Sanger Unified School District. The school operates on a traditional school calendar. While the program is capable of facilitating students' learning needs on a long-term basis it is the belief of the staff that students are better served within the Taft program on a short-term basis. Enrollment in the Independent Study Program is completely voluntary. This program is open to all students in K-12 grades. The Independent Study guidelines require a detailed agreement between an individual student, parent, teacher, and school administrator be completed and signed before a student is legally enrolled. Students enrolled in Independent Study must complete schoolwork that is equivalent to four hours a day for a total of twenty hours a week to be considered full time.

During the 2014-15 school year, the school served approximately (307/180) revolving 6th-12th grade students. Taft students participated in the Free or Reduced-Priced Lunch Program. Approximately 12% of the students are considered English Learners.

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).

Kings River High School Surveys:

Positive areas of growth mentioned by parents: 1) parents enjoy the small school setting. 2) parents enjoy the one on one attention their students get. 3) Parents like the phone communication and newsletters.

Areas of Improvements and plan for Improvement:

1. Better lunches: Improvements--- allow seniors with qualifying attendance and GPA to go off campus to access other food options during lunch period.
2. More activities for the kids: Improvements--- Increase the number of field trips for qualifying students-- explore possible prom for students in MPR--Plan more incentive based awards activities for qualifying students a) extended friday lunch. b) additional sports competition with CDS.
3. More parent conferences: Improvements-- Senior Parent Night. Teachers required to meet with parents of ALL students with D's and F's at quarter grading periods.

Taft School Surveys:

Positive areas of growth mentioned by parents: 1) Enjoy the staff, teachers. Staff very helpful when we call. Enjoy the staff and how they work with the kids. 2) Teachers support for students. shown improvement in grades and academic growth. 3) No bullying going on

Areas of Improvements and plan for Improvement:

1. Terminate Common Core: Improvements--- Taft has been restructured this year to provide students 150% more time on campus, as well as access to a highly qualified teacher in all core subjects. The goal of this restructure is to make the common core more accessible and meaningful to students in the Taft program. In turn, parents and students.
2. Have more field trips for Taft: Improvements--Restructure of Taft will increase the number of field trips for qualifying students. Taft students will included and encouraged to attend KRHS field trips.
3. More study groups with their peers: Improvements--The restructure of Taft essentially creates a student study group with teacher support for students at their corresponding grade level. Extra support Friday and Wednesday afternoons.

Classroom Observations

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

Types of classroom observation tool used in the classrooms.

The different types of classroom observation tool most often use it the Kings River Walkthrough form. The iPad observation is also used at times. The KR walkthrough form is used 3 times a week with feedback from the form for the teacher to review and make the necessary changes in order to improve instruction or continue to be effective with the instruction. Observations occur on a daily basis as well, with informal feedback through after school discussion in an informal setting. Taft currently does not use the form based on the fact that it is an Independent Study program and the design of the program does not allow for the structure of the observation tool.

Kings River High School's instructional focus is rooted in three instructional norms: essential questions and or learning objectives, passive and active student engagement, and formative assessments and or checking for understanding. Daily

debriefs with principal are the norm at the school site. The focus for this year is passive and active engagement that utilizes technology as the modifying tool to grab students' interest.

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)

Kings River High School is a Professional Learning Community (PLC). The team of teachers meet weekly during PLC time to discuss what is going on with students and how to improve the educational setting. They discuss how each core area will be taught and answer the questions of: What we want students to know?, How do we know they learned it?, what do we do when they have learned it? and what do we do when the don't learn it?. The team also discuss issues of how are we going to formally and informally going to assess the learning.

District Assessments have been developed and are used to see how we are doing on Claim Data. These assessments also help our teachers make adjustments to their instruction.

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

The PLC team at Kings River High School uses data to modify their instruction. Each week the PLC looks at results of their different assessments to see if they can see some common information in those assessments to help better drive their instruction.

Staffing and Professional Development

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

Kings River High School is staffed with ALL highly qualified teachers in all core subject areas.

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

Kings River High School uses State Board of Education adopted material for all of its core subjects. All teachers have been provided professional development on how to use the materials effectively in their classrooms.

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

The staff professional development takes on two phases at Kings River High School. The first phase is done at the district level for both ELA and Math. During these trainings staff learns how the content standards work and how to assess those standards. The second phase is site professional development that occurs twice a month. These trainings focus on our school vision. Right now Kings River is focusing on Universal design for learning strategies, active and passive engagement and formative feedback.

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

Kings River does not have a Curriculum Support Provider (CSP).

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

All Kings River teachers meet as a Professional Learning Community (PLC) on a weekly basis for a minimum of 2 hours a week. Teachers meet to design cross curriculum lessons with assessments and look at data and share/discuss best practices.

Teaching and Learning

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

Kings River (PLC) meets to discuss curriculum,

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

Kings River High School meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

Kings River High School has built in intervention time for students who are not meeting their credit requirements. After school tutorial is also available as well.

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

Standards-based instructional materials are used in all classrooms and available for all students.

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 materials used at Kings River High School have been approved by the State Board of Education.

Opportunity and Equal Educational Access

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

Kings River High School provides services for all underperforming students to meet standards. The Master Schedule has been developed so that these services occur during the regular school day.

14. Research-based educational practices to raise student achievement

All students requiring intervention receive research-based instruction in order to raise student achievement.

Parental Involvement

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

Kings River High School is limited on the types of services for after school help for struggling students. Kings River is not one of SUSD schools who have the Learning Enrichment Activity Program (LEAP) to provide tutoring services for students. Kings River has the availability through the District and CARE team to provide services for families who are dealing with issues that come up during the school year.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConnApp programs (5 California Code of Regulations 3932)

Kings River High School has a school site council which meets to plan, implement and evaluate all ConnApp programs.

Funding

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

Kings River uses its funds to provide direct services to students who are underperforming. Kings River is working with an organization Adventure Risk Challenge (ARC) to work with students to develop Leadership skills and tutorial in the form of Language Arts and Mathematics.

18. Fiscal support (EPC)

The Schools/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPC's in RLA/ELD, mathematics, and the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Kings River High School

Kings River High School began the school year with 57% of students referred to receive on-site counseling services. Referral concerns include drug use, homelessness, low grades or credits, attendance, behavior and/or family concerns. To meet these needs, Kings River has responded with a variety of services on campus, within the district, and in partnership with the community. This includes on-site counseling, support groups, and behavior support, as well as referrals to district parent support and teen groups, and community partnerships with law enforcement and local non-profit agencies. Our goal is for students to be supported and able to fully focus on their academic studies and become well-rounded community members.

Additionally, 13% of the student body is identified with a disability and are serviced through a Section 504 or Individualized Education Plan (IEP). Services for students include pull-out services with the resource specialist or academic aide, accommodations, and/or additional support within the classroom. This support helps with daily classwork, mastery on exams and support on projects and career goals. Our goal is for all students to be able to achieve state standards and graduate with a diploma, regardless of disability.

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	46	37	41	44	33	40	43	32	40	95.7	89.2	97.6
All Grades	46	37	41	44	33	40	43	32	40	95.7	89.2	97.6

* 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	2421.6	2509.3	2503.3	0	0	0.00	2	19	17.50	7	28	37.50	89	53	45.00
All Grades	N/A	N/A	N/A	0	0	0.00	2	19	17.50	7	28	37.50	89	53	45.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	3	5.00	37	59	50.00	63	38	45.00	
All Grades	0	3	5.00	37	59	50.00	63	38	45.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	6	2.56	7	53	35.90	93	41	61.54
All Grades	0	6	2.56	7	53	35.90	93	41	61.54

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	0	3	5.00	16	75	55.00	84	22	40.00
All Grades	0	3	5.00	16	75	55.00	84	22	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	9	7.50	23	47	47.50	74	44	45.00
All Grades	2	9	7.50	23	47	47.50	74	44	45.00

Conclusions based on this data:

1.

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	46	37	41	44	32	37	44	31	37	95.7	86.5	90.2
All Grades	46	37	41	44	32	37	44	31	37	95.7	86.5	90.2

* 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	2381.3	2457.0	2435.9	0	0	0.00	0	0	0.00	0	23	0.00	100	77	100.0
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	0	23	0.00	100	77	100.0

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	0	19	2.70	100	81	97.30	
All Grades	0	0	0.00	0	19	2.70	100	81	97.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	27	35	8.11	73	65	91.89
All Grades	0	0	0.00	27	35	8.11	73	65	91.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	9	32	40.54	91	68	59.46
All Grades	0	0	0.00	9	32	40.54	91	68	59.46

Conclusions based on this data:

1. Schoolwide 57% of our students did not meet the standard. Only 43% met or nearly met standard in ELA. the deficiencies are primarily in Writing and Listening. Also Research/Inquiry and Reading shown a large number of students below standard.
2. Schoolwide 100% of the students in mathematics did not meet standard. The deficiencies are primarily in Communicating Reasoning and Concepts&Procedures.
3. Kings River Teachers recognize these results and are committed to improving these results by offering more tutorial time both during school and after school. Also evaluating Best Practices during PLC time to improve the results.

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
11	25			25	33		50	17			17			33	
12	13			50	20		25	80		13					
Total	17			42	27		33	45		8	9			18	

Conclusions based on this data:

1. The majority of Kings River EL's fall into two categories, Intermediate and Early Advanced. All of Kings River EL's are considered LTEL's (Longs Term English Learners).

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
11	25			25	33		50	17			17			33	
12	11			44	17		33	83		11					
Total	15			38	25		38	50		8	8			17	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Provide quality Tier 1 first time instruction by utilizing effective teaching strategies based on Universal Design for Learning principles.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) by 10% from 2015-16. Increase the percentage of all students who have Standard Met or Exceeded in Mathematics by 12% from 2015-16. Other Pupil Outcome - Establish baseline proficiency level of updated high school District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
For the 2015-16 we met our 3% goal in ELA. We had a 13% growth in ELA. For the 2015-16 school year we did not meet our goal of 3% growth in math.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher will receive training from district personnel in ELA and math	On going through the 2016-17 school year	Principal, District	Teacher will attend grade level trainings throughout the school year. Teachers will also attend math training to improve math knowledge.	None Specified		
			Schedule classroom coaching sessions and work with small groups on a daily basis	1000-1999: Certificated Personnel Salaries		
			Technology/ iPad for classrooms	4000-4999: Books And Supplies		

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MTSS
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop solid Tier II and Tier III services for students who have the need.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Decrease annually the middle school dropout rate as defined by the high school readiness rate of ; GPA 2.0 or better, no D/F in Math/ELA, 96% or better attendance and no suspensions. Meet or be lower than the state and county dropout rates for all subgroups annually. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded n ?English Language Arts and Mathematics.
Findings from the Analysis of this Data:
We did not meet our AMAO 1 or 2. We reclassified 6 students out of 14 possible EL's.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tier II intervention and support and communication to parents.	August-June 2017	Principal and Clerk 1	<p>Clerk 1 to support parents and students communication</p> <p>Meet with teachers and discuss students who require tier II intervention</p> <p>Identify high quality materials needed to carry out the task.</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>		

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Safe Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Provide a safe environment for all students where students want to attend on a daily basis. Follow the Positive Behavior Interventions Systems to change school culture.
Data Used to Form this Goal:
Maintain 100% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
We have maintained 100% of highly qualified teachers. Habitual truancy has decreased based on student incentives. Suspensions were reduced last year. We had zero expulsions. All facilities at 90% base on the facilities inspection tool. Parent involvement was a 75% which met our goal.
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We have monthly PBIS team meeting to look a data and discuss areas of concern.	August - May	Principal/Psychologist	The use of PBIS to motivate and inspire kids to attend school. Reduce the number of absenteeism by the use of PBIS.	5000-5999: Services And Other Operating Expenditures		
Share PBIS data with staff	August - May	Principal/Psychologist	School psychologist will share PBIS data at faculty meetings.	None Specified	None Specified	
Utilized the school GLS/clerk 1 to contact parents who are on the verge of entering the SARB process	August-May	GLS/Clerk 1	The school GLS/Clerk 1 will call and or meet with parents who are in danger of entering the SARB process.	None Specified	None Specified	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Church	X				
Phil Ranallo			X		
Ruben Martinez			X		
Jose Maldonado			X		
David Kilborn		X			
Aaron Harding		X			
Andrea Avaloz					X
Jorge Lopez					X
Launa Avalos					X
				X	
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

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 October 12, 2016.

Attested:

Rick Church

Typed Name of School Principal

Signature of School Principal

Date

David Kilborn

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date