

# The Single Plan for Student Achievement

**School:** NU Tech High School  
**CDS Code:** 29-66357-2930089  
**District:** Nevada Joint Union High School District  
**Principal:** Michael Hughes  
**Revision Date:** 2/1/2017

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

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

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

District Vision and Mission .....	4
School Vision and Mission .....	5
School Profile.....	5
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
CAASPP Results (All Students) .....	9
CELDT (Annual 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.....	17
School Goal #3.....	18
School Goal #4.....	19
School Goal #5.....	20
School Goal #6.....	21
School Goal #7.....	22
School Goal #8.....	23
School Goal #9.....	24
School Goal #10.....	25
Centralized Services for Planned Improvements in Student Performance .....	26
Centralized Service Goal #1.....	26
Centralized Service Goal #2.....	27
Centralized Service Goal #3.....	28
Centralized Service Goal #4.....	29
Centralized Service Goal #5.....	30
Summary of Expenditures in this Plan.....	31
Total Expenditures by Object Type and Funding Source.....	31

Total Expenditures by Funding Source .....32  
Total Expenditures by Object Type.....33  
Total Expenditures by Goal .....34  
School Site Council Membership .....35  
Recommendations and Assurances.....36

**District Vision and Mission**

## **School Vision and Mission**

### **NU Tech High School's Vision and Mission Statements**

Our mission is to provide learning experiences for our students that will empower them to graduate as well as transition to life after high school.

## **School Profile**

Nevada Joint Union High School District encompasses a large rural area in the sierra foothills of western Nevada County. It contains two comprehensive high schools and a significant number of alternative high schools and programs, as well. NU TECH is a small continuation high school that is located on Nevada Union High School's campus. The school facilities consist of two classrooms and three small offices.

The number of students enrolled ranges from 40 to 45. The students are 11th or 12th graders. They enroll in our school primarily for two reasons. One is that they are at risk at not graduating with their cohort group or to accelerate their graduation date. Other reasons include the need for a small personal environment or having to complete a fifth year in order to graduate.

In order to enroll in NU TECH, students must have passed the CAHSEE or have come within 10 points of passing and not be more than 20 credits behind their class. Juniors are required to enroll in a ROP class and seniors must be enrolled in our WEE program or ROP.

Though any student in the district may apply for enrollment in NU TECH, our students primarily come from Nevada Union High School.

The data presented below is based on the assumption that the students who are in our program during the school year are the same ones from beginning to end. The reality is that 45 is our cap and we enrolled 77 students last year. The main reasons for our shifting population is graduation or a different district option that better suits their needs.

## **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).

California healthy Kids Survey. There are no results as the sample size was too small.

### **Classroom Observations**

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

Instructor observations are conducted throughout the school year. Instructional best practices were observed in all instances.

### **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)

Local assessments are used in all core subjects. Local assessments, quarter tests, and End of Course Assessments are used in all core subject areas.

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

The data from these assessments is gathered, tabulated, and discussed throughout the semester in order to track student progress, modify instruction, and ensure student achievement.

#### **Staffing and Professional Development**

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

All NU Tech staff meeting the requirements for highly qualified status.

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

Whenever the district has a new adoption of curriculum development, the entire staff has access to instructional materials training on SBE adopted instructional materials. All of the NU Tech staff are participating in Common Core/Smarter Balanced curriculum and assessment trainings provided by the high school district on All Staff Development days as well as through the support of training and development offered at the local and neighboring county offices of education.

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

The district and school focus is to provide staff development towards the new content standards, new assessment tools (Smarter Balanced) and the associated professional needs as inquiries are made year round.

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

NU Tech staff enjoys tremendous collegiality on the campus throughout the departments but also has access to departmental leaders across district schools for additional support, dialogue, and discussion. The administrator serves as the instructional leader for the school; the content experts are through the partnerships and relationships throughout the high school district.

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

Teachers have one hour weekly to collaborate. Agendas are made and notes are recorded for the work completed in this prescribed time.

## Teaching and Learning

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

All curriculum and support materials are transitioning in their alignment to include the new Common Core State Standards in addition to the standards held previously.

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

N/A

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

N/A

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

Standards based instructional materials appropriate to all student groups within the NUJHS district is available through NU Tech.

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)

NU Tech utilizes and regularly updates SBE-Adopted and standards-aligned instructional materials which include intervention materials. Standards-aligned core courses are available to NU Tech students via the text book or online course options offered.

## Opportunity and Equal Educational Access

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

A comprehensive list of support services are provided to North Point Academy students that enable under performing students meet standards. These services include: special education, 504 services, a high school counselor who introduces and assists in planning the student's academic and career path with current practices and supports, support services for students that are homeless (food, clothing, laundry and shower facility, vouchers, transportation), and individualized learning plans for each student enrolled at the school.

14. Research-based educational practices to raise student achievement

The NU Tech staff employs the following techniques and practices to raise student achievement: early intervention for failing grades, weekly communication with parents/guardians regarding student achievement, weekly communication with students regarding their personal progress on their academic plans, goal setting with each student via their teacher as they enroll at NU Tech, support classes and tutoring assistance for students on a weekly schedule for academic support, weekly reports via email to all staff via the departments on student achievement in their area.

## Parental Involvement

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

The NU Tech regularly partners and directs any of its students to local services and resources available. These include Nevada County Sheriff department, Mental Health Department, Crisis Line, Team 3 Family Counseling Center, Child Protective Services, The Domestic Violence and Sexual Assault Coalition, Family Resource Centers, the Nevada County Food Bank, Living Well Medical Clinic, Nevada county Citizens for Choice, and more.

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)

Parents, Community representatives, classroom teachers, other school personnel, students, and school administration participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement through the Site Council. The ConApp is not a part of the NU Tech process or allocation.

#### Funding

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

There are no categorical funds.

18. Fiscal support (EPC)

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

Mental health issues are a growing concern amongst student. The primary barrier is identification of students and delivering services. Greater counseling access is key to improving services to students.



## 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18		17		15		94.4	
All Grades	18		17		15		94.4	

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2549.7		0		35		24		29	
All Grades	N/A	N/A	0		35		24		29	

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33		33		33	
All Grades	33		33		33	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7		60		33	
All Grades	7		60		33	

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13		53		33	
All Grades	13		53		33	

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13		73		13	
All Grades	13		73		13	

**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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	18		17		17		94.4	
All Grades	18		17		17		94.4	

\* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2484.2		0		0		24		76	
All Grades	N/A	N/A	0		0		24		76	

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	0		18		82		
All Grades	0		18		82		

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0		41		59	
All Grades	0		41		59	

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0		29		71	
All Grades	0		29		71	

#### Conclusions based on this data:

1.

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1.

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
<b>NCLB Target</b>	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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						
Number Met						
Percent Met						
<b>NCLB Target</b>	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

### 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 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:

<b>SUBJECT: Timely Graduation</b>
<b>LEA GOAL:</b>
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
<b>SCHOOL GOAL #1:</b>
Students stay on track to graduate.
<b>Data Used to Form this Goal:</b>
Credit checks.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Percentage of students that are dropped from the program due to credit deficiencies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Perform regular credit checks	2016-2017	Staff				



## 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:

<b>SUBJECT: California Assessment of Student Performance and Progress (CAASPP)</b>
<b>LEA GOAL:</b>
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.-----
<b>SCHOOL GOAL #2:</b>
100% participation in the CAASPP in May, 2016 by all NU Tech juniors.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will look at the attendance report from 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will take the CAASPP practice test	Spring 2017	Staff				

## 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:

<b>SUBJECT: Student Mental Health</b>
<b>LEA GOAL:</b>
Our district will ensure that all students and staff feel they belong to a safe and healthy school.
<b>SCHOOL GOAL #3:</b>
Students will be supported in their quest for mental health services.
<b>Data Used to Form this Goal:</b>
District surveys
<b>Findings from the Analysis of this Data:</b>
The need for student mental health services is increasing.
<b>How the School will Evaluate the Progress of this Goal:</b>
District surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Specialist assigned to school	2016-2017	Staff				
Increased counseling assigned to school.	2016-2017	Staff				

## 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## 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:

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

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

## Planned Improvements in Student Performance

### School Goal #6

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #7

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #8

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #9

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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



## Planned Improvements in Student Performance

### School Goal #10

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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

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

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

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

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

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

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

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### 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 Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## 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
Michael Hughes	X				
Lori Osmand		X			
Kimala DeSena			X		
Stephen DeSena				X	
Jennifer Brooke				X	
Maya Pemberton					X
Allison Norby					X
Teacher A		X			
<b>Numbers of members of each category:</b>					

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Michael Hughes

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date