The Single Plan for Student Achievement

School: William & Marian Ghidotti High School

CDS Code: 29-66357-0112367

District: Nevada Joint Union High School District

Principal: Melissa Madigan

Revision Date: 01/27/2015

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

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

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

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District Vision and Mission

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School Vision and Mission

William & Marian Ghidotti High School's Vision and Mission Statements
MISSION STATEMENT The aim of our early college high school is to provide a rigorous, focused learning environment through a small, personalized academic program that bridges the divide between high school and college and makes higher education more accessible by reducing financial barriers. In addition to the academic focus, students will learn the leadership, technology, and critical thinking skills they need in order to be successful in today's rapidly changing career environment.

School Profile

A BLUE RIBBON SCHOOL
A California Distinguished School 2013
Initial full WASC accreditation 7/2011- 6 year term

Ghidotti Early College High School (GECHS) opened in Fall 2006, as a partnership between Sierra Community College and the Nevada Joint Union High School District. Located on Sierra College's Nevada County Campus and supported by a start-up grant from the Bill & Melinda Gates Foundation, it is one of 23 ECHS programs in California and 200+ in the nation. During its initial year, the school served 40 freshmen; in Fall 2007, the addition of a second class brought the student body to 80: in Fall 2008, a third class increased the population to 120. Currently enrollment is 160 students across all four grades. Ghidotti is a small school of choice within the Nevada Joint Union High School District. All students are required to apply for enrollment.

Our seniors are on track to earn an average of approximately 45 college units which are fully transferable to 4 year colleges and universities.

Postgraduate plans:

77% Attending 4 year college   11% Attending a community college   12% Other

Schoolwide Standardized Testing Data

Ghidotti ECHS has excelled in a variety of measures designed to assess overall student performance:

Academic Performance Index (API): 2007 = 877, 2008 = 913, 2009 = 878, 2010= 920, 2011= 923, 2012=927, 2013=935

Ghidotti ECHS has met all state goals, achieved the highest scores in the county, and is currently ranked in the top 1% of California schools based upon API.

Graduating Class of 2013

SAT 2013	Critical Reading	Writing	Mathematics		
GECHS	634	602	608		
STATE	498	495	512		

ACT 2013	English	Mathematics	Reading	Science	Composite
GECHS	28.0	27.8	28.3	26.4	27.2
STATE	21.6	22.8	22.1	21.5	22.1

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an anaylisis 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).

The school site council is developing a survey for students, parent and staff input. Also, the school has used the following surveys:
1) Healthy Kids Survey
2) Columbia Teen Screen

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

Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice a year. Tenured teachers are formally evaluated every other year. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations. A student leadership class organizes various charity events and coordinates school activities (ie. blood drive, homecomings, rallies, donation days).

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)

   The staff uses data from local and state assessments to determine if its instruction is conducive to students performing at proficient or above.

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

   N/A

Staffing and Professional Development

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

   All staff is highly qualified.

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

    All of our teachers are credentialed and have attended four professional development days this year. The professional development was on PLC, Common Core strategies, and district-wide department meeting.

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

    N/A

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

    N/A

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

    Ghidotti teachers collaborate by grade level and across grades and disciplines.

Teaching and Learning

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

    N/A

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)

    N/A

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)

    N/A

Opportunity and Equal Educational Access

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

    N/A

14. Research-based educational practices to raise student achievement

    N/A

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

    N/A

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)

    N/A

Funding

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

    N/A

18. Fiscal support (EPC)

    N/A

Description of Barriers and Related School Goals

The barriers facing Ghidotti students are staff turnover, lack of high school course offerings, schedule constraints, and understaffing (especially in counseling and administration). The SPSA has not addressed most of this because Ghidotti's high test scores and attendance rates, as well as low number of suspensions and disciplines, all show a school that is performing well. However, during Ghidotti's latest WASC report one of the areas to be addressed, or monitored, is staff burnout. So while the school is doing well, the staff needs more support to continue ensuring student success..

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	131	117		113	105		3	1		0	1	
Growth API	932	938		931	938							
Base API	922	932		924	931							
Target	A	A		A	A							
Growth	10	6		7	7							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	11	8		5	1		12	26		1	1	
Growth API	914						906	925				
Base API	889	915					895	906				
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The number of socioeconomically disadvantaged taking the test increased.

2. The scores of socioeconomically disadvantaged students increased.

3. Scores are going up in all subgroups where data was provided.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100	100	100	100		--	--		--
Number At or Above Proficient	35	33	39	31	30	36	--		--	--		--
Percent At or Above Proficient	94.6	86.8	100.0	96.9	85.7	100.0	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100		--	100	100	100	100	100	--
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Reading Comprehension
   Students have very high percentile scores in word analysis, reading comprehension and literary response and analysis. All departments at Ghidotti are currently working to help students comprehend material by slowing down, rereading and close reading. Strategies are being shared amongst all teachers. Biology has increased the number of nonfiction articles assigned and will add a nonfiction book to its curriculum. History is requiring the reading of more primary sources. The freshman AVID classes have adopted National Geographic as part of the curriculum. The major concentration of this class is learning close reading strategies for these nonfiction articles. All three English classes have increased their use of close reading strategies and have adopted nonfiction articles and books to complement their curriculum. With the increase in reading expectations, both in amount and depth, students should be able to maintain these high reading scores in the face of the much harder Smarter Balanced assessments. More training and curricular support in these efforts is needed.

2. Writing
   The majority of students had high scores in writing strategies and writing conventions. However, the teachers at Ghidotti are concerned about their low scores in writing applications. Students were expected to write an essay and out of a score from 1-4 (4 being the highest), 21 out of 39 students scored in the 2 range. We feel that no student at Ghidotti should score below a three and the majority should score 4.

   Two reasons have surfaced for this problem. One is that students missed the forewarning about the exam. They did not discuss the high expectations of the test and therefore did not rise to their potential. This year in AVID and in English, students will be given sample test prompts and will learn how to craft answers that will earn them a higher score. The bigger problem is that the students have not had enough opportunity to write in a variety of genres. In order to give them this practice, English teachers will have to experiment with different styles of essays. In addition, other subject teachers will have to assign research and analytical writing. Students need to be writing often in a variety of ways. To achieve this goal, teachers are going to need support for reading all these additional writing assignments. Readers have been used before by the District in both English and history courses, so students have more opportunities to write and more feedback about their progress. Ghidotti students would greatly benefit from writing more and hearing a variety of feedback about their progress.

3. The Site Council noted that the school should pay attention to students' handwriting because the CAHSEE writing portion is handwritten. Also, the site council noted that there is a need to hire readers to proof the students' grammar, structure, and tone allowing teachers to spend their grading focusing on content.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100	100	100	100		--	--		--
Number At or Above Proficient	34	36	39	29	33	36	--		--	--		--
Percent At or Above Proficient	91.9	94.7	100.0	90.6	94.3	100.0	--	--	--	--	--	--
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	100		--	100	100	100	100	100	--
Number At or Above Proficient	--		--	--		--	--		--	--		--
Percent At or Above Proficient	--	--	--	--	--	--	--	--	--	--	--	--
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Ghidotti students are well prepared for the Mathematics section of the CAHSEE. This year a record 94.7% of 10th graders scored proficient or above, up from last year's 91.9%.

2. As the 2014 CASHEE will have a major impact on AYP scores next year, it is essential that we meet our goals. I have analyzed students who scored less than 400 on the CAHSEE (380 is considered proficient), and they do not have much in common:

   • Half were in Algebra in 9th Grade year, half were in Geometry
   • 3 scored lowest on the Probability/Statistics Section; 3 scored lowest on the Algebra 1 Section; 1 scored lowest on the Algebra Functions Section; 1 scored lowest in the Measurement and Geometry section (i.e. there is no one common weakness amongst the students).

   However, there is one interesting commonality: half of the students with scores below 400 no longer attend Ghidotti. Due to this fact, the math department recommends that students currently on "Academic Probation" do CAHSEE practice with Mr. Levinson in Math Seminar.

3. As our AYP target will increase next year, the math department also recommends that students who did not score well on the math section of the PLAN test do CAHSEE practice with Mr. Levinson in Math Seminar.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
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.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

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:

SUBJECT: Instruction
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. Our district ensures that our schools are a source of deep seated pride among students, staff and the community.
SCHOOL GOAL #1:
Students' access to instructional materials that align with Common Core standards will increase 50%.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
English Department is creating new lessons for literary works that are Common Core aligned. English 1 and 3 adopted non-fiction books (The Blind Side and Seabiscuit) and English 1-3 are reading non-fiction articles. English is adjusting assessments to be common core-aligned.	2014-2015	English Department				
In AVID 9-12 we are creating research papers and presentations aligned to the Common Core.	2014-2015	All Faculty				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CPM Geometry Connections pilot curriculum deeply rooted in Common Core content and "mathematical practice" standards.	2014-2015	Math Department				
World History has adopted The Monuments Men. World History includes the reading of primary sources and the analysis and comparison of those primary sources. Students in World History are given practice and tools in understanding various media, and looking for bias.	2014-2015	Social Science Department				
Science has added the reading of The Hot Zone and The Poisoner's Handbook. In addition primary source nonfiction reading is assigned in all science classes. Students are given the opportunities to engage in dialogue where we discuss understanding curriculum in the larger world view.	2014-2015	Science department				
AVID has adopted nonfiction reading as follows: AVID 9--National Geographic; AVID 10--Smithsonian; AVID 11 and 12--various nonfiction articles. Students practice close reading techniques with articles. All AVID classes assign summer reads: AVID 9--Bomb; AVID 10--I am Malala; AVID 11--Into Thin Air; AVID 12--self-selected nonfiction book.	2014-2015	All faculty				
	2014-2015	Science Department				
	2014-2015					

Planned Improvements in Student Performance

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: Academic Perfomance
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. Our district ensures that our schools are a source of deep seated pride among students, staff and the community.
SCHOOL GOAL #2:
All sophomores will score a three or higher on the March 2015 CAHSEE writing portion.
Data Used to Form this Goal:
2014 CAHSEE results
Findings from the Analysis of this Data:
Our students scored proficient and above on the CAHSEE in all areas except writing.
How the School will Evaluate the Progress of this Goal:
Test feedback from OARS, On Target, and the PSAT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students enroll in AVID.	Ongoing- All years, all students.	Counselor, students				
All sophomores have taken the OARS pretest. This OARS test practice and feedback for the CAHSEE test.	January 2015	Faculty, students				
All sophomores completed the On Target assignment which provides a step-by-step guide on how to write the expository essay on the CAHSEE.	Spring semester 2015	AVID 10 instructor, English 2 instructor, sophomores				
Each sophomore received an essay booklet and participated in peer review activities.	Spring semester 2015	AVID 10 instructor, English 2 instructor, sophomores				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The majority of the sophomore class participated in the PSAT Oct 2014.	October 18, 2014	Sophomores, Counselor				

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

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: College Readiness
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.   Our district ensures that our schools are a source of deep seated pride among students, staff and the community.
SCHOOL GOAL #3:
All students at Ghidotti will be A-G eligible by their high school graduation.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Transcript evaluation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Develop 4-year plan with counselors.	On-going: August every year	Student and parents				
Meetings with college counselor.	Ongoing- during AVID and as needed	student				
Students must inform the principal, college counselor, and high school counselor before dropping a college class.	Ongoing	student				
Ghidotti students will take upper level math, English, and science courses through the college.	Ongoing- will asses class schedules from the college, when available	student				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Seniors are to go into the Freshman AVID classes to give advice, share experiences, tell their successes and failures.	Ongoing and as needed	student				
All juniors and most sophomores took the PSAT October 2014. Test prep and performance reflection on going in AVID 11.	ongoing	Counselor, AVID 11 instructor, student				
If a student earns a D or an F, an immediate plan is created to address the issue. A "D or an F grade " in most courses would disqualify a student from university entrance.	As needed	Counselor, student				

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

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:

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

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:

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

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

Planned Improvements in Student Performance

<u>**School Goal #7**</u>

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

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

<u>School Goal #8</u>

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

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:

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

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:

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

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of Common Core strategies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
See attached Common Core Implementation Plan						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

<u>**Centralized Service Goal #5**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

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
Noah Levinson		X			
Tom Kirwan		X			
Janet Mason		X			
Kristanne Heaton		X			
Kristin Aguilar		X			
Kathy Stephensen			X		
Karla Aaron		X	X		
Jean Nilsson				X	
Janet Stubbs				X	
Kim Crevoiserat				X	
Judy Alberts- alternate				X	
Sarah Rohde- alternate				X	
Darran Duhamel					X
Mitchell Nickerson					X
Jeremy Van Hecke					X
Nathaniel Crevoiserat- alternate					X
Ella Rohde- alternate					X
Numbers of members of each category:	**1**	**4**	**2**	**4**	**4**

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)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 01/27/2014.

Attested:

Melissa Madigan
_____
    Typed Name of School Principal   Signature of School Principal   Date

Darren Duhamel
_____
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date