The Single Plan for Student Achievement

School: Mesquite Continuation High School

CDS Code: 15-73742-1530054

District: Sierra Sands Unified School District

Principal: Jo Anne McClelland

Revision Date: November 11, 2014

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 January 15, 2015.

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School Vision and Mission

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

MISSION
Freedom Through Responsibility

School Profile

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

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

As of March 24, 2014, Mesquite High School serves a student body of approximately 108 students, grades 10-12. The student body is composed of 0.9% Asian, 1.8% American Indian or Alaska Native, 2.7% Pacific Islander, 0.9% Filipino, 23.1% Hispanic, 5.6% African American, 4.6% two or more races, and 60.1% White. The grade distribution of our student population consists of 7.4% 10th graders, 34.2% 11th graders and 58% 12th graders.

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

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

Mesquite High School is currently operating under a six year WASC accreditation term and received the distinction of being a Model Continuation High School in 2008 and 2011. We will host a WASC visiting committee in March for our mid-term review. Our application for Model School has been approved and we anticipate a team visit in the spring.

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

Comprehensive Needs Assessment Components

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

Surveys

At this time, surveys are administered once a year to parents and students. The response rate for parents has greatly increased. Teachers meet on a regular basis to collaborate in place of teacher surveys. Most recently, our students and parents participated in a district wide survey for our LCAP. The results of that survey can be found on the district website. Some information that has been collected from survey in previous years follows.

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. Students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-teaching accordingly. Mesquite offers tutoring throughout the day to assist students with meeting all math requirements. Intervention action plans are developed when appropriate. Students who have yet to pass the ELA portion of the CAHSEE are placed in the appropriate English course for support. Those who have not passed the CAHSEE mathematics exam are placed in specialized instruction geared toward mastery of those standards. The collaboration process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

   Our School Site Council meets state requirements for parity and consists of (number):
   1 Principal
   2 Classroom teachers
   0 Other staff
   2 Parents and community members 1 Student
   At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

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

   School Site Council and Superintendent's Council

Funding

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

Services focused on the under-performing student at this school include a CAHSEE intervention tutor and assessment paraprofessional five periods a day. Funds are used to purchase a range of materials for our classrooms such as ALEKS, our online math program. The psychologist and counselor provide support by meeting with parents/students to review student attendance, behavior, and academic progress and hold group counseling and individual student counseling sessions. Translation services (Spanish) are provided as a centralized service. Funds and the plan to improve student achievement are presented to each SSC on a yearly basis for evaluation of needs, discussion, and approval.

English learners are tested and monitored by both site and district staff to ensure they are meeting all requirements. Professional development is district funded provides teachers with researched based best practices to improve student achievement.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

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

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

School and Student Performance Data

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	31	38		22	23		1	2		0	0	
Growth API	543	545		589	610							
Base API	566	543		607	590							
Target	12	13										
Growth	-23	2										
Met Target	No	No										

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	6	10		3	4		20	23		1	3	
Growth API							526	563				
Base API							544	526				
Target												
Growth												
Met Target												

Conclusions based on this data:

1. There has been stagnation for many reasons at Mesquite. Transiency of students is a significant school wide barrier. Students often only arrive at MHS for their 11th grade year after several years of underperforming and then must take the tests before significant intervention can be put in place. Therefore, finding meaning in the tests for students is crucial.

2. Data demonstrates that both subgroups have shown growth, therefore targeted interventions to help students with difficult living situations should continue.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	89	95	89	82	100	92	100	0	--	--	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	Yes	Yes	No	--	--	--	--	--	--	--	--	--

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	75	100		100	82	90	84	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. The increase in eligible students participating in the tests, despite decline in enrollment, indicate that students are taking the tests more seriously.
2. It is important to continue whatever incentives have been used to continue to promote a culture that values taking opportunities to prove ability level.
3. Having no students at or above proficient is a concern, but given the population, there is greater emphasis on improving, which is not demonstrated when only considering proficiency or higher.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	90	95	100	92	100	100	100	0	--	--	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	No	No	No	--	--	--	--	--	--	--	--	--

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	84	90	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. Again, the participation rate is exemplary for students who are disenfranchised with school when they come to Mesquite. Whatever incentives and relationships have been successful need to be identified and continued.
2. Having no students at or above proficient is a concern, but given the population and the their modbility, there is greater emphasis on improving, which is not demonstrated when only considering proficiency or higher.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
11					*******	***					********
12	*******	***	*******	***	*******	***					********
Total	1	25	1	25	2	50					4

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
12			1	20	1	20					
Total			1	20	4	80					5

Conclusions based on this data:

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

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	8	11	4
Percent with Prior Year Data	87.5%	100.0%	100.0%
Number in Cohort	7	11	4
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	0	8	0	11	0	4
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. There are no further conclusions from this data for this subgroup other than efforts need to be made to provide interventions based on the individual scores.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**No**	**No**

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	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	**No**	**Yes**	**Yes**

Conclusions based on this data:

1. 2013014 data indicates that the district did not meet its AMAO I and AMAO 2 targets for annual growth but did meet AMAO 3 Adequately Yearly Progress. Based on this data, the district will continue to provide targeted services to our English Learners to support increased success.

Planned Improvements in Student Performance

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

SUBJECT: LEAP #4, State Priority #1-Basic Services

LEA GOAL:

Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.

SCHOOL GOAL #1:

Implement Staff Development for character education.

Data Used to Form this Goal:

Spring 2014 District Student Survey results

Findings from the Analysis of this Data:

District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.

How the School will Evaluate the Progress of this Goal:

Annual Target for 2015
Increase student survey results to 43% agree

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	Ongoing	Principal				
Character Education program for staff development	By April 2015	Principal				
Office supplies	Ongoing	Principal, Office Manager	Office supplies	4000-4999: Books And Supplies	General Unrestricted	2000
Printing Services	Ongoing	Principal, Office Manager	Multilith Charges	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Postage	Ongoing	Principal Office Manager	Postage	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1500
Custodial supplies to maintain a clean campus:	Ongoing	Custodian Office Manager	Custodial Supplies	4000-4999: Books And Supplies	General Unrestricted	1550

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program fully aligned to the Common Core State Standards
SCHOOL GOAL #2:
By the end of the school year, teachers will have identified one strategic benchmark, administered it, and analyzed the results. The results will then be used to modify pacing guide for 15-16.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2015 APS Rubric 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	Ongoing	Core Teachers Principal District Coaches				
Adopt/Purchase Common Core instructional materials	April 2015	District Staff Core English Teachers				
Develop and implement Common Core common assessments	Ongoing	Principal Core Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	Ongoing	Principal All teachers District Coaches				
Identify and roll out resources and technological tools as needed	Ongoing	Principal All teachers District Coaches Technology Department		None Specified	District Funded	
Provide Illuminate training/coaching support	Ongoing	Principal All teachers District Coaches		None Specified	District Funded	
ALEKS Licensing Fees	August	Office Manager Math Teacher	Individualized and adaptive math program	None Specified	District Funded	
Instructional supplies to support CCSS instruction	Ongoing	Principal Office Manager Teachers	Instructional Supplies	4000-4999: Books And Supplies	General Unrestricted	7154

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LEAP #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Reduce rate of students receiving a D or F in a core course
SCHOOL GOAL #3:
Not Applicable for Alternative Education
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 #4

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

SUBJECT: LEAP #4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Implement character education program for all students and explore successful programs offered at exemplary continuation high schools.
Data Used to Form this Goal:
2014 District Student Survey 2012-13 Data: Suspension Rate Expulsion Rate Attendance Rate Dropout Rate Graduation Rate
Findings from the Analysis of this Data:
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey 2012-13 Data: Suspension Rate: 8.8% Expulsion Rate: 0.5% Attendance Rate: 95% Dropout Rate: 1.0% Graduation Rate: 92.7%

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source / Amount
Review student/staff/parent survey responses and discuss concerns	January 2015	Principal All Staff			
Develop strategies to improve school connectedness	February 2015	Principal All Staff			
Program Implementation to improve school connectedness	April 2014	Principal and All Staff			
Transportation fee	October 2014	Office Manager Counselor	Bus to Cerro Coso Exploration Day	5000-5999: Services And Other Operating Expenditures	General Unrestricted 80
Travel and Conference	TBD	Counselor	Counselor Conference or visit other school	None Specified	None Specified 1000
Travel and Conference	TBD	Teachers Principal	Visit exemplary continuation schools	5000-5999: Services And Other Operating Expenditures	General Unrestricted 500

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6

LEA GOAL:

Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)

SCHOOL GOAL #5:

Continue to expand the use of best practices in all classrooms including various AVID strategies.

Data Used to Form this Goal:

2012-13 Annual AMAO 2 (CELDT) Results

Findings from the Analysis of this Data:

2012-13
AMAO 2-CELDT: 22.1%

How the School will Evaluate the Progress of this Goal:

Annual target for 2015:
AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Ongoing	Principal District ELD Coordinator		None Specified	District Funded	
Send One teacher to AVID Summer Institute	June 2015	AVID District Director District Personnel	Conference for Best Practices Strategies	None Specified	District Funded	

The Single Plan for Student Achievement

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
General Unrestricted	13,284	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Unrestricted	13,284.00
None Specified	1,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	10,704.00
5000-5999: Services And Other Operating Expenditures	2,580.00
None Specified	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Unrestricted	10,704.00
5000-5999: Services And Other Operating	General Unrestricted	2,580.00
None Specified	None Specified	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,550.00
Goal 2	7,154.00
Goal 4	1,580.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jo Anne McClelland	[X]	[ ]	[ ]	[ ]	[ ]
Erik Duncan	[ ]	[X]	[ ]	[ ]	[ ]
Marla Cosner	[ ]	[X]	[ ]	[ ]	[ ]
Vacant	[ ]	[ ]	[ ]	[ ]	[X]
Christina Owens	[ ]	[ ]	[ ]	[X]	[ ]
Lori Acton	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**2**		**2**	**1**

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]	State Compensatory Education Advisory Committee	
		Signature
[ ]	English Learner Advisory Committee	
		Signature
[ ]	Special Education Advisory Committee	
		Signature
[ ]	Gifted and Talented Education Program Advisory Committee	
		Signature
[ ]	District/School Liaison Team for schools in Program Improvement	
		Signature
[ ]	Compensatory Education Advisory Committee	
		Signature
[ ]	Departmental Advisory Committee (secondary)	
		Signature
[ ]	Other committees established by the school or district (list):	
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on December 11, 2014.

Attested:

Jo Anne McClelland
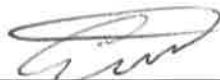Typed Name of School Principal

signature 12-11-14
Signature of School Principal   Date

Erik Duncan
Typed Name of SSC Chairperson

signature 12-11-14
Signature of SSC Chairperson   Date