



Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

The Single Plan for Student Achievement

School: Cuyama Valley High School

CDS Code: 42-50104-231205

District: Cuyama Joint Unified School District

Superintendent: Dr. F. Paul Chounet

Revision Date: 11/14/15

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

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

Contact Person: Dr. F. Paul Chounet

Position: Superintendent

Phone Number: (661) 766-2293

Address: 4500 Highway 166, New Cuyama, CA 93254

E-mail Address: pchounet@cuyamaunified.org

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

January 14, 2016

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Cuyama Valley High School

Home of the Bears

Vision

Every CVHS student will achieve at his or her maximum potential in an engaging, inspiring, and challenging learning environment. Each student will attain personal success and become a responsible and productive citizen; they will become Cuyama Strong!

Mission Statement

Every student will graduate from Cuyama Valley High School with the skills necessary to achieve their academic or occupational goals. The teachers and staff will provide the learning environment that encourages all students to expand their intellectual, creative, and social horizons. Cuyama Valley High School will continue to promote parent involvement and academic excellence that insures a place for our students in society as a whole.

Core Values

At Cuyama Valley High School we believe that students require a set of core behaviors and values that will help them to excel in the future. We believe these to be:

Be Responsible

Excel Together

Actively Participate

Respect All

Safety First

These Cuyama Valley “BEARS” will form the basis of our school wide behavior expectations.

Expected School Wide Learning Results

Academic Proficiency

Students Will:

- Meet or exceed district and California common core standards
- Read a variety of formats and be able to decode the information presented
- Be able to integrate technology into problem solving strategies

Critical Thinking and Problem Solving

Students Will:

- Be able to transfer learned skills to new tasks by applying complex problem solving processes and critical thinking skills
- Be able to apply mathematical concepts to solve real life problems
- Analyze, interpret, and evaluate significant concepts within a variety of contexts

College and Career Readiness

Students Will:

- Plan and prepare for life beyond high school and acquire skills for success
- Set, pursue, and accomplish practical and realistic goals for lifelong employment

Responsible Citizenship

Students Will:

- Know and appreciate the value in making contributions of time, energy, and talent to improve the quality of life in our schools, our community, our nation, and the world
- Have assertiveness in regard to personal values and value the uniqueness in others
- Demonstrate an awareness and respect for cultural diversity that fosters courtesy, justice, and tolerance for individuals and their cultural differences

Effective Communication

Students Will:

- Be able to work collaboratively with a diverse population to address a wide variety of issues
- Express academic and creative concepts in a variety of formats
- Be able to develop conceptual models by speaking, writing, and creating visual organizers

Student/Community/School Profile

Cuyama Valley High School (CVHS) is part of a small rural community in the Cuyama Valley between Santa Maria and Bakersfield. The School serves a wide geographic region, ranging from small towns to ranches and farms throughout the valley.

The main sources of employment in the valley are agriculture, oil exploration, small businesses, and the Cuyama Joint Unified School District.

Student enrollment has remained stable for the last four years between 75 and 80 students.

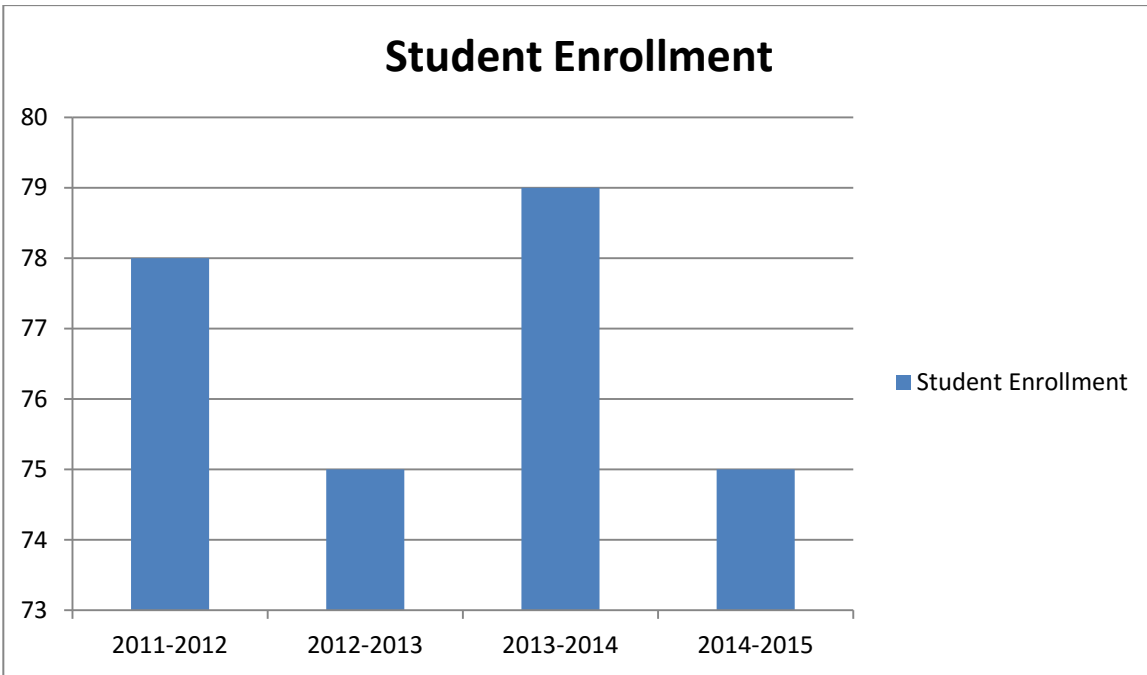


Chart 1 illustrates the total student enrollment over the last four years.

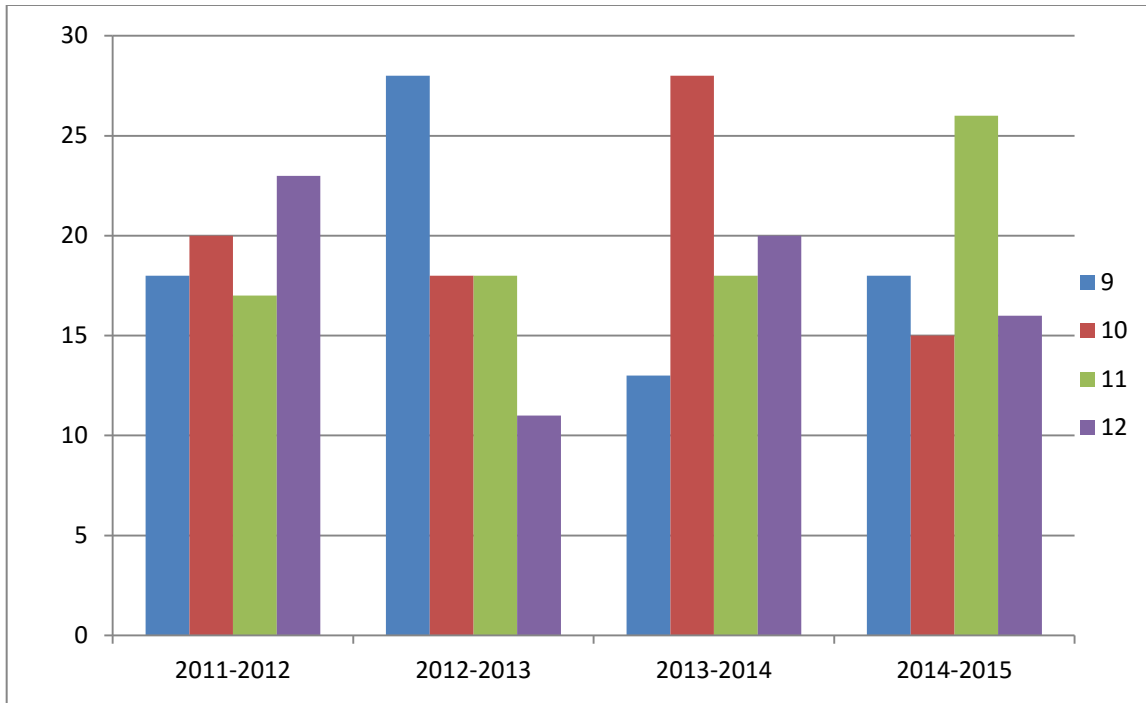


Chart 2 illustrates student enrollment over the last 4 years by grade level

The high school has one administrator, a part time counselor, eight certificated teachers, and one certificated special education teacher contracted from Santa Barbara County. Santa Barbara County Education office provides special education services. The Special Education staff includes a resource teacher, school psychologist, speech therapist, school nurse, and two instructional assistants. All special education students are mainstreamed into core content and elective classes where appropriate.

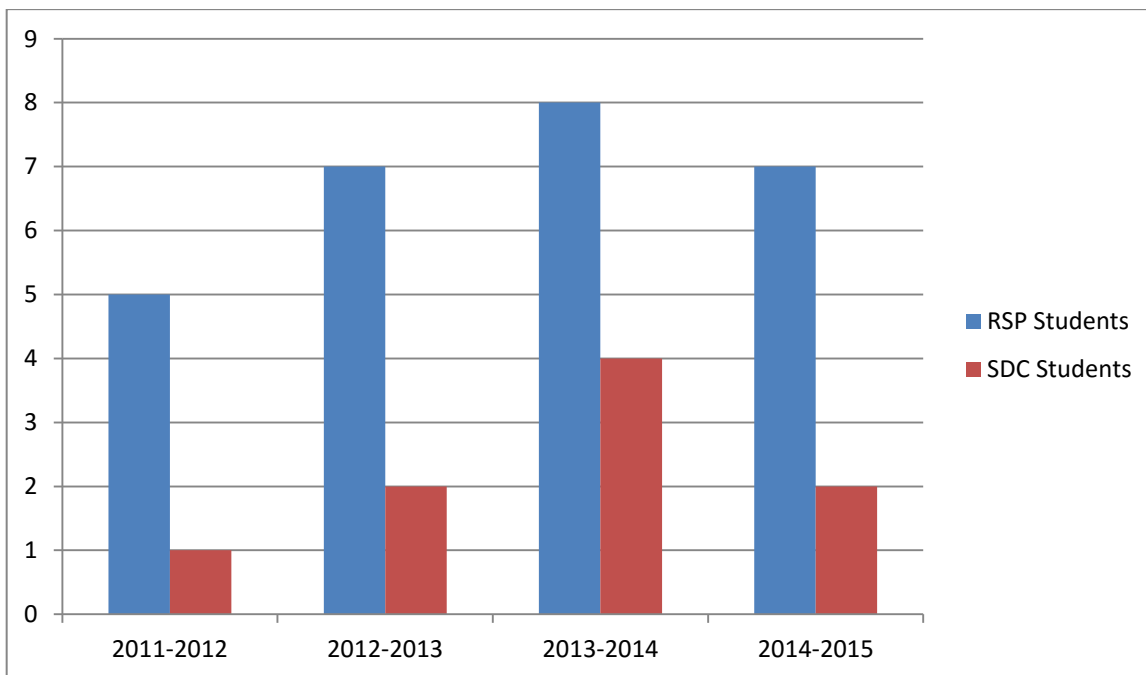


Chart 3 illustrates enrollment of RSP and SDC students over the last 4 years

The school provides an intensive English Learner program. An EL program has been developed with dedicated instruction for one class period daily, supporting student learning to develop skills to be successful in the schools’ more rigorous classes.

The high school is on a modified A-B block schedule that offers a wide variety of classes from online college courses to vocational education and remedial education.

Our staff, combined with the efforts of the governing board and community, forms a team that insures that our students receive individual attention in small classes. The staff has been directing its energy on creating an instructional plan that focuses on aligning the curriculum on the California Common Core State Standards. The staff is very proud of our last WASC accreditation and is presently gearing up for a visit from the WASC committee in the fall of 2015.

Teaching Staff

The teaching staff at Cuyama Valley High School is dedicated to student achievement. As of the 2015 – 2016 school year all teachers at CVHS are highly qualified in their core subject area with six of the eight teachers having more than ten years of experience. Two of the newest members of our team have less than three years experience and are teaching under a preliminary credential but have been placed with a teaching mentor for advice and guidance through the process of becoming fully credentialed.

Site Demographics

2015-2016

Categories	Freshman	Sophomore	Junior	Senior	Total
Total Enrollment	18	15	26	16	75
Title 1	13	15	12	16	56
EL Students	5	7	5	5	22
RSP	1	1	2	2	6
SDC	0	1	0	0	1
Female	9	6	16	5	36
Male	9	9	10	11	39
Hispanic	13	11	23	14	61
American Indian	1	1			2
White (Not of Hispanic Origin)	4	3	3	2	12

Comprehensive Needs Assessment Components

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

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

Formal and informal classroom observations are evidence of the following:

- Teachers demonstrate strong instructional classroom management skills.
- Teachers employ bell-to-bell instruction.
- Teachers employed well planned lessons that are aligned with CA standards.
- Teachers keep students engaged and focused on relevant, interesting lessons.
- There is a need for increased student use of academic language in the classroom.
- There is a need for increased student use of technology in the classroom.
- There is a need for English Learners to have more frequent opportunities to practice oral language skills.

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)
What assessments are currently being utilized at this school?

How frequently are students assessed?

Smarter Balance Yearly
Benchmark Assessments Quarterly
CELDT Yearly
PSAT Yearly

What evidence suggests that data from these assessments is used to modify instruction to improve student achievement?

Cuyama Valley High School is a data driven school. The staff regularly reviews data from the above mentioned assessments and uses the conclusions from the analysis of the data to modify instruction to improve student achievement. The staff uses both individual and school-wide data. Teachers collaboratively analyze data in an effort to identify content strands in which instruction needs to be modified. Student achievement goals are set each year using the conclusions drawn from the analysis of assessment data.

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

What curriculum-embedded assessments does the school use?

Cuyama Valley High School uses curriculum embedded-assessments in all content areas. Curriculum embedded assessments come in the form of chapter tests and quizzes, final exams, student presentation, and research projects.

To what degree are all teachers using curriculum-embedded assessment data to modify classroom instruction?

The majority of Cuyama Valley High School teachers use curriculum-embedded assessment data to modify instruction.

How does curriculum-embedded assessment data modify classroom instruction?

The staff regularly reviews data from curriculum-embedded assessments and uses the conclusions from the analysis of the data to modify instruction to improve student achievement.

Staffing and Professional Development

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

What is the percentage and number of NCLB compliant teachers at your school?

100% (8 teachers) are NCLB compliant.

To what degree does the district provide fully credentialed/NCLB compliant 9th and 10th grade ELA, math, ELA/math intervention teachers?

All ELA, math, and ELA/math intervention teachers are fully credentialed / NCLB compliant

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

What system is in place to analyze the credentialed staffing needs of the school?

Each spring the principal meets with the High School counselor to make decisions on staffing needs for the following year. Recently our need was to hire a fully credentialed Mathematics teacher, for the 2015-2016 school year this need has been met.

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

Describe how professional development needs are determined and how they are met.

Describe how student performance data impacts the plan for professional development.

What is the process to ensure that professional development opportunities are research-based?

Professional development needs are based around our SPSA goals. The analysis of data leads our school site council to plan various achievement goals and a professional development plan is set in place which will enhance our teachers' ability to meet these goals. Our SPSA professional development plan focuses on:

- 9-12 English Language Arts and Math
- 9-12 English Language Development
- Positive Behavioral Intervention and Support (PBIS) Systems Development
- Formative, Interim, and Summative Assessments

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

What is the process for providing instructional assistance and support to all teachers of ELA and mathematics?

ELA and math teachers receive instructional assistance and support through:

- The formal evaluation process
- Informal peer coaching
- Informal administrative classroom walkthroughs with written feedback

In what manner and to what degree do ELA, mathematics and algebra teachers receive on-going support through school/district coaches or content experts?

Because of our remote location on-going support through school / district coaches or content experts is very limited

7. Teacher collaboration by department (grades nine through twelve) (EPC)

How does the school/district facilitate and support teacher grade-level collaboration on a regular and frequent basis to focus on?

1) Use of curriculum-embedded assessments?

2) Review of student data to strengthen implementation of the adopted ELA and mathematics programs?

3) Review of student assessment data and the implications for instructional modifications?

4) Instructional decisions and lesson-plan delivery?

The District provides two hours each week for teachers to collaborate. Teachers collaborate across the curriculum to analyze assessment data and to plan for instructional modifications.

To what degree is collaborative planning and articulation utilized, both horizontally and vertically, to focus on standards based instruction?

Collaborative planning and articulation is used in a limited degree to focus on standards-based instruction. Collaboration is typically between all teachers and generally focuses on assessment data analysis and behavior modification.

Teaching and Learning

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

Describe the process used to align curriculum, instruction, and materials.

All departments have used the California state standards within their discipline to align their curriculum to performance standards. Teachers use these standards on a regular basis to guide their daily instruction.

Describe the materials review process to ensure alignment with grade-level content standards. The materials review process begins with obtaining a list of State approved materials. The teacher in each department is then given an opportunity to review the materials being considered for adoption. The teacher in the department then works collaboratively with the administration to recommend an adoption. The Superintendent then presents the proposed adoption to the school board.

Describe the current level of implementation in classrooms and the on-going monitoring process.

Alignment of curriculum, instruction and materials to performance standards has been fully implemented. The administration then does on-going monitoring through inspection of lesson plans.

To what degree are standards addressed in all classrooms for all core content areas?

The assessment of standards is fully implemented in all core content area classrooms where standards are available.

What is the current level of teacher knowledge of grade-level or course-specific standards? The current level of teacher knowledge of grade-level or course-specific standards is very high for most teachers. We have a few newer teachers who are growing in their knowledge of these standards.

Describe the degree to which lesson objectives are currently aligned to grade-level or course-specific standards in all classrooms.

Teachers' daily lesson objectives are aligned to course-specific standards. This is monitored through the teachers' weekly lesson plans.

Describe the monitoring process that is in place to ensure that all lesson objectives and classroom instruction are standards aligned.

Each time that the superintendent inspects lesson plans or does an informal walkthrough he is looking to see that lesson objectives and instruction are aligned with State standards.

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

What is the process to ensure that the school/district complies with and monitors the required instructional time for the adopted programs for ELA and mathematics?

Each year the superintendent completes an instructional minutes document which assures that the school is in compliance with the required instructional time for ELA and mathematics.

To what degree is this time given priority and protected from interruptions?

High priority is given to protect required instructional time for ELA and mathematics.

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

Describe the intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in ELA and mathematics to enable them to pass the CAHSEE.

All students who are below basic or far below basic in either ELA or math are scheduled into a strategic support class for ELA and/or a strategic support class for math. Juniors and seniors who have not passed either the ELA or math CAHSEE tests are placed into CAHSEE ELA and/or CAHSEE math.

How does your school ensure that all students are provided access to the ELA and mathematics courses and instruction that they need to master the ELA, Algebra I and mathematics skills tested on the CAHSEE?

All 9th and 10th graders who are below basic or far below basic in either ELA or math are scheduled into a strategic support class for ELA and/or a strategic support class for math. Juniors and seniors who have not passed either the ELA or math CAHSEE tests are placed into CAHSEE ELA and/or CAHSEE math.

Do your ELA and mathematics pacing schedules include information on when each lesson is expected to be taught and the sequence of content instruction?

The ELA and mathematics pacing schedules include information on when each lesson is expected to be taught and the sequence of content instruction. Copies of these pacing guides are on file with superintendent.

How do you monitor the implementation of the ELA and mathematics course pacing schedules to ensure that they are used by all (ELA and mathematics) teachers?

To this point there has not been effective monitoring of the use of ELA and math pacing schedules. This is an administrative goal for the upcoming semester.

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

Are core materials aligned with state standards in all subject areas for all student groups.

Core materials are aligned where possible. Converting from State Standards to Common Core Standards has left a gap in this implementation because materials are not yet available.

Describe how any lack of instructional materials is being addressed.

We do not have a lack of instructional materials at this time.

Describe the student performance data analysis review process that is used to identify specific student instructional needs, including all significant subgroups.

Analysis of student performance data to identify instructional need takes place in the following ways:

- Analysis of individual student CST data of students who were in the teachers' previous year's classes.
- Analysis of individual student CST data of students in the teachers' current classes.
- Analysis by department of CST strand data.
- Analysis by the School Site Council of CST and AYP data by all subgroups (Hispanic, English Learners, Socio Economically Disadvantaged and Special Ed. students).
- Analysis of CAHSEE data and trends for the last several years.

Describe the process to determine need for standards-aligned supplementary materials to meet identified student instructional needs and/or address gaps in core materials.

Once achievement gaps have been identified, then collaborative efforts on the part of teachers and the administration determine what instructional materials will be recommended to the school site council and the school board to help strengthen the curriculum in each core area.

List supplemental materials provided to meet identified student needs.

English 3D

Odyssey Ware

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)

Describe the degree to which the school/district provides state standards-aligned textbooks for all students enrolled in 9th and 10th-grade ELA, as well as all students enrolled in remedial mathematics or Algebra 1 courses.

SBE-adopted and standards-aligned materials are used in all ELA and all math classes.

Opportunity and Equal Educational Access

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

Describe the criteria that the school uses to define “underperforming”.

“Underperforming” students are those that have performed at the “Not Meeting Expectations” performance levels on the smarter balance testing.

Describe specific services provided, materials used and the grouping process/strategies in place for service delivery.

Underperforming students are placed in strategic intervention classes in both ELA and math. These classes are used to support the core curriculum. ALL EL students are placed in ELD support class which supports ELA core curriculum and ELD standards. Special Ed. students have the opportunity to be placed in RSP or SDC classes and/or to receive the assistance of instructional aids in their classes. See the attachment at the end of the SPSA for a list of materials used.

14. Research-based educational practices to raise student achievement

Describe the research-based educational practices in place at this school (i.e. explicit direct instruction, teacher collaboration, standards-based curriculum, bench mark assessments, use of graphic organizers, etc.)

Research-based Educational Practices	Degree of Implementation
• Explicit direct instruction	High
• Teacher collaboration	Moderate
• Standards-based curriculum	High
• Benchmark assessments	Low
• Use of technology as an instructional tool	Moderate
• Providing support for underperforming students	Moderate
• Providing College Ed for all freshman	Low
• Using a formal classroom walkthrough process	Moderate
• Using data analysis to guide school improvement	High

- Teachers participating in professional development Moderate
- Involving parents in the educational process Low

How does the school/district monitor the implementation of research-based practices to ensure that they are in regular use in all classrooms?

Each time the superintendent does an observation or walkthrough he is looking to see that research-based practices are being implemented. Teachers are also given professional development opportunities to assist them in the implementation of research-based practices.

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

What family resources are available to assist underperforming students, focusing on parent participation and support of school programs?

Each month parents receive a newsletter. This informative letter provides parents with helpful tips for assisting underperforming students.

What school and district resources are available to assist underperforming students?

School and District resources that are available to assist underperforming students are:

English strategic support classes

- English intensive support classes through online sources
- Math intensive support classes through online sources
- ASES after school tutoring
- ELD Class

What community resources are available to assist underperforming students?

The Cuyama Valley resource center provides student support through homework club and tutoring.

Parental Involvement

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)

Describe the School Site Council and advisory committee memberships and activities.

Cuyama Valley High School is operating under a waiver (16-10-2014-w-12) that allows one school site council for to function for two small schools in the district. The School Site Council is made up of 12 members:

3 Parents / Community members

3 Students

4 Teachers

1 Principal

1 Other school representative

The School Site Council is responsible for developing the Single Plan for Student Achievement. The council must approve the plan, recommend it to the board for approval, monitor implementation of the plan and evaluate the results. The council must revise the plan annually including proposed expenditures of funds allocated to the school.

Describe the monitoring and evaluation processes/activities related to the plan that determine the degree of program effectiveness.

Each year in the Fall the Site Council evaluated a variety of data to determine the degree of program effectiveness. The council analyzes both assessment data and student/parent/staff surveys. SPSA goals are compared to the most recent student achievement data to determine program effectiveness. The council analyzes both assessment data and student/parent/staff surveys. SPSA goals are compared to the most recent student achievement data to determine program effectiveness.

Funding

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

Describe specific services provided, materials used, criteria for participation in each service, and the grouping process/strategies in place for service delivery by funding source. Underperforming students are placed in strategic intervention classes in both ELA and math. These classes are used to support the core curriculum. Regular Ed. students scoring in the far below basic performance level in ELA are placed in an intensive support two hour class called Linguistics. Juniors and Seniors who have not passed the CAHSEE are placed in CAHSEE support classes in both ELA and math. ALL EL students are placed in ELD support classes which support ELA core curriculum and ELD standards. Special Ed. students have the opportunity to be placed in RSP or SDC classes and/or to receive the assistance of instructional aids in their classes. See the attachment at the end of the SPSA for a list of materials used.

18. Fiscal support (EPC)

- Identify funding sources for materials/personnel for each service provided.
- Provide a budget indicating planned expenditures by categorical program.

See Budget Planning section

School and Student Performance Data

CVHS Exit Exam Data, 10th Grade first time pass rates 2012 to 2014

Level Achieved	First time pass rate grade 10																	
	All Students			Special Education			English Learner			Reclassified English Proficient			Economically Disadvantaged			Not Economically Disadvantaged		
	Yr 14	Yr 13	Yr 12	Yr 14	Yr 13	Yr 12	Yr 14	Yr 13	Yr 12	Yr 14	Yr 13	Yr 12	Yr 14	Yr 13	Yr 12	Yr 14	Yr 13	Yr 12
Tested Math	26	17	18	1	0	1	9	13	5	7	1	6	18	13	15	8	2	3
Passed Math	19	14	14	0	0	0	4	10	3	7	1	6	13	10	11	6	2	2
Percent Passed	73	82	78	0	0	0	44	77	60	100	100	100	72	77	73	75	100	67
Tested ELA	25	17	19	1	0	1	9	13	5	7	1	6	17	13	16	8	2	3
Passed ELA	18	11	15	0	0	0	2	7	3	7	1	6	13	7	13	5	2	2
Percent Passed	72	65	79	0	0	0	22	54	60	100	100	100	76	54	81	63	100	67

Conclusions indicated by the data:

1. We are above the state average but passing rate is falling while the state rate is increasing
2. Our ELA pass rate has been declining for the last 2 years, especially in our subgroups
3. We need to increase ELA and mathematics intervention for all students

According to the California Department of Education:

73.8% of all California students pass on their first attempt in 10th Grade. At Cuyama Valley High School our average for the last three years is 72% passing ELA and 78% passing the mathematics portion.

34% of EL students in California pass the exit exam on the first try. At CVHS 60% of EL students pass the mathematics portion on their first attempt while 45% of our EL students pass the ELA portion.

Statewide 87% of Reclassified s Fluent English students pass the exit exam on their first attempt. At CVHS in the last three years 100% of our reclassified students have passed the CAHSEE on their first attempt

65% of Economically Disadvantaged students statewide pass the CAHSEE on their first attempt. At CVHS 74% pass the mathematics section on their first attempt, and 70% pass the ELA portion on their first attempt.

23.1% of special education students statewide pass the CAHSEE on their first attempt. At CVHS we have not had a special education student pass the CAHSEE in the last three years.

CELDT Performance Data

Cuyama Valley High School CELDT Exam Results 2013-2015

Level Achieved	Grade 12			Grade 11			Grade 10			Grade 9		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
Advanced	2 40%	1 33.3%	2 66.6%	1 20%	2 20%	0	0	0	2 15%	0	1 12.5%	0
Early Advanced	2 40%	1 33.3%	0	2 40%	4 40%	3 75%	3 43%	4 44%	7 54%	1 20%	3 37.5%	1 12.5%
Intermediate	1 20%	1 33.3%	1 33.3%	2 40%	3 30%	0	4 57%	3 33%	3 23%	3 60%	4 50%	6 75%
Early Intermediate	0	0	0	0	1 10%	1 25%	0	1 11.5%	1 8%	1 20%	0	1 12.5%
Beginning	0	0	0	0	0	0	0	1 11.5%	0	0	0	0

Number Tested	5	3	3	5	10	4	7	9	13	5	8	8
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Conclusions indicated by the data:
<ol style="list-style-type: none"> 1. CELDT Level is slow in increasing 2. We have a stalling point at Early Intermediate/Intermediate levels 3. We need increased focus on EL development across the curriculum.

Although the number of students advancing in performance levels looks to be remaining the same over the last three years, the students are increasing slowly as they promote to a higher grade. For example, starting with 10th grade in 12-13 school years the number of EL students decreases with passing years from 13 students in 12-13, 10 students in 13-14, and 5 Students in 14-15.

This data shows a slow increase in CELDT level. This increase is too slow. Steps will be taken to increase the students' movement up the performance levels.

AYP

Table 3: English/Language Arts

Table 1: English-Language Arts AYP 2012 to 2014

AYP PROFICIENCY	All Students				Numerically Significant Student Groups											
					Hispanic or Latino				Socioeconomically Disadvantaged				English Learners			
	14	13	12	Dif	14	13	12	Dif	14	13	12	Dif	14	13	12	Dif
AYP Target	100	88.9	77.8		100	88.9	77.8		100	88.9	77.8		100	88.9	NA ₂	
Percent At or Above Proficient	44	17.6	44.4		38	12.5	58.3		44	15.4	53.3		2	0		
Met AYP Criteria	Y ₁	N	N		Y ₁	N	N		Y ₁	N	N		Y ₁	N		

Trends indicated by the data: possible challenges, if any, or additional information needed

1. Safe Harbor, API up 1 point
2. Not numerically significant that year
3. Percent of English learners at proficient needs to increase
4. All subgroups need to increase proficiency in English/Language Arts

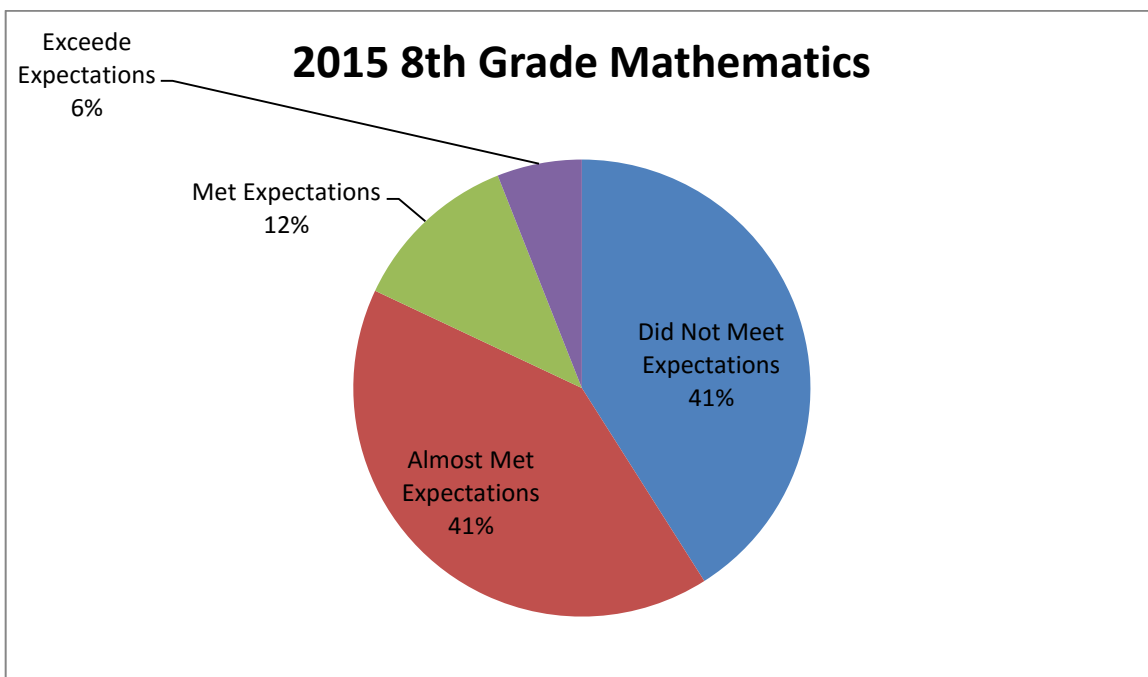
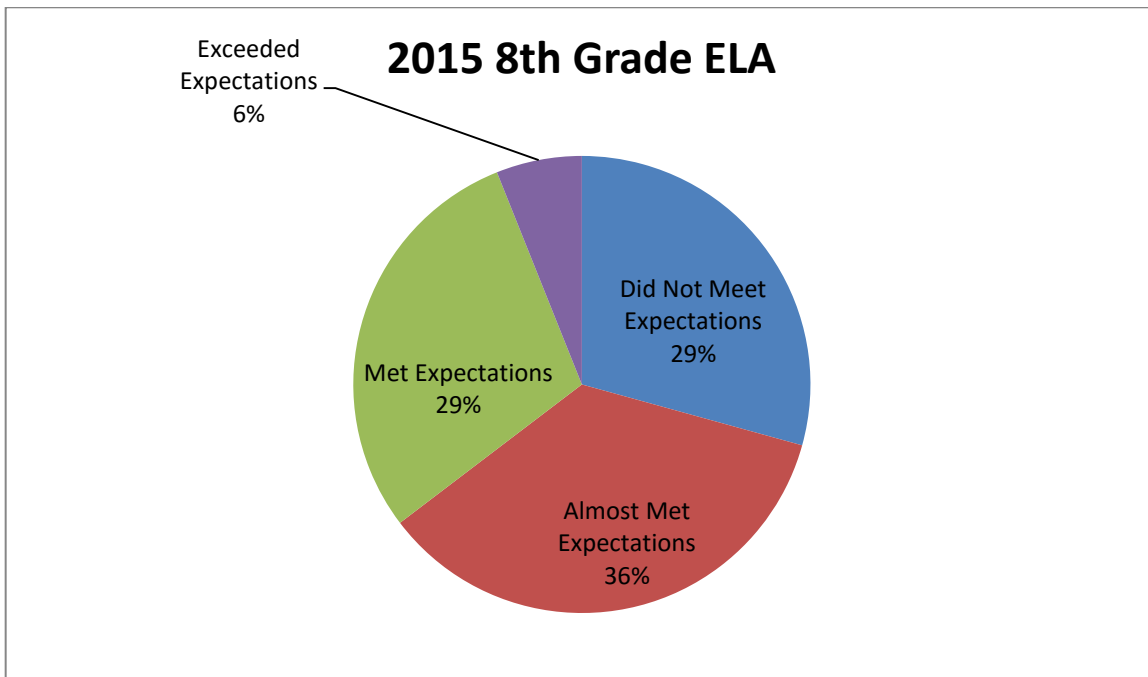
Table 4: Mathematics 2012 to 2014

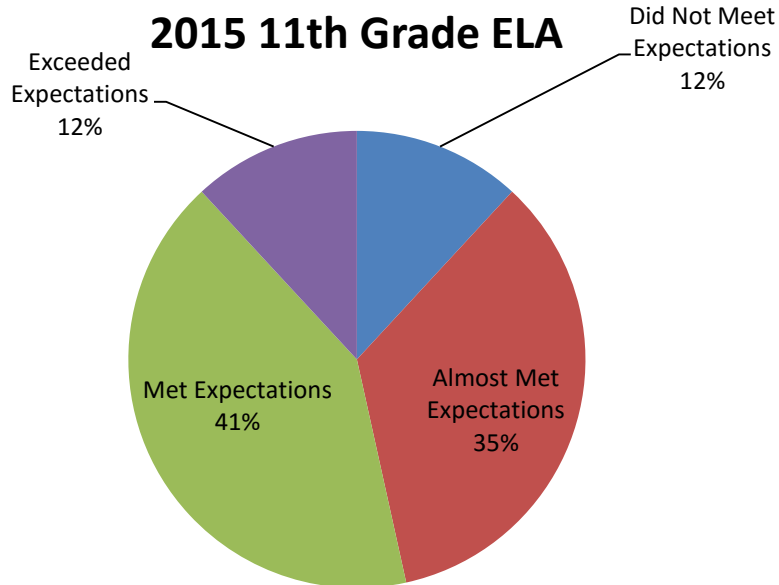
AYP PROFICIENCY	All Students				Numerically Significant Student Groups											
					Hispanic or Latino				Socioeconomically Disadvantaged				English Learners			
	14	13	12		14	13	12		14	13	12		14	13	12	
AYP Target	100	88.7	77.8		100	88.7	77.4		100	88.7	77.4		100	88.7	NA ₂	
Percent At or Above Proficient	48	23.5	44.4		47.6	18.8	50		44.4	23.1	57.1		0	7.7		
Met AYP Criteria	Y ₁	N	Y ₃		Y ₁	N	Y ₃		Y ₁	N	Y ₃		Y ₁	N		

Trends indicated by the data: possible challenges, if any, or additional information needed

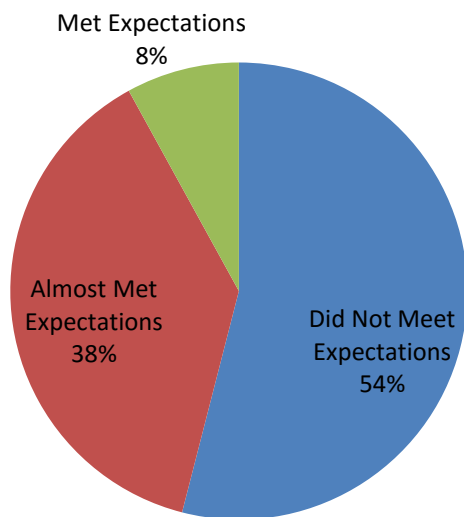
1. Safe Harbor, API up 1 point
2. Not numerically significant that year
3. Passed using confidence intervals
4. All Students and subgroups need to increase proficiency in Mathematics

Table 5: 2015 Smarter Balance Testing Results





2015 11th Grade Mathematics



Student Behavior Data

2013-2014

Ed Code Section	Offence Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved in Suspensions	Total Number of Offences Involved in Other Actions
48900(f)	Property Damage		1	
48900(g)	Property Theft		1	
48900(h)	Possession or Use of Tobacco Products		1	
48900(j)	Obscene Acts, Profanity, and Vulgarity		1	
48900(k)	Disruption, Defiance		4 (40%)	
48915(a)(1)	Caused Physical Injury		1	
48915(a)(2)	Possession of a Knife or Dangerous Object		1	

2012-2013

Ed Code Section	Offence Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved in Suspensions	Total Number of Offences Involved in Other Actions
48900 (a)(1)	Caused, Attempted, or Threatened Physical Injury		1	
48900(g)	Property Theft		1	
48915(a)(3)	Possession of a controlled substance		1	
48900(j)	Obscene Acts, Profanity, and Vulgarity		2	
48900(k)	Disruption, Defiance		8 (58%)	
48900.4	Harassment or Intimidation		1	

2011-2012

Ed Code Section	Offence Description	Total Number of Offences Involved in Expulsions	Total Number of Offences Involved in Suspensions	Total Number of Offences Involved in Other Actions
48900(f)	Property Damage		1	
48900(j)	Obscene Acts, Profanity, and Vulgarity		2	
48900(k)	Disruption, Defiance		15 (75%)	
48915(c)(4)	Sexual Assault		1	
48915(a)(2)	Possession of a Knife or Dangerous Object		2	

Cuyama Valley High School has few behavioral problems, what problems we do have are decreasing. A large majority of our behavioral challenges are in the defiance/disruption category. Integration of a Positive Behavioral support system is being developed to further decrease these types of incidences.

California Healthy Kids Survey

2014 - 2015

Selected Data

School connectedness drops from 75% of students feeling connected in 9th grade to 27% at grade 11.

Academic motivation increases by 11% from grade 9 to 11 but is low at 25% of students in grade 9 and 36% of students in grade 11

Connection to school is key to student engagement, and student engagement is a major indicator of student achievement according to the Collaborative for Academic, Social, and Emotional Learning (2002).

This trend shows a need for increasing student connectedness to the school. Increasing connectedness will increase academic motivation.

Description of Barriers and Related School Goals Barriers:

- Many students have limited English speaking ability.
- There is an obvious lack of parent participation.
- Many students come to us below grade level in core academic areas.
- There is limited opportunity for professional development.
- A vast majority of students are bussed, leaving little time for after or before school programs

Goals:

- Increase the level of re designation to full English fluency.

- Increase the level of parent participation in the educational process.
- Provide professional development opportunities that are aligned with the academic and developmental needs of our students.
- Increase student achievement in all academic areas and within all student subgroups.

Notes

Planned Improvements in Student Performance

Goal 1: Increase Academic Performance in English/Language Arts

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 CST and adequate yearly progress growth 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:

LEA GOAL: 01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

SCHOOL GOAL: Increase Academic Performance in English/Language Arts

<p>What data did you use to form this goal? CASEE Pass Rate AYP AMO's 2015 Smarter Balance Test Results</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • CASEE pass rates have been declining • 76% of students did not meet expectations on the last CST • We did not meet AYP on the last two cycles 	<p>How will the school evaluate the progress of this goal? Interim Assessments 2016 Smarter Balance Testing Where can a budget plan of the proposed expenditures for this goal be found?</p>
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Action	Person(s) Responsible	Task/Date	Proposed Expenditures Description	Type	Funding Source	Amount
<u>01</u> Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.	Administration	Aug 2015 and continuing throughout school year	Professional Development cost and Substitute Time	Federal	3010	2649.00
<u>02</u> All high school students will obtain the ability to cite evidence from text	Teachers	Ongoing	No Funding Required		0000	
<u>03</u> Underperforming students will receive alternate learning opportunities through odyssey ware	Teachers Administration	Ongoing	Cost of Odyssey ware Program	Local	0000	9925.00
<u>04</u> ELA standards will be taught with rigor across the curriculum including developing standards – based pacing plans and assessments	Teachers	Ongoing	Teacher time in class	Local		43120.00
					Total	55694.00

Goal 2: : Increase academic performance in Mathematics

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 and adequate yearly progress growth 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:

LEA GOAL: 01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

SCHOOL GOAL: Increase academic performance in Mathematics

<p>What data did you use to form this goal? CASEE Results AYP AMO's Smarter Balance Testing</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 92% of high school students did not meet expectations on the last CST • School met 2014 AYP expectations under safe harbor • 	<p>How will the school evaluate the progress of this goal? Interim assessments 2016 Smarter Balance Testing</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Description	Type	Funding Source	Amount
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<u>01</u> Retain a highly qualified Math teacher	Administration	Aug 2015	BITSA	Federal	4035	1100.00
<u>02</u> Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.	Administration	Aug 2015 and continuing throughout school year	Professional Development and Substitutes None	Federal	3010	2649.00
<u>03</u> Provide targeted instruction to underperforming students	Teachers	Ongoing	Teacher Class Time	N/A		
<u>04</u> Mathematics concepts and standards will be taught with rigor across the curriculum including developing standards –based pacing plans and assessments	Teachers	Ongoing	Teacher Class Time	Local	0000 General Fund	43120.00
<u>05</u> Underperforming students will receive alternate learning opportunities through odyssey ware	Teachers Administration	Ongoing	Cost of Odyssey ware Program	Local	0000 General Fund	9925.00
<u>06</u> Development of an academic competition component to the Science and Mathematics club	Science and Math Teacher	Jan 2016	None			
					Total	56794.00

Goal 3: Increase Overall Rigor and Academic 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 CST and adequate yearly progress growth 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:

LEA GOAL: 01. Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

SCHOOL GOAL: Increase Overall Rigor and Academic Performance Through the use of a Viable and Rigorous Curriculum and Instruction Program

<p>What data did you use to form this goal? CASEE Pass Rate AYP AMO's 2015 Smarter Balance Test Results Classroom walkthroughs</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • CASEE pass rates have been declining • 76% of students did not meet expectations on the last CST • We did not meet AYP on the last two cycles • Low completion of UC/CSU a-g requirements • Low level of rigor in classrooms • Incomplete curriculum 	<p>How will the school evaluate the progress of this goal? Interim Assessments 2016 Smarter Balance Testing Classroom walkthroughs Where can a budget plan of the proposed expenditures for this goal be found?</p>
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Action	Person(s) Responsible	Task/Date	Proposed Expenditures Description	Type	Funding Source	Amount
<p><u>01</u> Provide PD for teachers and paraprofessionals on CASS, CASS instructional strategies, higher order thinking skills, assessment and differentiated instruction.</p>	Administration	Aug 2015 and continuing throughout school year	Professional Development cost and Substitute Time	Local	0000 General Fund	\$10000.00
<p><u>04</u> standards will be taught with rigor across all subject areas.</p>	Teachers	Ongoing	No Additional Funding Required			
<p><u>05</u> Increase participation in UC/CSU a-g classes or CTE pathways including developing four-year plans for all incoming freshmen.</p>	Teachers, counselor, Administration	Ongoing	No Additional Funding Required			
<p><u>06</u> Develop and implement the curriculum, instruction and assessment components to ensure rigor, student engagement, motivation and student achievement. Including developing standards –based pacing plans and formative and summative assessments.</p>	Teachers Administration	Jan 2016 and ongoing	Professional Development cost and Additional Teacher Time	Local	0000 General Fund	10000.00
					Total	20000.00

Goal 4: A larger number of English Learners attain fluency and gain access to all school programs

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 and adequate yearly progress growth 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:

LEA GOAL: 05. Student participation in College & Career Ready (CCR) and 21st Century Skills programs will increase.

05.01.08: Place students into ELD instruction based on multiple measures and with no more than two CELDT levels. Reassess these students on a regular basis.

SCHOOL GOAL: A larger number of English Learners attain fluency and gain access to all school programs

<p>What data did you use to form this goal? CELDT Testing CASEE Test results</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • ELD students continue to trail other students in performance • It is taking too long for ELD students to obtain full English fluency 	<p>How will the school evaluate the progress of this goal?</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source Description	Type	Funding Source	Amount
<u>01</u> Teachers will fully implement the board-adopted textbooks for the English Language Development curriculum at all CELDT levels.	Teachers	Aug 2015 and Ongoing	Already Purchased	Federal		0
<u>02</u> All ELD students will receive a minimum of 45 minutes of ELD instruction daily	Councilor and Administration	Ongoing	One Class Period per day for one teacher	Local	0000 General Fund	7114.00
<u>03</u> All ELD students will receive targeted instruction in general education classes	Teachers	Ongoing	None			
<u>04</u> Find funding to support an aide in all ELD classes	Administration	Jan 2016	Administrative time for search and hire	Local	0000General Fund	500.00
<u>05</u> Provide all ELD teachers with appropriate PD classes	Administration	Ongoing	Professional Development for teacher plus substitute time	Federal	4203 Title 3	400.00
					Total	8014

Goal 5: Increase school connectedness through increased student and parental involvement

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, adequate yearly progress growth targets and high truancy rates. 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 and reducing the truancy rate:

LEA GOAL:

03. The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.

04. Parent and community participation in and connectedness with the schools will increase.

05. Student participation in College & Career Ready (CCR) and 21st Century Skills programs will increase.

SCHOOL GOAL: Increase school connectedness through increased student and parental involvement
Decrease truancy

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Healthy Kids Survey Student behavior data Attendance data Parent Attendance/Involvement at School functions	<ul style="list-style-type: none"> • By 11th grade 73% of students do not feel connected to the school • Academic motivation is very low • High Truancy rate • Low Parent Involvement 	Where can a budget plan of the proposed expenditures for this goal be found?

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source		Funding Source	Amount
			Description	Type		
<u>01</u> Create pathways for CTE courses	Administration	March 2016	12 hours CTE administration time	Local	0000 General Fund	609.00
<u>02</u> Obtain a parent/ community Liaison and provide outreach to parents	Administration	October 2015	Administrative time / Parental Involvement Travel Costs	Federal	3010	4869.00
						500.00
<u>03</u> Increase availability of college trips to students and parents	Administration Counselor	2015-2016 School Year	Teacher Class Time Professional Development	Local	0000 General Fund	53120.00
<u>04</u> Implement PBIS student behavior system to improve the inclusiveness of the school culture	Teachers Administration	Aug 2015 and ongoing		Federal	3010	450.00
<u>05</u> Create formal opportunities for parent involvement/engagement as partners in education.	Teachers Administration	Jan 2016 and ongoing	Administrative time / Parental Involvement	Federal	3010	500.00
<u>06</u> Coordinate with SARB and County District Attorney to address truancy	Administration	Aug 2015 and ongoing	No additional cost			
					Total	60048

- Progress on all WASC/school improvement goals will be reviewed and modified with staff on a quarterly basis.
- A report of progress on all WASC/school improvement goals will be presented to the School Board on an annual basis.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations - Expenditures)
LCFF	2223742	2023192.00

Total Expenditures By Funding Source	
Funding Source	Total Expenditures
0000 General Fund	187824.00
3010 Title 1	10618.00
7010 Ag Incentive Grant	609.00
4035 Title 2	1100.00
4203 Title 3	400.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800 Staff Development	3010/4035/4203/0000	26168.00
1110 Certificated Salary	0000	157081.00
5835 Licensing	0000	19850.00
2000 Management Salary	0000	500.00
5200 Travel	0000	1000.00

Total Expenditures by Goal

Goal #	Total Expenditures
Goal 1	65619.00
Goal 2	46869.00
Goal 3	20000.00
Goal 4	8014.00
	60048.00

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility).

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
Local Control Funding Formula (LCFF) – Base Grant X Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$222,3742.00	X
LCFF – Supplemental Grant X Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$145,486	X

X	<p>LCFF – Concentration Grant</p> <p>Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA’s enrollment</p>	\$212,486	X
<input type="checkbox"/>	<p>California School Age Families Education (Carryover only)</p> <p>Purpose: Assist expectant and parenting students to succeed in school</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</p> <p>Purpose: Help educationally disadvantaged students succeed in the regular program</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)</p> <p>Purpose: Develop fluency in English and academic proficiency of English learners</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Peer Assistance and Review (Carryover only)</p> <p>Purpose: Assist teachers through coaching and mentoring</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Professional Development Block Grant (Carryover only)</p> <p>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Pupil Retention Block Grant (Carryover only)</p> <p>Purpose: Prevent students from dropping out of school</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>Quality Education Investment Act (QEIA)</p> <p>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>School and Library Improvement Program Block Grant (Carryover only)</p> <p>Purpose: Improve library and other school programs</p>	\$	<input type="checkbox"/>
<input type="checkbox"/>	<p>School Safety and Violence Prevention Act (Carryover only)</p> <p>Purpose: Increase school safety</p>	\$	<input type="checkbox"/>

X	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students		\$637.00	X
X	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Ag Incentive Grant		\$9,259.00	X
Total amount of state categorical funds allocated to this school			\$259,1610.00	
Federal Programs			Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$35,163.00	X
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$		<input type="checkbox"/>
X	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	3516.30		X
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$5,299.50	X

X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$4,526.00	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$44,988.50	
Total amount of state and federal categorical funds allocated to this school		\$263,6598.50	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary/Middle Student
Dr. F. Paul Chounet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Russ Barnes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Judy Barnes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Michael Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Kevin Lebsack	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Karissa Ray	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Yuritze Fonseca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Laura Price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Sonya Herrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hector Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emma Barnes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elias Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs. Monica Longoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	3	4

² EC Section 52852

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 Yuritze Fonseca _____ Signature

Special Education Advisory Committee _____ Signature

Gifted and Talented Education 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 8, 2015.

Attested:

<u>Dr. F. Paul Chounet</u>		<u>1/13/16</u>
Typed name of School Principal	Signature of School Principal	Date
<u>Mrs. Monica Longoria</u>		<u>1-13-16</u>
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date