

The Single Plan for Student Achievement

School: Leffingwell Continuation High School
CDS Code: 40-75465-4030144
District: Coast Unified School District
Principal: Scott Ferguson
Revision Date: 11-7-2017

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

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

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

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School Vision and Mission

Leffingwell Continuation High School's Vision and Mission Statements

Leffingwell High School is committed to establishing a positive learning environment for its divergent student population, with the competencies and real life needs of each student as the focus.

School Profile

Leffingwell High School is one of 4 schools in the Coast Unified. Curriculum is focused on real-life learning skills and preparation for post-secondary education. Enrollment at Leffingwell during 2017-18 school year is currently at 15 students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Leffingwell High School greatly benefits from its supportive parents who are in regular contact with the school. Parents are welcome to join the School Site Council. The school also benefits from several community partnerships, including Friends of the Library, CAN, the Lions Club and many local businesses. The school holds a number of family activities during the year, including the Thanksgiving Meal, Spaghetti Feed, barbecues, and others.

Classroom Observations

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

Classroom observations are regularly occurring throughout the year at Leffingwell. These observations are both formal/scheduled observations as well as informal "drop ins". All teachers participate in goal setting meetings with the principal at the start of the school year and observations are focused on progress toward meeting these individual teacher goals, as well as progress toward school and district goals. The high school counselor regularly monitors student progress and keeps the students informed about the college registration process and deadlines and community service opportunities. Parents are invited to attend parent conferences in October to discuss their student's progress and provide input on the school's program.

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)

Assessments used to modify instruction and improve student achievement include statewide assessments (CELDT, CAASPP), school-wide assessments and teacher-created formative and summative assessments.

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

Students at Leffingwell High School are on an Individualized Credit Assessment Program and meet each grading period to monitor progress towards graduation.

Staffing and Professional Development

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

All teachers are highly qualified and are credentialed in their areas of instruction.

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

Leffingwell High School has sufficient access to instructional materials. Both hardcopy and digital materials are utilized. Early release Wednesdays are used as opportunities for professional development and teacher/staff collaboration. Other professional development opportunities are scheduled throughout the year covering a variety of topics (technology in education, common core implementation, classroom management strategies, etc).

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

Student performance and teacher needs are assessed as the basis for professional development offerings.

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

Beyond professional development and trainings, teachers are given additional support through, and constructive feedback from, colleagues and administration.

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

There are no department meetings at Leffingwell because of its small size, however the teacher is able to collaborate with teachers at Coast Union High School in the district.

Teaching and Learning

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

All curriculum and instruction are aligned to the California Common Core State Standards. Courses currently offered include English, Government/Economics, Marine Biology, Art and Vocational Education. All students are on an independent contract to meet the 270 credits required for graduation. Students are also required to complete a community service obligation.

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

N/A

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

Intervention and support is provided to all students as needed.

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

All students, including English Learners and students receiving special education services, are instructed using standards based materials.

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

All courses and materials are standards aligned, including intervention courses and materials and have been approved by the School Board of Education.

Opportunity and Equal Educational Access

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

Services provided by the regular program that enable underperforming students to meet standards include the use of school wide, research based instructional practices, multi-modality instruction (instruction given visually, auditorally, kinesthetically, high use of technology). Student teacher ratio at continuation high schools is capped at 15:1, allowing for individualized instructional programs for all students.

14. Research-based educational practices to raise student achievement

Research based curriculum and instructional practices are implemented school-wide.

Parental Involvement

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

Leffingwell High School greatly benefits from its supportive parents who are in regular contact with the school. The school also benefits from several community partnerships, including Friends of the Library, CAN, the Lions Club and many local businesses. The school holds a number of family activities during the year, including the Thanksgiving Meal, Spaghetti Feed, BBQ's and others.

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 staff and stakeholders meet regularly to discuss school needs, goals and progress.

Funding

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

Coast Unified is a Basic Aid school district. LHS does not receive categorical funding, other than Title III which helps to pay for ELD supplemental materials.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

75% of students at Leffingwell High School are socio-economically disadvantaged. Many students enroll at LHS credit deficient.

Lack of parent involvement is a hindrance to student success.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	7	*	10	6	*	10	6	*	90.9	85.7	
All Grades	11	7	*	10	6	*	10	6	*	90.9	85.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Not enough data to be analyzed because of small student population.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	7	*	10	6	*	10	6	*	90.9	85.7	
All Grades	11	7	*	10	6	*	10	6	*	90.9	85.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. A minimal number of participants make this data inconclusive.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11		***		***			***								
12							***								
Total		100		25			75								

Conclusions based on this data:

1. minimal number of participants make this data inconclusive

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11		***		***			***								
12							***								
Total		100		25			75								

Conclusions based on this data:

1. minimal number of participants make this data inconclusive

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts (ELA)
LEA GOAL:
English-Language Arts (ELA): Maximize student achievement in ELA/Social Sciences/Sciences.
SCHOOL GOAL #1:
Continue to increase and improve learning opportunities and credit-completion by students. Teachers will incorporate "CLOSE" reading strategies, technical writing activities, and individual instruction to advance student achievement, moving them toward college and career readiness.
Data Used to Form this Goal:
Credit completion, student attendance, graduation rate
Findings from the Analysis of this Data:
100% graduation rate in 2016/17.
How the School will Evaluate the Progress of this Goal:
Student achievement will be measured via credit completion and achievement on SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to be trained in implementing District-wide literacy strategies through professional development. District - Wide Technical Writing Training	9/17 - 6/18 October 9, 2017	District Administrators, Site administrator, TOSA and ELA teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	1,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Increase Student Achievement
LEA GOAL:
Mathematics: Maximize student achievement in Mathematics.
SCHOOL GOAL #2:
Maximize student achievement and credit completion in mathematics by implementing and monitoring the eight common core mathematical practices. Differentiation in math courses is based on student ability and current level of achievement.
Data Used to Form this Goal:
Credit completion in mathematics
Findings from the Analysis of this Data:
Students are completing the required coursework for graduation
How the School will Evaluate the Progress of this Goal:
Student credit accumulation in mathematics, performance tasks, via Illuminate; CAASPP assessment for 11th graders in the Spring of 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers will be trained in implementing CCSS around mathematics, using the eight mathematical practices	9/17 - 6/18	Mathematics Teachers	Mathematics Professional Development and Math Coaching	1000-1999: Certificated Personnel Salaries	Unrestricted	15,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Maximize Student Achievement
LEA GOAL:
Continue to increase and improve learning opportunities for students to maximize student achievement
SCHOOL GOAL #3:
Increase student resiliency through academic and personal support and provide opportunities for Civic Learning
Data Used to Form this Goal:
Credit accumulation, graduation rate, community service opportunities, School-to-Work opportunities
Findings from the Analysis of this Data:
Students at LHS are given multiple opportunities to increase student achievement and resiliency.
How the School will Evaluate the Progress of this Goal:
Credit accumulation, graduation rate, community service opportunities, School-to-Work opportunities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand community involvement through community service and work experience education	9/17 - 6/18	Site Administrator, academic counselor, teaching staff	Admin. and teaching staff	1000-1999: Certificated Personnel Salaries	Unrestricted	10,223
Continue the expansion and integration of extended learning opportunities through CUHS, Cuesta, community service experiences, school to work opportunities, and classroom activities and lessons. (ex; Marine Biology project)	9/17-6/18	Site Administrator, academic counselor, teaching staff	Admin. and teaching staff	1000-1999: Certificated Personnel Salaries	Unrestricted	1,405

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue alignment of courses to State standards and CUHS courses to ensure consistency of curriculum	9/17-6/18	Site Administrator, academic counselor, teaching staff				
Increase each students' developmental assets, focusing on social and emotional growth Teach and reinforce positive behaviors such as respect, attendance, hard work, honesty.	9/17-6/18 (ongoing)	Site Administrator, academic counselor, teaching staff				
Provide adult role models with teachers, counselors and administrators and community members. Continue to provide a variety of counseling services and opportunities	9/17-6/18 (ongoing)	Site Administrator, academic counselor, teaching staff				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Maximize Student Achievement
LEA GOAL:
Special Education: Maximize achievement of Students with Disabilities (SWD)
SCHOOL GOAL #4:
Continue to develop literacy and mathematics intervention goals to meet individual student needs.
Data Used to Form this Goal:
SBAC scores and classroom formative assessments
Findings from the Analysis of this Data:
Enrollment of students with disabilities (SWD) continues to increase.
How the School will Evaluate the Progress of this Goal:
Evaluate ELA and mathematics programs, via quarterly benchmark assessments, teacher grades, and 504 Plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
504 students will receive support in their general education classes by school staff.	9/17-6/18	Teachers and admin	Teacher	None Specified	None Specified	0

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA)
SCHOOL GOAL #1:
Increase literacy skills of all students. For the 2017-2018 school year, the proficiency level on the Common Core State Standards (CCSS) assessment for ELA will be monitored by performance tasks, classroom assessments, credit accumulation and graduation rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development under the guidance of Kristen Nason Consulting from previous years along with assistance from our Teacher on Special Assignment: prominent strategy implemented is Close Reading across ELA and Social Studies courses. Professional Development - Technical Writing	9/17-6/18 October 9, 2017	Principal and ELA/ELD teachers Tim May				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For the 2017-2018 school year, the proficiency level on the Common Core State Standards (CCSS) assessment for Mathematics will be monitored performance tasks, classroom assessments, credit accumulation and graduation rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers will be trained in implementing CCSS around mathematics, through District-sponsored professional development emphasizing the eight mathematical practices. Depth of Knowledge (DOK) session	2017-18 school year October 11, 2017	DO administration, site administration and teachers TOSA, Principal				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development (ELD)
SCHOOL GOAL #3:
For the school year 2017-2018, increase by 5% the number of EL's re-designated.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will implement District-wide literacy strategies, through previous professional development under the guidance of Kristen Nason Consulting and through support from the district Teacher on Special Assignment; prominent strategy implemented is Close Reading across ELA and ELD courses and technical writing.	9/17-6/18	Teachers				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
None Specified	0.00
Unrestricted	27,628.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,628.00
5800: Professional/Consulting Services And Operating	1,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted	26,628.00
5800: Professional/Consulting Services And	Unrestricted	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	15,000.00
Goal 3	11,628.00
Goal 4	0.00

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
Scott Ferguson	X				
Grant Phillips		X			
Nina Margo			X		
Cheryl Seay			X		
Bridget Smith				X	
Eva Shipp				X	
Mason Smith					X
Brandon Collins					X
Kelly Wolfe					X
Shannon Sutherland			X		
Numbers of members of each category:	1	1	3	2	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Scott Ferguson

Typed Name of School Principal

Signature of School Principal

Date

Grant Phillips

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date