

The Single Plan for Student Achievement

School: Rite of Passage Charter High School
CDS Code: 09100900930131
District: El Dorado County Office of Education
Principal: John Fry
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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: John Fry
Position: Principal
Phone Number: 1-775-267-9411
Address: 2560 Business Parkway
Minden NV 89423
E-mail Address: jfry@edcoe.org

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School Vision and Mission

Rite of Passage Charter High School's Vision and Mission Statements

At Rite of Passage Charter High School, we believe that all students can and will succeed. The mission of the Rite of Passage Charter High School (ROPCHS) is to provide a meaningful and measurable learning experience for students who have faced multiple challenges in traditional school settings and have not experienced success. ROPCHS is specifically designed for students who have been referred to the Rite of Passage program through juvenile courts, child welfare agencies, or private sources. In spite of the challenges many students have faced in the past, ROPCHS is committed to providing a positive, student-centered, safe and academically comprehensive program that is sensitive to the varied learning styles of all students. As a WASC accredited school, ROPCHS offers an individualized educational program that includes academics, counseling, service learning projects and work readiness training. The goal of our staff is to empower each student to become a productive, confident, active and contributing member of his/her community and to be prepared for the next step in his/her life....whether it be returning to high school, entering a higher education program, or entering the workforce.

School Profile

Rite of Passage Charter High School (ROPCHS) serves troubled youth at three sites. The three sites currently serve approximately 180 students with plans to expand to 220 by the end of the school year. The sites include Sierra Sage Academy (SSA), near Yerington, Nevada; Sierra Ridge Academy (SRA) near San Andreas, California; and Qualifying House (Q House) in Minden, Nevada. Each site offers core academic programming, credit recovery, and basic skills education. Beginning in 2015-16, all three sites are initiating Project Based Learning using a multi-disciplinary focus to engage students and use learning data to develop individualized student plans. In addition, each site has a unique population and facility which affords the programs the ability to offer different electives such as Art, Career and Technical Education training/certification, and sports.

The educational program is operated under the supervision of its chartering agency, the El Dorado County Office of Education, which has enjoyed a partnership with Rite of Passage Corporation for more than 27 years. The residential portion of the program is operated under the supervision of Rite of Passage, a private non-profit national provider of programs for troubled and at risk youth. According to the last survey, 67% of the juveniles who successfully complete the program do not re-enter the justice system within twelve months of leaving the program and 90% of the students return to school, enroll in advanced education programs or obtain jobs upon exit from the program. These indicators of success are one of the reasons why the El Dorado County Office of Education has continued to serve as the Local Educational Agency for Rite of Passage for the past twenty-seven years. The original Rite of Passage program was designed for male students. Three years ago the program was expanded to include female students at the Q House and currently there are female students at Sierra Sage as well.

ROPCHS completed a Mid-Cycle WASC review over the 2015-16 SY and received the recommendation for continued accreditation. The WASC process has guided the building of a One-Year-Plan through a comprehensive needs assessment and program review. The educational program is also reviewed annually, along with the Rite of Passage Program, using the CQI (Comprehensive Quality Indicators) process completed by a team from other ROP programs in the United States. This review measures the existing program elements against company-wide standards. ROP operates the education program within most of its facilities across the U.S., so the partnership with EDCOE is unique to the three campuses that comprise this program. The CQI findings during the 2014 calendar year noted outstanding classroom practices at Q House and Sierra Ridge and outstanding vocational programs at Silver State Academy. The recommendations are incorporated into the results of the annual needs assessment and parent survey conducted by the El Dorado County Office of Education and guide the annual program planning at each site.

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).

2015-16 Update:

During the WASC Mid-Cycle Review last year, ROPCHS reviewed prior WASC data, current student data, student engagement, and the overall educational program and determined that our needs have not changed, rather there was a need to change the overall instructional model. The response was to initiate an evidenced-based model that worked well in court school environments with open entry/exit enrollment, a wide range of age, ability, and disability. The result was a partnership with LACOE (Road to Success Academy - RTSA) that started in May, 2015 and is currently in full implementation at all three school sites. Preliminary data since full implementation in July, 2016 reveals an increase in student engagement and teacher collaboration and, with the provided structure, other school systems are better supported. Beginning in the 2016-17 school year, students will receive an NWEA assessment each trimester to monitor academic progress and better differentiate student needs.

ROPCHS engages in annual Continuous Quality Improvement reviews, the review process consists of student, staff, and stakeholder surveys. Survey data, student assessment data and overall school status review will be completed by June 30, 2017

For the 2012-13 WASC review to prepare for the WASC team visit staff, students, parents, placing agencies and ROP staff completed surveys. The questions on the survey included questions about teaching staff, curriculum, assessment, cooperation between ROP and ROPCHS staff, training, availability of information on student progress, materials and supplies, and vocational programs. During the 2013-2014 school year, the school completed two cycles of the CQI process with its partner agency Rite of Passage as well as the annual WASC survey. The results of the CQI are available from the Rite of Passage Corporation. The findings from the CQI visit guide the annual planning at each school site along with the measures of success from El Dorado County Office of Education and the State of California and local surveys.

The students who were surveyed provided positive responses regarding the climate for learning, career technical training, and treatment by teaching staff. Less than half of the students responded that teachers made lessons interesting, while 45% responded that the curriculum was too hard and 33% said it was too easy. Only 60% of students felt they had adequate supplies and materials for personal use. This response might be attributed to the group-living requirement that students not be issued pens, books, or materials for personal use (they can be issued and collected in the classroom for classroom use only). We have found that many standard school items are considered contraband on the ROP site so this response is difficult to compare to what the response might have been in a regular school setting. 85% of the students surveyed were highly satisfied or satisfied with the educational programs.

The Rite of Passage site staff survey indicated satisfaction with the communication between group living and education staff. It is interesting to note that 87% of the staff felt the school program is designed to meet the students' needs and 92% reported students have a reasonable chance for success in the educational program and 65% of the staff felt teachers accommodate different learning styles. ROP staff noted that some teaching staff work better with this population than others.

The parent connection in our program is facilitated by the Rite of Passage staff. It is often the case that the education staff does not have direct contact with parents. Each student has a case manager who acts in the role of parent for day to day events and education staff provides written reports and other daily contact information to the ROP staff. The ROP staff, in turn, forward this information to parents or guardians as well as probation and parole officers. Each student has a unique family situation and some have no contact orders with families so we rely on the ROP staff to assess when contact is appropriate. Education staff does have some interaction with parents if they make on site visits during school or attend special events such as graduation, athletic events and Open Houses.

Classroom Observations

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

Over the 15-16 school year, the principal worked to establish teaching and learning systems at each site that supported planning routines which are evident in classroom observations. The RTSA Unit Plan structure has created the teaching and learning structure that is easily monitored by teachers and establishes focused observation-coaching points around the collaborative unit plans. The principal conducts classroom observations frequently, shares observational feedback with teachers, and coordinates teaching and learning training topics through the site collaborative planning process. A key teaching and learning objective at each site is to

develop teacher leaders who can facilitate effective unit plan development and common instructional practices across the three school campuses.

One principal serves all three sites with a lead teacher in charge for daily activities. The teaching staff is observed on a regular basis with at least two formal observations and follow-up meetings. Informal observations and peer observations occur with regularity. Formal observations focus on lesson design, student engagement, diversity of instruction, choice of materials and effectiveness of instruction. Students in our program have usually experienced multiple failures in previous school settings and do not respond well to traditional lecture models. Teachers attend trainings to develop a wide range of techniques designed to increase student engagement, time on task and the use of instructional technology to differentiate instruction. The average length of stay of a student at ROPCHS is eight months with some students staying only six and some up to a year. Students transition through different phases of the program and frequently change schedules and classes. Teachers design lessons and units in short term "chunks" because of the frequent changes in class composition.

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)

Rite of Passage students participate in all state-mandated testing. For the past three years (since the suspension of the CSTs), 11th grade students have participated in the CAASPP Summative Assessment and the 10th graders have completed the CST Science Test as required by Ed. Code. Prior to 2014, students in grades 9 through 11 were tested in reading, writing, mathematics, history-social science and science using the California Standards Tests (CST) which were administered in the Spring each year. While the CAASPP and CST results provided insight in some general areas when there was a sizable group to test, due to the mobility and number of students at ROPCHS as well as the summative nature of the test, the results have been of limited use when planning instruction for our very dynamic student enrollment. CAASPP results have been used to examine core curriculum offerings and to compare them to the content standards. In the past, ROPCHS students also participated in the California High School Exit Exam (CASHEE) every administration (including the July testing) until the suspension of CAHSEE beginning in July 2015. Student results on each of these tests have led to specific instruction for students based on their individual needs. All ROPCHS sites not participate in NWEA MAP assessments every 14 weeks and results are closely examined to determine the instructional needs of the students. ROPCHS has been successful in such focused efforts in the past as the program exited PI status in 203-14 after not meeting AYP targets for 4 years.

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

The teaching staff at ROPCHS meets on a regular basis for staff development specific to teaching strategies and to discuss student progress. Our sites are not large enough to have traditional content-level departments as there is often one teacher per subject or less. Teachers use our local assessment results (and NWEA MAP) to analyze student growth and to look for generalized curriculum areas needing more attention. In 2015, analysis of all of our varied testing data indicated the greatest needs to be academic vocabulary and critical reading in content areas. As a result of this finding, each class was provided with a vocabulary assignment daily and practiced critical reading skills related to content in the class. In 2016, the focus will be on writing across the content areas as well as procedural skills in mathematics.

Staffing and Professional Development

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

2016-17 Update: Beginning in June 2015, ROPCHS teachers were exposed to the Road to Success Academy Project Based Learning model, and beginning July 5, 2016, full implementation was started at all three school sites. Education staff have received inservice training and follow-up coaching; implementation monitoring from LACOE RTSA staff will be ongoing. Site visits emphasize fidelity to essential elements such as completed unit plans, lesson plans, collaborative planning calendar, and other structured learning model strategies.

ROPCHS works closely with EDCOE to ensure that we have the best teachers in our programs. In 2014-15, restructuring necessitated reassignment of experienced teachers into new subject areas. These teachers have been assisted by administration to meet HQT standards until we have some direction as to how to proceed with ESSA. We currently are supporting a teacher at SRA with the completion of her single subject credential via an internship program (this is year 2 of this support).

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

Teacher training and staff development is ongoing. At the three school sites, regular weekly routines document training and staff development in curriculum, instruction, assessment, and culture. All sites have readily available curriculum materials and are receiving training with standards-aligned materials such as Odysseyware, the online course and credit recovery program. ROPCHS staff have regular on-site professional development and self-study. Staff is encouraged to receive additional training and the sites fund attendance at key workshops and trainings. We encourage teacher exchanges to develop skills across the sites as well.

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

With the implementation of the RTSA project-based learning model, there is an emphasis on teacher collaboration and instructional planning. Each school site engages in structured collaborative planning meetings, teachers collaborate online and in person during frequently scheduled teacher site visits. Staff are continuously reviewing instructional material, lesson plans and student work as it relates to student assessments.

Each of the three school sites have a small staff. Distance makes it very difficult to bring staff together for staff development, but we have provided technology support so that online resources can be used to facilitate communication. Each teacher has a copy of the CCSS, a curriculum map (developed by the sites in the 2010-11 school year, revised in 2011-12) and copies of student achievement data. Because of the delay of receiving our test scores they are seldom relevant to the current student population so staff uses this information for planning and reflection. Our bi-weekly staff meetings include time for curriculum ideas and strategies to be shared and exchanged to bring new ideas and to refine current practices. EDCOE is planning workshops to help our staff become more familiar with the CCSS and the SBAC testing program.

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

Over the course of the 15-16 school year and into 2016-17, ROPCHS staff have received training in a variety of strategic areas focused on improving teaching and learning. RTSA training site wide, Character Based Literacy, NWEA, and other specific training has been provided or is scheduled to be provided over the course of the current year. Also, as part of the RTSA implementation plan, experts from LACOE visit our programs to provide support to teachers. Our teaching staff at SSA, Q House, and SRA have worked together in study groups, books groups, and other professional exchanges to share teaching strategies in the past. Due to our small size, we have not used instructional coaches in the past, but have utilized peer expertise to work and plan together.

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

An essential element of the RTSA model is teacher collaboration. The unit plan is the facilitating document that is used to synchronize and calibrate the three school sites. Teachers from the three sites meet and dialogue frequently on planning, delivery and assessment strategies. This collaborative process engages in continuous improvement protocols by reviewing teacher planning materials, discussion of instructional strategies, and student assessments. Online systems are in place for teachers to collaborate across sites on a regular basis (either within their subject area or across subject areas.)

Teaching and Learning

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

Alignment of curriculum, instruction, and materials occurs through the collaborative development of the unit plan. Teacher review the unit plan weekly during structured collaborative planning meeting. The principal conducts frequent classroom observations and provides coaching feedback as well as observation feedback data to support teachers in the modification of their teaching strategies and techniques.

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

NA

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

NA

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

Curriculum is provided via Odysseyware which is aligned to current standards. Standards-aligned support materials are provided as needed (novels for ELA, intervention materials for Mathematics and Science materials as the NGSS are implemented) Libraries at all three sites are being refurbished, Follett is providing the text and library volume management system.

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)

ROPCHS offers courses that are aligned with California's current standards and will provide students with the opportunity to earn the credits required for a High School diploma. If a student should wish to do so, the courses are also designed to prepare them for successfully passing a High School Proficiency Exam (GED or HiSET).

Opportunity and Equal Educational Access

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

Core classes are leveled to meet the individual needs of students as they enter the ROPCHS program. A modified RTI (Response to Intervention) model is used at our sites. Students are in small classes with leveled curriculum. Students have the opportunity for small group and individual instruction in the regular classroom, and they may also be placed in intervention courses as needed. In addition, Odysseyware is available to meet individual student needs.

14. Research-based educational practices to raise student achievement

Our effective teaching practices are based on research and are data-driven. Teachers and support staff complete 12 or more hours of training using effective strategies in the classroom. We also use peer review models to work together to strengthen our strategies. Most recently, with our focus on the RTSA model, we have also addressed the socio-emotional needs of our students to implement appropriate practices.

Parental Involvement

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

Our schools reach out to parents with regular updates on their students' progress. Because we operate in conjunction with a residential facility, parents are not readily available. Our program relies on the ROP case management staff, who act in lieu of parents, for day to day needs. We report to parents on a trimester basis and are always ready to communicate. Our parents sometimes come to the site for weekend visits and, when allowed, our staff will come in and meet parents. We have a student of the week program and send a letter to the parent/guardian of each student of the week. We also participate with the local Rotary at the SSA site and nominate students for their Student of the Month Program.

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)

Our remote location and limited contact with the surrounding communities make it difficult to meet with parents and community. We do have weekly meetings with representatives of ROP to discuss students and program needs. The SSA site has a community advisory committee that meets quarterly to discuss issues related to ROP and offer community input. The school has a representative on this board and acts as the liaison for the school. SRA has many community connections with the sports and community service programs. Q House has relationships with nearby business leaders and hosts an annual luncheon with community partners. These community resources are relatively new and are now available to support the site -- this have been very helpful as we implement Project-based learning.

Funding

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

Our students receive funding under Title I Parts A and D, Title II, and Title III. These funds are used to enhance the basic program for all students (while Title III focuses on our English Learners). ROPCHS is a licensed foster program and all students are therefore eligible for services under Title I, parts A and D. We are working with one teacher at SRA to meet the rigorous standards as highly qualified teachers using Title II funds. 95% of our teachers are CLAD certified and the others are enrolled in programs to complete the certification to teach EL students. Title ID funds support our Career Tech programs and Title IA funds are used to provide staff that support students who are struggling with the core curriculum.

18. Fiscal support (EPC)

EDCOE monitors our budget and helps the school with allocating funds and categories.

Description of Barriers and Related School Goals

AS of July 1, 2016 ROPCHS is in full implementation of the Road to Success Academy Project Based Learning instructional model. Implementation of this school model was initiated by the need to establish an effective academic program that engaged students and is able to better adapt to the non-traditional learning environment of a residential treatment facility educational program. The decision to contract with LACOE and embrace this type of instructional model was in response to addressing school barriers related to engagement, open entry/exit enrollment, and the wide variation in student complexity.

As of July 1, 2015 Silver State Academy was re-purposed from an all boys program to an all girls program design to address the increasing demand for girls programming focusing on females who have been trafficked, abused, and are in need of treatment and programming aimed at stabilizing their learning experience. Teaching staff have participated in ROP training to structure an academic program sensitive to the treatment needs of the girls. Teachers have collaborated with ROP staff, and created a daily schedule, method of cohort programming, focusing on students and the new standards, which support s new instructional methods aimed at creating an Individualized Career and Academic Plan (ICAP) that will support student transition to school, community and employment.

Our educational goals include improving student skill levels in mathematics, academic reading, writing, science knowledge, history and civic responsibility. At Q House, we have two teachers who teach three or more subjects each. The program added a female population two years ago and revised how students are grouped for classes and treatment programs. As a result of this change, teachers are challenged to teach each group core material, allow for individual differences, and increase student learning rates. We meet quarterly to discuss student progress and to revise curriculum offerings as the population changes.

As students are referred through the juvenile justice system and the social services system, the Rite of Passage program offers a structured assessment process used to determine if the juvenile can be successful in the program. The El Dorado County Office of Education (ROPCHS) serves students as they enter the program regardless of when students enter or exit. ROP was recently relicensed and, as a result of that process, will be accepting students with more challenging backgrounds than have been seen in the past. As a result, the educational program must be flexible and adaptive. Recent statistics indicate that students enter and exit the program on a weekly basis. While the average length of stay is eight to nine months for about 60% of the students, the school has a 99% turnover within a calendar year. The need for flexibility and adaptability makes many of the traditional teaching strategies and assessment measures inadequate to foster individual progress. School-wide goals must reflect a more general interpretation and focus on student engagement, skills development, individual planning and frequent monitoring.

The population of each site is unique. Sierra Ridge serves only California male students generally between the ages of 15 and 17. The Q House has a mix of Nevada and California students, both male and female, up to age 18. The Sierra Sage Academy serves only female students from California and other placing agencies throughout the country. The school program works to insure that all students earn transferable credits and skills so they can graduate in their home state. The number of students remains at a constant level but the turnover is high. The school accommodates varied lengths of stay for students as needed and operates 251 days a year. Students attend school every day except for weekends and 10 federal holidays. The length of the school day is extended to include 6 academic blocks, two vocational blocks, and two other program requirements.

These conditions may be considered barriers to delivery of instruction, but we see them as challenges. Teachers cannot plan typical lessons over time with a single final exam because the composition of the class changes frequently. The typical lesson is built around a weekly time-frame with an assessment at the end of the week. The typical lesson has to be structured to meet a wide range of abilities and skills. Teachers must frequently reassess prior knowledge before moving forward with instruction because the students in a class one day may not have been in class the previous week for the prior concept. Teachers develop more generalized lessons using elements from the core curriculum, site curriculum maps, and state test criteria. Lessons need to be leveled to meet the needs of individual students. Student behavior can be a barrier to learning in the classroom. Student behavior is managed by the ROP staff using a specific behavior management structure with steps and procedures. Staff assigned to the class as well as the teacher implement this specific program. ROP experiences periods of under staffing and this becomes a challenge for teachers to maintain the behavior norms in the classroom.

Our goals include students exceeding prior learning rates, showing more than one month's growth for each month in the program, and quality instruction/learning in content and skills in the classroom. Students are frequently assessed to determine proficiency. We believe every student can succeed and know the key is highly qualified teachers using a variety of strategies, methods, and materials to meet each student's need.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	48	24	28	21	26	80.0	58.3
All Grades	30	48	24	28	21	26	80.0	58.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2433.6	2501.8	0	0	0	12	17	38	71	50
All Grades	N/A	N/A	0	0	0	12	17	38	71	50

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	8	24	54	76	38
All Grades	0	8	24	54	76	38

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	10	42	90	58
All Grades	0	0	10	42	90	58

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	29	81	71	19
All Grades	0	0	29	81	71	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	12	52	38	48	50
All Grades	0	12	52	38	48	50

Conclusions based on this data:

1. For overall achievement, no students were at or above standard in any group. Looking at Claims scores, Research and Inquiry is the strongest area while Writing is the weakest area. Most students are performing below standard in all areas.
2. We need to develop a method to use local student data to motivate student learning. Teachers will share data with students, develop weekly learning plans, track, monitor, and report student progress.
3. We need to ensure that teachers and staff are trained and prepared to engage in structuring a process that results in improved student performance.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	30	48	25	27	24	25	83.3	56.3
All Grades	30	48	25	27	24	25	83.3	56.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2398.1	2399.7	0	0	0	0	4	4	92	96
All Grades	N/A	N/A	0	0	0	0	4	4	92	96

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	0	0	4	0	92	100	
All Grades	0	0	4	0	92	100	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	25	17	71	83
All Grades	0	0	25	17	71	83

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	50	29	46	71
All Grades	0	0	50	29	46	71

Conclusions based on this data:

1. No students were at or above standard when looking at Overall Achievement. Looking at the Claims scores, "Communicating and Reasoning" is the strongest area while procedures is the weakest area. Most students are Below Standard in all three Claims.
2. We need to develop a method to use local student assessment data to motivate student learning. Teachers will share data with students, develop weekly learning plans, track, monitor, and report student progress
3. We need to ensure that teachers and staff are trained and prepared to engage in structuring a process that results in improved student performance.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	40			40	56	50	20	33	25		11	25			
10	11	20	40	33	20		50	60	40	6		20			
11	25	25	60	50	25	20	13		20		50		13		
12				57	78	14	29	11	71		11		14		14
Total	16	7	24	42	52	19	34	26	43	3	15	10	5		5

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	40			40	56	50	20	33	25		11	25			
10	11	20	40	33	20		50	60	40	6		20			
11	25	25	60	50	25	20	13		20		50		13		
12				57	78	14	29	11	71		11		14		14
Total	16	7	24	42	52	19	34	26	43	3	15	10	5		5

School and Student Performance Data

Title III Accountability (School Data)

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

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

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

Conclusions based on this data:

1. Data not available as we are an ASAM school.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	481	464	467
Percent with Prior Year Data	97.3	98.3	95.9
Number in Cohort	468	456	448
Number Met	282	269	269
Percent Met	60.3	59.0	60
NCLB Target	59.0		
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	377	200	360	177	373	191
Number Met	93	104	104	96	104	113
Percent Met	24.7	52.0	28.9	54.2	27.9	59.2
NCLB Target	22.8	49.0				
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Participation rates have been met as required by NCLB.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Reading
LEA GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.
SCHOOL GOAL #1:
As required by the CCSS, students will read and analyze informational text in math, science, and social studies.
Data Used to Form this Goal:
Survey results, assessment data from intake testing, prior year test results, individual student plans and teacher assessments.
Findings from the Analysis of this Data:
Data reviewed by staff indicate the average student enters with a fifth grade reading level and limited knowledge of academic vocabulary needed for success in high school level classes. This indicates a need to improve overall reading scores in all curriculum areas.
How the School will Evaluate the Progress of this Goal:
Students will be tested on a regular basis and needed when their entry-level reading level is assessed. At a minimum, this will include being tested once every three months using the STAR program. Results will be reviewed by staff from ROPCHS and ROP Treatment staff to determine student progress and next step planning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be tested at regular intervals as needed for instructional purposes.	To be determined upon pre-assessment. At a minimum, once every three months.	Classroom Specialists at each site	Students will be tested as required to measure growth in reading.	2000-2999: Classified Personnel Salaries	Title I Part D	44608
			Implementation of NWEA for English/LA	5000-5999: Services And Other Operating Expenditures	Title I Part D	3755.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in training related to reading instruction and reading in the content areas as required by the CCSS.	Attendance/ participation between 10/16 and 5/17	Administrator seeking and arranging for training opportunities for staff	Staff will participate in on site book groups, peer review, teaching strategy exchanges, attendance at conferences and workshops on reading and reading in content areas both on and off campus.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	7000.00
Students reading below grade level will receive intensive reading instruction in a small group setting.	Small groups held daily between 7/1/16 and 6/30/17	Classroom Specialists	Students entering with NWEA MAP scores are enrolled in small groups to allow intensive reading practice in a research-based program delivered by a classroom teacher.	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	49966.00
			Students will participate in a research-based program to develop basic reading skills (EDGE)	Students will participate in small group instruction to develop competency in reading comprehension in content material.	2000-2999: Classified Personnel Salaries	Title I Part D
	Library resources will be available to students on a daily basis throughout the school year.	Classroom Teachers and Specialists	Students will be provided with access to reading that is of high interest to them to ensure that they are participating in independent reading on a frequent basis			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teaching staff will meet and select materials that will enhance instruction beyond the core curriculum. Students will be involved with the selection process	4000-4999: Books And Supplies	Title I Part D	15000.00
			Libraries will be organized to support the use of the Accelerated Reader program - Follett Contract	5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	27500.00
Limited English students will have access to a wide variety of reading choices in a library setting.	Library resources will be expanded 10/16 to 5/17	Staff choices/needs assessment	Teaching staff will select materials to enhance the current collection of materials.	4000-4999: Books And Supplies	Title III	1519.00
A data management system will be maintained to track student data for analysis both during and after a given school year.	Contract to run from 7/1/16-6/30/17	Administrative and teaching staff	Extend contract for Illuminate program for tracking assessment.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	971.00
A reading incentive program will be implemented to encourage students to read at an appropriate level with access to books that are of interest to them.	Renaissance-Contract from 7/1/16-6/30/17	Teaching and Support staff	Implement STAR and AR for all three sites	5000-5999: Services And Other Operating Expenditures	Title I Part D	2400.00
			Training for staff to support the AR program	5000-5999: Services And Other Operating Expenditures	Title I Part D	4200.00
			Set up Data Integration for STAR/AR	5000-5999: Services And Other Operating Expenditures	Title I Part D	1400.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
SCHOOL GOAL #2:
Students attending for the average length of stay will improve math level by one or more years and will demonstrate understanding of key algebra skills in the classroom as measured by the SBAC and local assessments.
Data Used to Form this Goal:
Local assessment results will be reviewed on a regular basis to measure individual student growth. Teacher reports will be used to determine application in the classroom.
Findings from the Analysis of this Data:
Previous testing indicates the average student enters with fifth to sixth grade level skills with few Algebra skills.
How the School will Evaluate the Progress of this Goal:
Staff will evaluate individual students during quarterly MDT(Multi-disciplinary team) to determine growth and to modify individual programs and by reviewing semester progress reports and test scores..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be assessed using a cumulative local assessment at least once every three months.	July 2016 - June 2017	Teaching/Classified Staff	Assigned staff will supervise students during testing. Classified staff will assemble results and publish results for comparison.	2000-2999: Classified Personnel Salaries	Title I Part D	44608.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			After assessment has occurred, staff will assemble results and publish for review of progress by students and teachers. NWEA MAP will be implemented	5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	3755.00
Training and materials will be provided for the teachers to improve classroom strategies to be aligned with the CCSS.	July 2016 - June 2017	Teaching staff/EDCOE staff	Math teaching staff will participate in training to develop a wide range of strategies and materials to use with students - RTSA	5000-5999: Services And Other Operating Expenditures	Title I Part D	20000
			CCSS aligned materials/programs will be reviewed for use to differentiate instruction as needed in the classroom and to support project-based learning	4000-4999: Books And Supplies	Title I Part D	8000.00
Students will participate in math intervention to build basic skills when referred by math teacher.	July 2016-June 2017	Classroom Specialists	Accelerated Math will be implemented	5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	3400.00
				2000-2999: Classified Personnel Salaries	Title I Part D	55685.00
			Students will work with teachers and classroom specialists to develop skills.	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	30000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Written Language
LEA GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2016-2017.
SCHOOL GOAL #3:
As required by the CCSS, students will write effectively to a specific purpose. This will include the ability to support opinions in writing by citing a variety of evidence in all subject areas.
Data Used to Form this Goal:
Annual test results from SBAC and local writing assessments.
Findings from the Analysis of this Data:
The team found that students enter with insufficient writing skills to meet the rigor of the CCSS.
How the School will Evaluate the Progress of this Goal:
Teachers will review the annual data to determine program strengths and weaknesses. Staff is exploring the possibility of developing a local writing assessment (a proficiency).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Local assessments will be administered on a regular basis, at least once a month, and student writing will be reviewed by staff to examine growth and areas of need.	July 2016-June 2017	Teaching staff, administration, ROP case management (as available).	Staff will meet to score student work, review student progress, adjust curriculum, revise teaching strategies, report to parents on progress.	5000-5999: Services And Other Operating Expenditures	Title I Part D	8000.00
Staff will receive training from outside sources to be skilled in the teaching of writing in a variety of content areas. This will include a review of the Interim Assessments	July 2016-June 2017	Teaching staff, administrative staff	Trainings will include all teaching staff and administrative staff.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
available in the SBAC system.			Character-Based Literacy Implementation	4000-4999: Books And Supplies	Title I Part D	2000.00
Students will use technology as a tool for learning and communication.	July 2016-June 2017	Teaching staff	Continued training will occur so that teachers can effectively use technology in the classroom as a learning tool.	5000-5999: Services And Other Operating Expenditures	Title I Part D	1000.00
			Chromebooks will be replaced and added as needed throughout sites	4000-4999: Books And Supplies	Title I Part D	20000.00
The Character Based Literacy Program will be implemented across sites to engage students and address multi-disciplinary themes	July 2016-June 2017	Teaching staff	Training in Santa Clara for two teachers	5000-5999: Services And Other Operating Expenditures	Title I Part D	4500.00
			Purchase of materials	4000-4999: Books And Supplies	Title I Part D	24541.00
			On Site Collaboration (travel)	5000-5999: Services And Other Operating Expenditures	Title I Part D	2000.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Professional Development/Student Achievement
LEA GOAL:
All students will be taught by highly qualified teachers.
SCHOOL GOAL #4:
All teachers will meet ESSA requirements to be considered "highly qualified" and will be well-informed of the content of the State Standards as they address students with a variety of learning needs. Attention will be paid to providing instruction appropriate for high risk students.
Data Used to Form this Goal:
Evaluation of credentials by Human Resources/Credential Analyst and requested needs by teachers
Findings from the Analysis of this Data:
ITeachers have received introductory training in the CCSS and will need more in depth training as the Road to Success Academy is fully implemented.
How the School will Evaluate the Progress of this Goal:
Staff will attend trainings and participate in on site bi-weekly strategies sharing. Teachers attending trainings and conferences will hold peer workshops to share the information. The effectiveness will be measured in self review of new strategies implemented and student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in ongoing training to understand how to effectively implement the CCSS in the RTSA model. As needed, teachers will be informed of requirements to be highly qualified and will be informed of trainings to address credentialing needs.	July 2016-June 2017	EDCOE Staff, site administrative staff, teaching staff	Professional development will be offered to address the specific needs of teachers from various departments in relation to the RTSA model (contract with LACOE)	5000-5999: Services And Other Operating Expenditures	Title I Part D	43100.00
Teachers will receive training specific to the needs of English Language learners.	July 2016-June 2017	EDCOE staff, site administration, teaching staff	Professional development will be provided to address the needs of EL students.	5000-5999: Services And Other Operating Expenditures	Title III	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in activities to analyze student achievement data to plan instruction for the purpose of increasing student achievement/engagement and developing additional assessment measures in line with common core standards.	July 2016 to June 2017	Administrator, Classroom Teachers, Support Staff	Participate in faculty meetings, analyze data, match data results to curriculum, identify gaps and matches, adjust curriculum as needed for students. Teachers will meet in cross-disciplinary teams to examine achievement data at various times during the school year. This may require time outside of the classroom at other sites.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	5000.00
Support will be provided to ensure that staff have appropriate credentialing to meet ESSA requirements.	July 2016 to June 2017	Administrative staff, applicable teaching staff	Completion of Internship for subject area of high need.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1650.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: College and Career Readiness
LEA GOAL:
All students will graduate from high school prepared to enter higher education or a career of their choosing.
SCHOOL GOAL #5:
Students will receive instruction to support college and career readiness.
Data Used to Form this Goal:
Examination of course offerings and staffing on campuses. Review of the requirements of the CCSS.
Findings from the Analysis of this Data:
The RoP program does offer courses that contribute to career readiness, but students would benefit from an enhanced program to explore additional careers.
How the School will Evaluate the Progress of this Goal:
A review of exiting students records to determine the effectiveness of implemented programs and services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have access to programs to assist with identification of their areas of interest and potential career options.	July 2016-June 2017	EDCOE staff, site administrative staff, teaching staff	Students will have access to a career exploration program such as Road Trip Nation.	5000-5999: Services And Other Operating Expenditures	Title I Part D	2000.00
			A career counselor will be available to support students as they explore career options	1000-1999: Certificated Personnel Salaries	Title I Part D	72175.00
Students will have the opportunity to explore career paths via courses specific to career fields: Technology, Welding.	July 2016-June 2017	Teaching staff	Welding courses will be offered with various certification opportunities.	1000-1999: Certificated Personnel Salaries	Title I Part D	82361.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Technology courses will be offered with various certification opportunities	1000-1999: Certificated Personnel Salaries	Title I Part D	105035.00
			Equipment will be purchased as needed to support career-based programs.	4000-4999: Books And Supplies	Title I Part D	30000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	79,966.00
5000-5999: Services And Other Operating	Title I Part A: Disadvantaged Students	7,971.00
1000-1999: Certificated Personnel Salaries	Title I Part D	259,571.00
2000-2999: Classified Personnel Salaries	Title I Part D	190,082.00
4000-4999: Books And Supplies	Title I Part D	99,541.00
5000-5999: Services And Other Operating	Title I Part D	92,355.00
5800: Professional/Consulting Services And	Title I Part D	40,655.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	1,650.00
4000-4999: Books And Supplies	Title III	1,519.00
5000-5999: Services And Other Operating	Title III	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Disadvantaged Students	87,937.00
Title I Part D	682,204.00
Title II Part A: Improving Teacher Quality	1,650.00
Title III	2,519.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	259,571.00
2000-2999: Classified Personnel Salaries	270,048.00
4000-4999: Books And Supplies	101,060.00
5000-5999: Services And Other Operating Expenditures	101,326.00
5800: Professional/Consulting Services And Operating	42,305.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,500.00
Goal 2	165,448.00
Goal 3	63,041.00
Goal 4	50,750.00
Goal 5	291,571.00

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
Carolyn Strelo-Smith				X	
Rich Alexander		X			
Russell Munyun		X			
Jennifer Munyun			X		
John Fry	X				
Student 1					X
Student 2					X
Unit Manager Etchison				X	
Program Manager Peter Woods				X	
Numbers of members of each category:	1	2	2	2	2

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

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

Rite of Passage Community Advisory Committee (John Dibble is on-site member)

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:

John Fry

Typed Name of School Principal

Signature of School Principal

Date

Pamela Carr

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date