

# The Single Plan for Student Achievement

**School:** Violet Heintz Education Academy (VHEA)  
**CDS Code:** 10-10108-1030899  
**District:** Fresno County Office of Education  
**Principal:** Tracy Klee  
**Revision Date:** October 28, 2016

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 December 18, 2015.**

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## School Vision and Mission

### Violet Heintz Education Academy (VHEA)'s Vision and Mission Statements

#### FCOE Mission Statement

The vision of the Fresno County Community Schools is to provide exemplary educational programming guided by a well defined curriculum designed to address the individual needs of Fresno County's at-risk youth.

#### VHEA Mission Statement

The mission of the Violet Heintz Education Academy is to provide educational opportunities for all students, assist them in better management of their behavior and developing positive self-esteem, academic skills, practical life skills, and to assist students in completing their high school education and/or transitioning to other appropriate educational programs.

Following a best practice model, the programs at VHEA are intended to help students develop more positive attitudes about their lives and their education, become more engaged in school activities, and reduce the number of drop-outs and truant students. The student to staff ratio allows every staff member on campus to be a counselor in one way or another.

## School Profile

The Violet Heintz Education Academy (VHEA) is a multidisciplinary, community-based alternative to incarceration for juvenile offenders, grades 9-12. This multi-disciplinary approach is a treatment-oriented program among probation, mental health, substance abuse services and education, for students who are having mental health or substance abuse problems. This school program provides educational programming for students that are court ordered, probation-referred, on probation or parole and are not attending any other school; or that have been expelled from district programs, respectively. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters. An additional benefit to VHEA this school year is the addition of the Cen Cal Mentoring program. Their mission is to provide mentoring services to environmentally "at risk" youth in Alternative Education Programs in the Central Valley.

VHEA is working to fulfill its mission of preparing our students to thrive in the workforce with the assistance of, Fresno County Probation, Fresno County Mental Health, CenCal Mentoring Program, and a State Certified Substance Abuse Program.

CenCal Mentors will work directly with our students at VHEA or at their prospective worksite. Teachers use project based learning as a model to deliver Core Curriculum. Through Rigor, Relevance, and Relationships', our entire school faculty will work diligently to ensure that each child will succeed both in academics and behavior.

VHEA will focus on building the necessary social skills and academic tools needed for our students to transition back to their respective schools.

The comprehensive School Safety Plan for VHEA Community School is revised and reviewed annually by school staff. Safety procedures, including elements of the school safety plan are reviewed with staff throughout the school year during various trainings, meetings and emergency drills. School safety plans are presented for review at annual stakeholder meetings. The school safety plan is updated yearly and presented to staff during the annual staff in-service. The School Safety Plan for VHEA was updated March 2016.

The VHEA campus has the capacity to enroll 125 students on site. All classrooms are staffed by a Highly Qualified Teacher and a paraprofessional and the maximum ratio of staff to students is 19:2. An on-site administrator supervises daily school functions.

The VHEA Collaborative Team meets weekly to discuss the students enrolled in the program. The Team discusses student attendance rates (updated daily and reviewed weekly), treatment plans, and other indicators to improve student engagement.

The Fresno County Office of Education (FCOE) Community School (CS) School Site Council (SSC) is composed of 12 members selected by peers; half the members are the Principal, 3 classroom teachers, and (2) other school personnel. The other half is composed of students (minimum of three) selected by peers, and (minimum of three)parents or other community members selected by parents or other community members.

Although, Community Schools are striving to group students homogeneously based on age level, many classes have a heterogeneous mix of students ranging from grades nine through twelve. A majority of the students are a minimum of 3 to 4 grade levels below their age appropriate grade level in reading and mathematics as revealed by local assessments and Lets Go Learn. The classes have multiple student instructional levels. Some students attending the community school have been court ordered to receive substance abuse and mental health counseling. Teachers provide whole class and individualized instruction based on effective methods and instructional strategies founded on scientifically based research. Students who have completed required credits in core classes are given an opportunity to complete other required credits with a Teacher on Special Assignment in a credit recovery program. In addition, foster students may qualify to earn a High School Diploma under guidelines set forth in AB 167. Students typically enrolled in the Community School program have obtained few units toward high school graduation; have depressed scores on standardized testing and have a history of not attending school. On average, one quarter of Community School students have been identified as eligible to receive Special Education Services.

The Community Schools curricular emphasis has a solid foundation of the California State Standards, while maintaining particular attention to the various needs and learning styles represented by all students. VHEA has incorporated Common Core Lessons with project based learning.

Our Student Learning Outcomes, in accordance with the school accreditation process and stakeholder feedback, were revised in September 2014:

1. Students will demonstrate progress toward proficiency in academics, 21st Century skills, and college and career readiness.
2. Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement.
3. Students will successfully transition and continue on an educational and/or career path.

Professional development opportunities have been aligned to meet the critical areas and are offered throughout the school year.

FCOE Court and Community Schools successfully completed an on-site Federal Program Monitoring Review in February 2016.

The Community Schools have been fully accredited by the Western Association of Schools and Colleges for 20 years.

FCOE Court and Community Schools completed a full WASC accreditation review in Spring 2015. The Visiting Committee noted the following School wide Strengths and Critical Areas for Follow-up:

#### School wide Areas of Strength

##### Commends:

1. The Staff is collegial, collaborative and regularly participates in PLCs.
2. The ongoing alignment of school curriculum to the common core.
3. The many Community Partnerships
4. The clean safe campus and environment for students
5. The multi support and resources between agencies, especially between probation and education
6. The Fresno County Office of Education for their support and collaboration
7. The strong site level administration support

#### School wide Critical Areas for Follow-Up

##### Recommends:

1. Continued Professional Growth in expanding ideas in teaching strategies in the area of technology, certain existing programs, and core curriculum.
2. Continued growth in Career Technical Education opportunities
3. Continue to offer co-curricular opportunities for the students
4. Expand curriculum related to job and/or college entry for all students
5. Improve consistency of the academic rigor across programs
6. Expand Transitional services throughout all school sites
7. Continue the positive efforts to improve parent involvement

## **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).

VHEA biennially administers the California Healthy Kids Survey, with the most recent survey taking place in the Spring of 2015. VHEA students are "a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services." Many students receive substance abuse and/or mental health counseling. 93% of students felt VHEA had high expectations for them, 54% felt a part of the school, and 86% felt an adult on campus cared for them. VHEA continues to search for innovative ways to engage students and meet their needs, while funding continues to decline.

VHEA staff annually completes a PBIS School Safety Survey. The data indicates VHEA school safety has improved since we started taking these PBIS surveys back in 2012. Our "risk" (school safety procedures not in place) factor is less than our "protective" (school safety procedures in place) factors.

VHEA addresses the 'risks' with the following: fire drills, shooter on campus drills, participating in The Great California Shakeout, annual review and revision of the School Safety Plan, addressing pressing safety issues/concerns at weekly staff collaborative meetings, gang training presentation, and constant communication.

### **Classroom Observations**

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

A schedule of classroom formal and informal observations and classroom walk throughs is maintained and teachers are provided immediate feedback. Additionally, teachers are evaluated bi-annually and as part of that process formal observations are used to evaluate performance.

### **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)

Results from various sources, including LGL, and local assessments are utilized and being stored into AERIES and transferred to Illuminate and Lets Go Learn (LGL).

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

Data utilized from LGL scores and other classroom assessments.

## Staffing and Professional Development

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

All classrooms are staffed by a Highly Qualified teacher and a paraprofessional. The maximum ratio of staff to students is 19:2. An on-site administrator supervises daily school functions.

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

Professional development trainings are provided to staff throughout the year, including Saturday's.

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

The Fresno County Community Schools work to provide professional development opportunities for the staff that primarily focus on improving student achievement in the classroom. Professional development opportunities will be offered to Community Schools teachers to enhance implementation of best practices in the core academic subjects. Professional development for the 2015-16 school year will include, but not be limited to the following: Professional Learning Communities (PLC's), California State Standards (CaSS), Technology in the Classroom, and information systems such as Illuminate and LGL.

Funds are also used to hire substitute teachers, allowing classroom instructors the time to participate in individual or small group professional development activities. The Fresno County Community Schools provide professional development activities, which relate to annual school objectives that include: 1) instructional and behavior management practices, 2) strengthening subject matter knowledge, 3) improving support services, 4) ensuring high academic standards, 5) responding to diverse student needs, 6) improving use of curricula and materials, and 7) supporting use of educational technology.

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

Teachers on Special Assignment (TSA) provide assistance and support to teachers as instructional coaches. In addition, instructional coaches and content experts from the FCOE Assist Team provide support and in-service trainings throughout the year.

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

Court and Community School Staff participate in weekly PLC meetings at their respective sites. Court and Community School Staff from all sites participate in a District PLC up to six times a year.

## Teaching and Learning

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

The Community Schools have a clearly defined curriculum guide aligned with the California Content Standards and transitioning to the California State Standards (CaSS). The guide includes a curriculum matrix which identifies monthly standards/topics for instruction. Through the collaboration of the content area focus groups, school staff meetings, the leadership Cadre, and the Administrative Team, the Community Schools' Curriculum Guide is revised annually to update and review the standards and curriculum as necessary.

FCOE Court and Community Schools are in the beginning phases of implementing the CaSS. Full implementation for CaSS is scheduled for the 2015/16 school year. During the 2014-15 school year, VHEA will focus on the development and procurement of lessons, modules, thematic units, and support materials in preparation for full implementation. VHEA has implemented hands-on, project based lessons to measure success and understanding of the California State Standards (CaSS).

The Community School content area focus groups meet bi-monthly to discuss the needs based on state and local performance data.

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

Not applicable

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

Not applicable

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

The Fresno County Community Schools have a wide range of standards-based instructional materials in order to be able to address the divergent needs of our student population. All students have access to sufficient instructional materials (Per the Williams Act).

### 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)

The community schools provides the current district-adopted, standards-aligned textbooks and instructional materials, including ancillary material for universal access. The programs are implemented as designed and are in daily use. Students are enrolled in standards-aligned core courses (EPC). The most recent adoption in 2014-15 was the Integrated Math curriculum by Houghton Mifflin Harcourt for core and intervention.

## Opportunity and Equal Educational Access

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

Services include counseling for substance abuse and mental health related services, probation related services by Fresno County Probation, a School Resource Officer from the Fresno Police Department, a school nurse (part-time), school psychologist, special education services, and professional, well trained teachers and paraeducators.

### 14. Research-based educational practices to raise student achievement

VHEA uses curriculum embedded assessments, PBIS systems, subject based focus groups and PLCs to raise student achievement.

## Parental Involvement

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

Resources available to assist the Community School students include: Parent Teacher Association/Parent Teacher Student Association, Parent Project Classes (offered via FCOE), Mental Health Counseling (Fresno County Mental Health and Fresno County Office of Education School based Mental Health Practitioner), Substance Abuse Counseling, School Psychologist, Special Education Resource Teacher, Fresno County Probation, Fresno Police Department, Fresno County Economic Opportunities Commission, Regional Occupational Program, California State University Fresno-Service, State Center Community College District, Fresno County Foster Youth Services, PBIS, PLC's, The Mentoring Program

Barriers to improvements in student achievement in the Community Schools program include: transitory enrollment, delinquency, academic setbacks of students, and limited parent/guardian participation.

In an effort to assist in the success of students, collaborations have been formed with service providers listed in the aforementioned section.

### 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)

Various Academic Focus Groups, Leadership Cadre, Administration Meetings, School Site Council, Parent Teacher Association/Parent Teacher Student Association, Multi Agency Collaborative Meetings

## Funding

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

Categorical funds are used to improve instruction via professional development, the purchase of supplemental educational materials, CAHSEE Intervention, and to fund health, psychological and social support services.

### 18. Fiscal support (EPC)

Fiscal Support comes from the following: Smarter Balance Funds, General Funds, and Various Categorical Funding.

## **Description of Barriers and Related School Goals**

The VHEA Program serves a population of students who are low socio economic, credit deficient, mostly come from single parent households, and are on formal probation.

Limitations of the program include: high student mobility, gaps in prior educational history, and unstable family/community situations leading to delinquency and poor choices.

The emotionally intense nature of student issues and needs is constant, maintaining high staff morale is an important factor in working with our population of students.

Community barriers include a high poverty and unemployment rate, particularly for teenagers. Additional barriers include frequent alcohol and drug use.

All classrooms are staffed by a Highly Qualified Teacher and a paraprofessional. The maximum ratio of staff to students is 19:2. Paraprofessionals provide instructional support to improve student achievement and strengthen the core academic program in the school.



FCOE school psychology staff and Mental Health Providers provide individual and group counseling to help students cope with various issues (Anger Management, General Counseling, Teen Parenting, Girls' Group, Gang Intervention, etc..).

Other services that support students include: PBIS, Cen-Cal Mentoring Class, Special Education Resource Teacher, Fresno County Foster Youth Services, Mental Health Systems for Substance Abuse, and Fresno County Probation.

## 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	32	17	17	13	13	12	53.1	76.5
All Grades	32	17	17	13	13	12	53.1	76.5

\* 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	2415.8	2457.7	0	0	0	8	12	17	65	75
All Grades	N/A	N/A	0	0	0	8	12	17	65	75

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	0	15	42	85	58
All Grades	0	0	15	42	85	58

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	0	25	100	75
All Grades	0	0	0	25	100	75

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	38	50	62	50
All Grades	0	0	38	50	62	50

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	8	31	33	69	58
All Grades	0	8	31	33	69	58

**Conclusions based on this data:**

1. Data and strategies to improve teaching and learning will focus on review of the Smarter Balanced Summative Assessments, Lets Go Learn Data, and Interim Assessments in weekly PLCs. Particular attention will be placed on analyzing student work, Depth of Knowledge, rigor, and the language and function of the ELA/Literacy Achievement Language Descriptor Thresholds.
2. As spring 2015 CAASPP results are our baseline, local reading benchmarks will continue to be analyzed to identify and implement research-based instructional strategies. This data will be shared with students, parents, and other stakeholders to bring relevance to the data.

## 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	32	17	17	12	14	12	53.1	70.6
All Grades	32	17	17	12	14	12	53.1	70.6

\* 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	2418.7	2437.0	0	0	0	0	6	8	76	92
All Grades	N/A	N/A	0	0	0	0	6	8	76	92

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	7	8	93	92	
All Grades	0	0	7	8	93	92	

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	29	42	71	58
All Grades	0	0	29	42	71	58

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	36	33	64	67
All Grades	0	0	36	33	64	67

#### Conclusions based on this data:

1. Data and strategies to improve teaching and learning will focus on review of the Smarter Balanced Summative Assessments, Let's Go Learn, and Interim Assessments in weekly PLCs. Particular attention will be placed on analyzing student work, Depth of Knowledge, rigor, and the language and function of the Math Achievement Language Descriptor Thresholds.

2. As spring 2015 CAASPP results are our baseline, local math benchmarks will continue to be analyzed to identify and implement research-based instructional strategies. This data will be shared with students, parents, and other stakeholders to bring relevance to the data.

## 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		
	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
8							***								
9				25					***	25		***	50		
10							***		***				***		
11							***			***					
12			***	***		***				***					
<b>Total</b>			17	21		33	29		33	29		17	21		

#### Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups.
2. Identified English Language Learners are placed in an EL intervention class.

## 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
8							***								
9				25						25			50		
10							50			25			25		
11							60			40					
12				40			40			20					
<b>Total</b>				16			42			26			16		

#### Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups.
2. VHEA staff have discussed expanding the length of the EL Intervention class.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	14	4	6
Percent with Prior Year Data	57.1%	50.0%	83.3%
Number in Cohort	8	2	5
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
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	0	19	0	4	1	10
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

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

#### Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups.
2. EL professional development is provided to support identified needs.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	62	53	82
Percent with Prior Year Data	46.8	62.3	81.7
Number in Cohort	29	33	67
Number Met	0	0	8
Percent Met	0.0	0.0	11.9
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>N/A</b>

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	39	119	24	121	31	99
Number Met	0	16	0	15	0	10
Percent Met	0.0	13.4	0.0	12.4	0	10.1
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>N/A</b>	<b>N/A</b>

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	63	
Met Percent Proficient or Above	--	N/A	
<b>Mathematics</b>			
Met Participation Rate	No	64	
Met Percent Proficient or Above	--	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups.
2. CELDT participation rate for 2012-2013 and 2013-2014 was met.
3. EL professional development is provided to support identified needs.

## Planned Improvements in Student Performance

### School Goal #1 Reading/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Reading/Language Arts</b>
<b>LEA GOAL:</b>
VHEA RLA program will continue to be aligned to the California State Standards. The Literacy/Media Focus Group in collaboration with staff and FCOE personnel will continue to provide access to state adopted textbooks and supplemental curriculum. The RLA cognitive coach will continue to provide guidance in California State Standards and support direct instruction in RLA classrooms. VHEA will continue to collaborate with the FCOE RLA department and will provide professional development in RLA content and pedagogy.
<b>SCHOOL GOAL #1:</b>
All students will increase RLA proficiency by 2% measured by state and local assessments.
<b>Data Used to Form this Goal:</b>
State and local assessments.
<b>Findings from the Analysis of this Data:</b>
Students are reading 3-4 levels/years behind grade level.
<b>How the School will Evaluate the Progress of this Goal:</b>
State and local assessments: 1. Increase LGL Benchmark and other local assessments in RLA by 2% for long term students (90 days)/ 2. 75% of 70-day EL students will increase LGL scores, curriculum embedded assessments, and local assessments by 2% while enrolled in our program and the average CELDT score will increase by 5 points. 3. . School-site audit. 4.. Progression towards grade level proficiency. 5. District Writing Assessments 6. Intervention Assessments/Data 7. CELDT Scores 8. Reclassification of EL students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds will be provided for a certificated teacher to work as a teacher on special assignment to support classroom instruction and literacy utilizing scientifically based research.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	support in classroom coaching (DF)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
Funds will be provided to offer an extended day remediation class for ELA that will increase the amount and quality of learning time.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	intervention support for students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
Funds will be provided for the purchase of state adopted core and supplemental curriculum and support materials for English Language Learners.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Curriculum	4000-4999: Books And Supplies	Other	30,000

## Planned Improvements in Student Performance

### School Goal #2 Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
VHEA mathematics program will continue to be aligned to the California State Standards 9-12 . VHEA has completed the instructional materials adoption process for the 2007 Math adoption cycle. SBE approved mathematics instructional materials for core and intervention have been purchased and are being used in the classrooms. The Math/Science Focus Group in collaboration with staff and FCOE personnel will continue to provide guidance and support direct instruction in mathematics classrooms. VHEA will continue to collaborate with the FCOE mathematics department and will provide professional development in mathematics content and pedagogy.
<b>SCHOOL GOAL #2:</b>
All students will improve math skills and proficiency by 2% as measured by state and local assessments.
<b>Data Used to Form this Goal:</b>
Data from internal assessments and evaluations of the Community Schools math programs has indicated a growing need for math support materials and services.
<b>Findings from the Analysis of this Data:</b>
Students are performing 3-4 years/levels behind grade level. Support should include, but not be limited to instructional services, individual services, individual teacher support, and professional development. Support is provided via cognitive math coach working in conjunction with the Fresno County Office of Education math department.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. Increase LGL Benchmark and other local assessments by 2% in Math for long term students (90days) .</li><li>2. Progression towards grade level proficiency.</li><li>3. School Wide audit.</li><li>4. Curriculum embedded assessments</li><li>5. Obtain credits towards graduation.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a certificated teacher to work as a Teacher on Special Assignment to support scientifically based classroom instruction in mathematics and assist with the development and transition to Common Core.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee Math/Science PLC	Math Coach (DL)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,000
Provide an extended day class to increase quality learning time for remediation in math.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee  Math/Science PLC	Instructional support for students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
Purchase core and supplemental materials such as manipulatives, calculators, and resource books.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee  Math/Science Focus Group	Curriculum	4000-4999: Books And Supplies	Other	25,000

## Planned Improvements in Student Performance

### School Goal #3 School Climate

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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
VHEA program will continue to collaborate with Fresno Police Department, Fresno County Probation, Mental Health, Cencal Mentors, Mental Health Systems (Substance abuse), and group home facilities on treatment and prevention techniques in the classroom and the school campus. VHEA students will continue to receive instruction on positive behavior and substance abuse actions in the Personal Social Development (PSD) class. Positive Behavior Interventions and Support (PBIS) is in the third year of implementation and will continue as VHEA moves towards earning its Silver Banner for 2014-15. VHEA will continue to work with collaborative agencies as we continue to build our Comprehensive School Safety Plan. VHEA will continue to provide training and resources to parents in order to strengthen their parenting skills through Parent Project.
<b>SCHOOL GOAL #3:</b>
Improve school climate at VHEA with Positive Behavior Intervention Strategies (PBIS), Restorative Justice ( Mentoring Class), and other services that will improve behavior, attendance, health, and academics.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. PBIS School Safety Survey</li><li>2. Comprehensive School Safety Plan</li><li>3. Title I Needs Assessment</li><li>4. SWIS Data</li><li>5. AERIES Data</li></ol>
<b>Findings from the Analysis of this Data:</b>
The data indicates that multiple ancillary services and programs directly support student behavior, attendance, health, and academics
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. Increased Attendance</li><li>2. Decrease in Suspension Rates</li><li>2. Safe and Secure learning environment (PBIS Safe School Survey)</li><li>3. Development of more effective interpersonal skills within the institutional programs evidenced by fewer discipline referrals and improve student behavior and citizenship (counseling services, speakers)</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a school psychologist at VHEA to support successful student transition back to the comprehensive mainstream school and/or the community, provide transcript analysis for long term students, counseling support services as needed, and encourage post secondary education advancement and assistance with scholarship and grants.	7/1/2016-6/30/2017	VHEA Program Manager: VHEA Program Manager: Tracy Klee	Vanessa Hamilton	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	92,000
Provide training and/or resources (Parent Project, Deaf and Hard of Hearing (DHH) Services Center-Sign Language Interpreting for Parenting Classes, Spanish Interpreter) to parents in order to strengthen parenting skills.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Parent Interpreter (AG)  Parent Involvement (Parent Project)	2000-2999: Classified Personnel Salaries  0001-0999: Unrestricted: Locally Defined	LCFF - Base  LCFF - Supplemental	6,000  5,000
Fresno County Community Schools will provide nursing services for the Community Schools.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Nursing Services	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	31,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>There is an identifiable need for private security officers and Fresno County Department Probation Officers at the VHEA School Site to assist in providing a safe learning environment.</p> <p>There is also a need for increased security or Fresno County Probation TAC officers to be in the classroom to assist with overall security that will ensure a safe and secure school campus, which will help improve student achievement.</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Security personnel are necessary to maintain safety and address the issues that arise with at-risk youth, their families, and situations that may follow them onto campus (Geil-Security)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	72,000
			Probation Staff	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	138,000
			School Resource Officer	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	125,000
			Geil- Alarm	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	400
College awareness speakers	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	supportive services for students	5800: Professional/Consulting Services And Operating Expenditures	Other	1500
Educational field trips and Transportation	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Field Trips	5800: Professional/Consulting Services And Operating Expenditures	Other	3,000
			First Student and Bus Tokens -Transportation	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	71,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide mentoring services which include character training and other soft skills.	7/1/2016-6/30/2017		Cen Cal Mentoring	0000: Unrestricted	LCFF - Supplemental	130,000
Administration will work in conjunction with site administration and Fresno County Probation Truancy Intervention Program to monitor attendance rates and formulate plans on increasing attendance rates in order to improve academic achievement.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	SARB, TIP (TK, DD)	1000-1999: Certificated Personnel Salaries	LCFF - Base	90,000
			SARB, TIP (TK, DD)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,000
			TIP	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	5,000
Provide further parent engagement opportunities by 1) Training identified staff for Parent Project trainers, 2) Provide more Parent Project course offerings, 3) Provide transportation for parent engagement opportunities, 4) Provide babysitting for parents to participate in parent engagement opportunities.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Parent Engagement	0000: Unrestricted	Title I Part A: Parent Involvement	24,000

## Planned Improvements in Student Performance

### School Goal #4 Academic Achievement

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:

<b>SUBJECT: Academic Achievement</b>
<b>LEA GOAL:</b>
VHEA will continue to use assessment data from Lets Go Learn as a teaching tool to improve student achievement. The results are placed in the student ILPs as well as in Lets Go Learn for staff to view and make the best academic decisions for their students. VHEA will also use local and state assessment data to improve student achievement in the classrooms. Through a Home Language Survey, identified students K-12 are assessed using the CELDT (California English Language Development Test). Those students having less than reasonable levels of fluency in English, receive core content instruction based on state grade level standards through Specifically Designed Academic Instruction in English (SDAIE) instructional strategies. Staff attend weekly Professional Learning Communities (PLCs) to discuss areas of focus in Math and Reading Language Arts.
<b>SCHOOL GOAL #4:</b>
Provide services that will enhance academic achievement of students at VHEA.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. Internal Assessments</li><li>2. State Assessments</li><li>3. Input from staff at Focus Groups and PLC's</li></ol>
<b>Findings from the Analysis of this Data:</b>
Students need access to CAHSEE intervention classes, and credit recovery curriculum. Teachers need access to training and professional development materials.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will demonstrate improvement in RLA and Mathematics as verified by increased scores in LGL, writing prompts, and curriculum embedded assessments. ELD students will show an increased level of language fluency. Measurements may include: <ol style="list-style-type: none"><li>1. Increase LGL Benchmark and other local assessments in RLA and Math for long term students by 2%</li><li>2. 75% of 70-day EL students will increase LGL scores, curriculum embedded assessments, and local assessments by 2% while enrolled in our program.</li><li>3. Achieving a "C" or better grade in all academic courses as measured by the monthly progress reports and progress reports.</li><li>4. CELDT Testing</li><li>5. Implementation of Common Core Standards</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HiSET Preparation, Intervention, Credit Recovery and Independent Study Services will be provided to students.	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	HiSET Preparation and Services, Intervention, Credit Recovery and Independent Study (DH, CH, DF, RC)	1000-1999: Certificated Personnel Salaries	LCFF - Base	101,000
				1000-1999: Certificated Personnel Salaries	LCFF - Base	59,000
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000
				1000-1999: Certificated Personnel Salaries	LCFF - Base	99,000
Employ paraprofessionals for instructional support to improve student achievement and strengthen the core academic program in the school	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Paraeducators	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	162,000
			Paraeducators	2000-2999: Classified Personnel Salaries	LCFF - Base	53,000
Professional Development: Provide access to teachers, support staff, and administration to train for leadership, instructional strategies, and subject matter development. AB 430, when available, will be offered for administrators needing to complete their clear administrative professional credential.  1. Weekly site PLC meetings 2. Bi-monthly District PLC Meetings 3. Buy-back Professional Development Meetings	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Cognitive Coach (JH)	5000-5999: Services And Other Operating Expenditures	Other	34,000
			Professional Development-All Staff (SH, CV)	5000-5999: Services And Other Operating Expenditures	Other	25,000
			Professional Development	0000: Unrestricted	LCFF - Supplemental	16,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Purchase an accelerated, enriched credit recovery curriculum, aligned with Content Standards and the CA Frameworks, that will strengthen the core academic program and assist students in obtaining credits towards high school graduation.</p> <p>Funds will be provided to operate an independent study lab for online instruction.</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Cyber High	4000-4999: Books And Supplies	LCFF - Base	8,500
<p>History/Social Science:</p> <p>1. Purchase supplementary supplies for social science courses</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	purchase standards aligned board approved curriculum	4000-4999: Books And Supplies	LCFF - Base	10,000
<p>Science:</p> <p>1. Purchase and update supplemental instructional curriculum and lab materials to enrich the curriculum and strengthen the core academic programs for high school and middle school aligned core science courses</p> <p>2. Provide a cognitive science coach to strengthen the core academic science program by instructing staff on effective methods and strategies founded on scientifically based research</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	purchase standards aligned board approved curriculum	4000-4999: Books And Supplies	LCFF - Base	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide testing coordinators to facilitate all state and local assessments, coordinate and ensure the security of testing materials before and after completion of testing, and to inservice teachers on latest updates related to testing.</p> <p>Provide a transition specialist through TSA position and/or Pupil Personnel Services (PPS) credentialed staff member to enter grades, analyze credits and transcript information, create reports as needed, track assessment data, assist with parental notification of test results, and monitor the academic standing of all students.</p> <p>A TSA will identify and determine which students qualify to graduate under AB 167 (Foster Youth Services).</p> <p>A TSA will work in conjunction with the School Psychologist to ensure expelled students are meeting the requirements of their expulsion plans.</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	On Site Testing, Orientation, Assessment (DF)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	71,000
Clerical support	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Office Support (AG)	2000-2999: Classified Personnel Salaries	LCFF - Base	57,000
			Office Support (SF)	2000-2999: Classified Personnel Salaries	LCFF - Base	62,000

## Planned Improvements in Student Performance

### School Goal #5 Technology Support

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:

<b>SUBJECT: Technology Support</b>
<b>LEA GOAL:</b>
VHEA will continue to use Illuminate, Lets Go Learn, Aeries and Eagle System as a means to inform staff of students' progress. VHEA will continue to use a technology specialist to maintain the hardware and software for academic data collection. VHEA will also subscribe to Document Tracking Services which is a web based application that allows school districts to streamline how they complete and update a wide array of school and district-level reports.
<b>SCHOOL GOAL #5:</b>
Provide the necessary technology and support required to assist the daily operation of the school
<b>Data Used to Form this Goal:</b>
Data from Illuminate, Lets Go Learn, Aeries and Eagle System which support student achievement was utilized to form this goal. Input is also provided by the Technology Focus Group.
<b>Findings from the Analysis of this Data:</b>
VHEA will continue to subscribe to necessary systems, purchase technology, and provide technology specialists.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will be evaluated by the following measurements:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TECHNOLOGY:</p> <p>1. Subscribe to Lets Go Learn or Illuminate, Aeries, and Eagle System as a means to inform staff of student progress, and store student test scores and other relevant data.</p> <p>2. Provide for a technology specialist to maintain the hardware and software for the academic performance and data collection areas</p> <p>3. Purchase the technology necessary for school operation that will enhance student learning.</p> <p>4. Subscribe to Document Tracking Services which is a based application that allows school districts to streamline how they complete and update a wide array of school and district-level reports.</p> <p>5. Funds will be provided to purchase additional classroom sets of Chromebooks</p>	7/1/2016-6/30/2017	VHEA Program Manager: Tracy Klee	Technology Specialist	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	26,000
			Technology Specialist	2000-2999: Classified Personnel Salaries	Title I Part D	26,000

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	349,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	178,000.00
4000-4999: Books And Supplies	LCFF - Base	38,500.00
5800: Professional/Consulting Services And	LCFF - Base	71,000.00
0000: Unrestricted	LCFF - Supplemental	146,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	162,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	400.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	36,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	335,000.00
4000-4999: Books And Supplies	Other	55,000.00
5000-5999: Services And Other Operating	Other	59,000.00
5800: Professional/Consulting Services And	Other	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	92,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	188,000.00
0000: Unrestricted	Title I Part A: Parent Involvement	24,000.00
2000-2999: Classified Personnel Salaries	Title I Part D	26,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Base	636,500.00
LCFF - Supplemental	684,400.00
Other	118,500.00
Title I Part A: Basic Grants Low-Income and Neglected	280,000.00
Title I Part A: Parent Involvement	24,000.00
Title I Part D	26,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	170,000.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	603,000.00
2000-2999: Classified Personnel Salaries	392,000.00
4000-4999: Books And Supplies	93,500.00
5000-5999: Services And Other Operating Expenditures	59,400.00
5700-5799: Transfers Of Direct Costs	36,000.00
5800: Professional/Consulting Services And Operating	410,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	45,000.00
<b>Goal 2</b>	55,000.00
<b>Goal 3</b>	819,900.00
<b>Goal 4</b>	797,500.00
<b>Goal 5</b>	52,000.00

## 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
Tracy Klee	X				
Noah Reed					X
Arianna Rincon					X
Shileyau Rincon					X
Mark Ybarra				X	
Jodi Raicho Duran				X	
PARENT (VACANT)				X	
Vanessa Hamilton				X	
Ron Cruz		X			
Chris Hudson		X			
Deby Hayes		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

X 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 November 18, 2015.

Attested:

Tracy Klee

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Dave Deutscher

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date