

The Single Plan for Student Achievement

School: Culver Park High School
CDS Code: 19644441932656
District: Culver City Unified School District
Principal: Veronica Montes
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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:

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

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School Vision and Mission

Culver Park High School's Vision and Mission Statements

Culver Park High School is a great educational option for students who need an alternative to the traditional high school setting. We help students acquire the skills necessary to return to the traditional high school or transition to the work force and/or to higher education. The school provides a safe and supportive environment to help students cope with and manage challenges of living in today's society.

Our Mission is to provide individualized programs which maximize student success in obtaining a high school diploma.

Our Vision is to create an environment and school climate that promotes and supports student achievement and gives students a sense of empowerment over their own education and personal growth.

We prepare students to be:

Healthy individuals who work cooperatively with others and resolve conflicts peacefully

Responsible citizens who take responsibility for their behavior

Effective communicators who read, listen, write and speak reflectively and critically

Complex thinkers who transfer learning to new situations

Self-directed achievers who identify their goals and accept responsibility for meeting them

We empower students to succeed in their:

College & Career

Hobbies & Recreation

Home & Family

Community & Service

We are governed by our dedication to:

The safety of all on campus and our environment

The effective use of all instructional minutes

The belief that all people deserve respect

We operate from these core fundamental beliefs:

All kids are capable of success: no exceptions

Success for all takes us all – all the time

We never give up on kids

School Profile

Culver Park High School (CPHS) was established as a program in 1979 and then as the district's continuation school in 1980. CPHS is located in a school "complex" that includes: iAcademy, Culver City High School (CCHS), Culver City Middle School, Farragut Elementary School, the Office of Child Development and Culver City Adult School (CCAS). Because of the proximity to Culver City High School, CPHS students have access to services and classes not previously available or as easily accessible.

Culver Park prides itself in providing an individualized program that meets students where they are and providing academic rigor and support and engagement opportunities. Classes are maintained at a max of 20:1 and may be as low as 5:1, depending on enrollment. Students attend school from 8:45 am – 2:05 pm on Monday, Tuesday and Thursday and 8:45 am - 12:50 pm on Wednesday and Friday. This school year, Culver Park implemented trimester-based teacher-facilitated classes for five periods every day and a short homeroom period three times a week. The small class size and trimester-based classes enable students to accelerate their learning while getting individualized help right away when they are not mastering a standard or lesson. Staff meets regularly on Wednesdays and/or Fridays. These staff meetings encompass various topics designed to directly or indirectly contribute to both academic and non-academic student success.

Opportunities provided by our partners can be considered both enrichment and intervention, due to their efforts to engage students defined as "low will." We have been working with the following arts integration partners for many years: artworksLA, Red Hen

Press, Actor's Gang, Wallis Annenberg Center for the Performing Arts, and the Music Center. In addition, we work closely with both West LA Community College and Santa Monica Community College to provide onsite presentations and testing. We have also partnered with k9 Connection, who teach our students how to train pound dogs to be adopted, thus earning service learning hours. These organizations come to us with the goal of giving back to the community by ensuring that our students can graduate successfully, and take their place as productive members of our community and society.

We continue to be committed to providing our students with a safe environment that is conducive to learning and offers them a comfortable sense of belonging. To that end, and with respect to the understanding that our sister high school's most challenging personalities are gathered together at our school, we were assigned a senior, full-time, school safety officer. In addition, we strive to create and maintain a clean and green environment, to build a sense of pride among the students. We now have a student-planted drought-resistant garden, and we have updated our school safety plan, and cooperate with our neighbor schools in this complex. We are fortunate to receive much district and community support in our efforts.

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).

As we were preparing for our WASC Self-Study, we recognized the need to capture perception data from stakeholders including students, parents, and staff more frequently and consistently. In prior years we utilized formal surveys for students (Gallop Student Poll and Healthy Kids) and for staff (Educational Effectiveness Survey) as well as informal surveys for parents, students and staff.

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. Engagement is defined as the involvement and enthusiasm for school. Hope is the ideas and energy students have for the future. Entrepreneurial Aspiration is the talent and energy for building businesses that survive, thrive and employ others. Career/Financial Literacy is the information, attitude and behaviors that students need to practice for healthy participation in the economy. Fall 2016 Culver Park Gallup Student Poll results indicate that 65% of students feel engaged which is an engagement index of 4.18; the US Overall index is 3.88. 44% of student are hopeful with an index of 4.28 while the US Overall index was 4.24. Student entrepreneurial aspiration index for our students was 2.46; slightly higher than the US Overall index of 2.42. Lastly, in terms of career/financial literacy, our students score a 2.99 while the US Overall was 3.31.

This year, we initiated the first of a series of perception data surveys. Our first survey was intended to capture perception data from students regarding harassing verbal behavior specifically at Culver Park this school year.

1. How many times have you heard or seen students make negative comments, gestures or slurs including on social media?(race/ethnicity/religion/gender/gender identity/sexual orientation/politics)
2. How many times have you had jokes, comments, or gestures of a sexual nature made to you or about you?
3. How many times have you had rumors or lies of a sexual nature made to you or about you?
4. How often do you see or hear teachers or school staff STOP students from making negative comments, gestures or slurs?
5. How often do you see or hear students STOP other students from making negative comments, gestures or slurs?
6. How many times have you made negative comments, jokes or gestures about someone?
7. Please add additional concerns, comments or questions. Remember, this is anonymous:

The results indicate that the majority of students believe that this type of behavior is relatively rare at Culver Park.

Classroom Observations

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

Throughout the year, the principal and leadership team observe classrooms formally and informally to monitor the instructional program. During the 2017-2018 school year, the principal and district educational services personnel will conduct regular walk-

throughs focused on ELD instruction. The information collected during the walk-throughs will be utilized to provide teachers with feedback for continuous growth and to inform school-wide professional development needs.

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)

In addition to CAASPP data, Culver Park uses standardized assessments such as MDPT as well as teacher created diagnostic, formative, and summative assessments. Teachers analyze the results of the assessments and modify instruction accordingly.

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

Teachers used formative assessments to monitor student progress and modify instruction.

Staffing and Professional Development

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

All teachers meet the requirements for highly qualified staff.

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

Teachers receive training when new SBE instructional materials are adopted.

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

Over the past several years, staff has received professional development embedding CCSS, identifying essential standards, formative assessment, and using rubrics. This year, they continue to receive staff development in NGSS and ELA/ELD frameworks.

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

Program coordinators provide curriculum and instruction to teachers. In addition, the science teacher is receiving assistance and support from the lesson study.

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

This year, teachers will participate in CCHS's PLC at least 4 times.

Teaching and Learning

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

Teachers review curriculum, instruction and materials annually to ensure that they are aligned to content and performance standards.

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)

Culver Park's schedule ensures that students are able to complete core requirements as well as provide time for credit recovery and intervention within the school day.

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

All student groups have access to district adopted standards-based instructional materials.

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

Students have access to standards-aligned core courses that are a-g approved in all core courses except lab sciences.

Opportunity and Equal Educational Access

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

All students are considered underperforming when they arrive at Culver Park and they are all provided with services that enable them to meet standards.

14. Research-based educational practices to raise student achievement

Teachers and staff utilize various research-based educational practices designed to raise student achievement including devised theater, arts integration, restorative circles, socratic seminar, etc.

Parental Involvement

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

CCEF, Sony, Actor's Gang, Red Hen Press, K9 Connection, Wallis Center for the Performing Arts, the Music Center all provide resources that enable under-achieving students to have access to enrichment programs.

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)

Parents, teachers, other school staff and students participate in the planning implementation and evaluation of the ConApp programs through our School Site Council.

Funding

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

Arts integration programs enable underperforming students to meet standards.

18. Fiscal support (EPC)

District funded training in ELD/ELA help teachers meet the needs of under-performing students and differentiate instruction for the classes.

Description of Barriers and Related School Goals

Students come to Culver Park with many and varied barriers to school success. The primary reason students are referred to Culver Park is because they are credit deficient. However, the reason for the credit deficiency varies and may include one or more of the following: lack of effort, excessive absences, inability to focus, apathy, disruptive behavior, academic struggle, anxiety in large settings, drugs/alcohol use/abuse, and family and/or personal issues. Students are an average of 4 classes behind their peers. Students referred to Culver Park would likely not be able to graduate with their class given their credit status and the structure of the traditional high school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	20	21	8	16	21	6	16	20	66.7	80	100
All Grades	12	20	21	8	16	21	6	16	20	66.7	80	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	2505.8	2425.0	*	0	0.00	*	13	5.00	*	38	15.00	*	50	80.00
All Grades	N/A	N/A	N/A	*	0	0.00	*	13	5.00	*	38	15.00	*	50	80.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	*	0	0.00	*	63	30.00	*	38	70.00	
All Grades	*	0	0.00	*	63	30.00	*	38	70.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	0	0.00	*	38	15.79	*	63	84.21
All Grades	*	0	0.00	*	38	15.79	*	63	84.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	0	5.00	*	56	40.00	*	44	55.00
All Grades	*	0	5.00	*	56	40.00	*	44	55.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	13	0.00	*	44	15.00	*	44	85.00
All Grades	*	13	0.00	*	44	15.00	*	44	85.00

Conclusions based on this data:

1. Participation rate has increased each year. Of note is that only 11th grade students take the CAASPP, therefore most students who take CAASPP have been at Culver Park for 3-8 months.
2. The majority of students are struggling with all aspects of ELA.
3. Targeted intervention related to reading literary and non-fictional text, writing, and research/inquiry are critical to prepare students for college success.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	20	21	8	15	21	7	15	21	66.7	75	100
All Grades	12	20	21	8	15	21	7	15	21	66.7	75	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	2422.3	2378.2	*	0	0.00	*	0	0.00	*	0	0.00	*	100	100.0
All Grades	N/A	N/A	N/A	*	0	0.00	*	0	0.00	*	0	0.00	*	100	100.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	*	0	0.00	*	0	0.00	*	100	100.0	
All Grades	*	0	0.00	*	0	0.00	*	100	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	0	0.00	*	33	4.76	*	67	95.24
All Grades	*	0	0.00	*	33	4.76	*	67	95.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	0	0.00	*	47	33.33	*	53	66.67
All Grades	*	0	0.00	*	47	33.33	*	53	66.67

Conclusions based on this data:

1. Participation rate has increased each year. Of note is that only 11th grade students take the CAASPP, therefore most students who take CAASPP have been at Culver Park for 3-8 months.
2. All students struggled with all aspects of math. 100% are below standard in applying mathematical concepts and procedures

3. Targeted intervention related to Concepts & Procedures: Applying mathematical concepts and procedures; Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems is critical

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11					***	***									
12								***	***						
Total					50	50		50	50						

Conclusions based on this data:

1. Fewer than 10 students are EL and are eligible to take the CELDT.
2. Data is not statistically significant.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11					***	***									
12								***	***						
Total					50	50		50	50						

Conclusions based on this data:

1. Fewer than 10 students are EL and not eligible to take the CELDT
2. Data is statistically insignificant

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Conditions of Learning
LEA/LCAP GOAL:
All CCUSD students will learn from highly trained educators utilizing standards-aligned instructional materials in school facilities that are in good repair.
SCHOOL GOAL #1:
Through collaboration and professional development, teachers will share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the new California Standards using standards-aligned instructional materials and equipment that is in good repair.
Data Used to Form this Goal:
Culver Park has one teacher each for the following subjects: science, math, social studies, English The science teacher has had one day of NGSS professional development. Culver Park has been paying \$800 per year on a maintenance agreement for the one copy machine that is 15 years old.
Findings from the Analysis of this Data:
Each teacher at Culver Park is the only teacher in their subject matter/department; therefore, would benefit from collaboration with CCHS subject alike teachers during their department PLC to align curriculum between both schools. The science teachers needs more professional development to understand and implement the NGSS. The copier breaks down often and is not dependable for teachers and staff. Projector in math classroom is broken
How the School will Evaluate the Progress of this Goal:
Share out from PLC meetings during CP staff meeting Assignments and grades on aeries reflect essentials and formative assessments PD attendance Copier contract Projectors

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with PLC release time to meet with CCHS subject alike teachers to review essential standards, develop formative assessments, discuss	October 2017-May 2018	Ruth Morris and teachers	substitute time	1000-1999: Certificated Personnel Salaries	LCFF - Base	600
Provide PD for science teacher on NGSS	November 2017-May 2018	Science teacher	substitute time	1000-1999: Certificated Personnel Salaries	LCFF - Base	400
			PD/training/materials	5000-5999: Services And Other Operating Expenditures	LCFF - Base	200
Purchase new copy machine	October-November 2017	Principal and secretary	copy contract	5000-5999: Services And Other Operating Expenditures	LCFF - Base	935
Purchase new smart projectors for all classrooms	November-December 2017	Principal and secretary	projector	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5100

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Pupil Outcomes
LEA/LCAP GOAL:
All students will have open access to all courses and successfully progress academically through each grade level to ensure college and career readiness by the end of 12th grade.
SCHOOL GOAL #2:
Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade.
Data Used to Form this Goal:
8% of 16/17 students met or exceeded standard on ELA CAASPP 0% of 16/17 students met or exceeded standard on Math CAASPP 85.7% - 16/17 graduation rate; 100% for 17-18 51% - 16/17 students attend a community college upon graduation 0% of students are eligible for UC/CSU admission 4 - Average # of classes behind 16/17 students
Findings from the Analysis of this Data:
Students have low basic reading and math skills which will impact their success in college and the workforce. Need to increase the number of students transitioning to college after graduation.
How the School will Evaluate the Progress of this Goal:
Results on interim assessments Student participation with college partners

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide targeted intervention based on: a) diagnostic reading and math assessment results b) class formative assessments results c) ELA and Math SBAC results	September 2017-June 2018	All teachers	intervention time within class and/or during homeroom intervention materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	General Fund LCFF - Supplemental	300
Conduct WASC full self-study to continue accreditation status	September 2017-April 2018	Ruth Morris, WASC Chair	coordinate activities and write report	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4300
Submit Algebra 1, Geometry, Economics, Government, and Biology for UC/CSU a-g approval	February-August 2018	Ruth Morris, Chair	coordinate and submit	1000-1999: Certificated Personnel Salaries	General Fund	
Develop a Diploma + (College & Career) plan for each student	November 2017-June 2018	Bill Lockhart and Stephanie Bentsvi	online portfolio	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	200

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Engagement
LEA/LCAP GOAL:
All students will be engaged in schools that provide physical and emotional security, facilitate responsible decision making, and seek input and participation from all stakeholders.
SCHOOL GOAL #3:
Ensure every student is connected to school through academics, activities, and the arts with a focus on having a relationship with a caring adult in a school environment that establishes physical safety, cultivates emotional security, and facilitates responsible decision making. Engage, inform, and educate all stakeholders.
Data Used to Form this Goal:
73.3% of students are truant. 12% of students were suspended in 16/17 Parent participation rate at school events ranges from 20-50%
Findings from the Analysis of this Data:
Most trancies and tardies were in first period. Increased parent participation in school related events may improve student persistence
How the School will Evaluate the Progress of this Goal:
Parent pre/post surveys and attendance sheets Survey results (parents, students, staff) Attendance/Completion Improved attendance, reduced behavior infractions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host trimester parent engagement nights	November 2017, February 2018, April 2018	Leadership team	presenter	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize technology (CPHS website/email) to keep parents informed of current and changing information	September 2017-June 2018	Coordinator & lead teacher	website	5000-5999: Services And Other Operating Expenditures	General Fund	
Ensure that every student participates with at least one partner per year	September 2017-June 2018	Leadership team & teachers	Wallis Field Trips (3)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	735
			buses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	450
Use survey results to implement restorative circles and incentive programs to improve student behavior choices, period 1 tardies and profanity use in classrooms	September 2017-June 2018	Leadership team & teachers	awards/survey programs	4000-4999: Books And Supplies	LCFF - Supplemental	200

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	2,911	776.00
LCFF - Supplemental	11609	174.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	2,135.00
LCFF - Supplemental	11,435.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,500.00
4000-4999: Books And Supplies	500.00
5000-5999: Services And Other Operating Expenditures	7,420.00
5800: Professional/Consulting Services And Operating	150.00

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	1,000.00
5000-5999: Services And Other Operating	LCFF - Base	1,135.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5000-5999: Services And Other Operating	LCFF - Supplemental	6,285.00
5800: Professional/Consulting Services And	LCFF - Supplemental	150.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,235.00
Goal 2	4,800.00
Goal 3	1,535.00

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
Veronica Montes	X				
Bill Lockhart		X			
Tasha Edwards			X		
Paula Guzman				X	
Megan Frazier-Posey				X	
Ryan Pongos					X
Numbers of members of each category:	1	1	1	2	1

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Veronica Montes

Typed Name of School Principal

Signature of School Principal

Date

Bill Lockhart

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date