

SILVER VALLEY UNIFIED SCHOOL DISTRICT
Jill Kemock, Superintendent



The Single Plan for Student Achievement

Alternative Education Center

Calico Continuation High School
CDS Code: 3673890-3630282
Silver Valley Academy
CDS Code: 3673890-3631199
Silver Valley Adult Education School
CDS Code: 3673890-3630639
Silver Valley Community Day School
CDS Code: 3673890-0118109

2014-2015

SVUSD BOARD APPROVED: December 09, 2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal *No Child Left Behind Act* (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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 of Trustee approved this revision of the Single Plan for Student Achievement on November 12, 2013.

**Silver Valley Unified School District
Mission Statement**

Silver Valley Unified School District's Mission is to maximize the use of its resources through community, family, and staff involvement and to gain and maintain student interest by providing a learning environment and challenging curriculum which develops essential skills for effective citizenship and prepares students for a lifetime of learning.

**Silver Valley Unified School District
Strategic Plan**

Curriculum: *We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn.*

Technology: *We will implement a reliable sustainable, technology infrastructure that supports operations, instruction, and meaningful student learning.*

Student Support: *We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.*

District Stability: *We will implement standard operating procedures that are equitable, accountable, and adaptable to improve district stability.*

SCHOOL VISION

The Alternative Education Center will create a safe and constructive learning environment which promotes academic growth and maximize personal success for all students. Through these techniques we will develop interpersonal skills and ensure the creation of life-long learners.

SCHOOL MISSION

The mission of the Silver Valley Alternative Education Center is to provide students an educational environment where all students can succeed academically and mature personally while acquiring the essential critical and creative thinking skills needed for careers in the 21st Century.

Expected School-Wide Learning Results

Expected School-Wide Learning Results (ESLR's) are statements about what all students should know, understand, and be able to do by the time they graduate.

The AEC - ESLR's echo the research of DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).

Learning by Doing: A Handbook for Professional Learning Communities at Work.
Bloomington, IN: Solution Tree

- 1) What do we want our students to learn?
- 2) How will we know if and when they've learned?
- 3) How will we respond when some students don't learn?
- 4) How will we respond when some students have learned?

With four schools and nine programs a collaborative (PLC) effort among the AEC staff initiated at the beginning of 2011-2012 school year a need to establish a statement(s) that would define what the "Expected Learning" for all students who attend the Alternative Education Center. Various ideas and examples were developed and included teacher, students, and community (school resource officer) discussions which provided feedback and ownership.

Student and or classroom posters were develop as well as a AEC T-shirt that solidifies the center's ESLR's. Senior portfolios and exit interview will also provide individual student reflection.

Focus at the Alternative Education Center is

REAL

Respect 4 Education 2 Achieve Life-long Success

Respect:

...For self and others to promote healthy life styles

Education:

...By Name, By Need, By Skill

...Strive to become Proficient in Reading, Writing, Speaking, and listening; mathematical computations, and problem solving based on California State Standards.

Achieve:

...Short and Long Term Goals 4 Career and Post- Secondary Options

Life-Long Success

...Demonstrate higher-level critical thinking skills

...Utilizing Evolving Technology

ALTERNATIVE EDUCATION CENTER PROFILE

The Alternative Education Center is made up of four schools and nine programs. Each is uniquely designed to meet individual student's needs through an environment and curriculum created with them in mind. The following provides a snapshot as to the purpose and structure of each school and or program.

Calico High School

Calico High School consists of two programs and includes a continuation high school and an opportunity program for middle school students.

Calico High School is a continuation high school program designed to meet the needs of students 16 – 18 years of age who are credit deficient or may benefit from a flexible schedule. Students enrolled in CHS have struggled to successfully pass their classes at the comprehensive high school due to lack of motivation, a greater need for social/emotional interaction, poor attendance, high mobility, and or other individual reasons affecting their progress towards graduations. Students may be 60 to over 100 credits deficient when they transfer to CHS. Students are able to perform independently using online curriculum and instruction to master the California State Standards for each subject taken to meet the graduation requirements. Students who earn sufficient credits and are on track for graduation may return to the comprehensive school.

The Opportunity Program is designed to meet the educational and behavioral needs of students in grades seven, eight, and nine that are struggling in school due to behavior or attendance issues. These students typically are at risk due to habitual truancy, irregular attendance, insubordination, disorderly conduct, and are often failing classes. Opportunity Program students may be transferred to the program by the superintendent in lieu of expulsion or following an expulsion. Students receive instruction in core academic subjects through a blend of textbook and online curriculum guided by California State Standards. Students are expected to exit the program within one semester or one year, however those who struggle may remain in the program longer.

Silver Valley Academy

Silver Valley Academy consists of four programs and includes Long Term Independent Study Program (K-12), the SUCCESS Program for special education (7-12), Emerging Ability Program for students with severe life handicapping conditions, and the Home and Hospital Program (K-12).

Long Term Independent Study program is designed to serve students and families from grades K-12 who find working in a home setting is the most beneficial environment for optimal learning given a variety of unique and individual or environmental factors.

This may be for a variety of reasons, such as frequent illnesses, work, child care, acceleration, minor credit recovery, family, social issues, or other reasons that make a comprehensive high school less available to the particular learning style of the student. Students are able to perform independently using Board approved curriculum and instruction to master the California State Standards for each subject taken to meet the graduation requirements. The Long Term Independent Study curriculum is also aligned with the curriculum of the comprehensive high school. Besides maintaining a 2.0 GPA, students must sign an agreement to attend appointments with the independent study teacher for at least 2 hours weekly. Participation is voluntary and may continue semester by semester as long as the program meets the needs of the student and the student is successfully learning.

The SUCCESS Program is the most restrictive special education setting Silver Valley Unified School district offers and is intended for students in grades 7-12 with the disability determination of Severely Emotionally Disturbed or documented anti-social behavior issues that impedes the student's academic progress. This setting provides a small structured environment that focuses on academics while addressing behavioral issues. The curriculum may be modified and or scaffold to meet the student's individual needs according to their Individual Education Plan and includes a blend of textbook and online opportunities for students to master the California State Standards and meet the graduation requirements. Each student's social, emotional, and or behavioral support plan is a major component of the success of the program as well.

The Emerging's Abilities Program: The Silver Valley Unified School District believes that the potential for maximum learning is most effectively influenced on an individual basis, and that the more a person learns the more one develops the capacity to learn. The Emerging Abilities Program has just begun its third year of operation. Students with severe and or multiple severe disabilities are provided an array of educational opportunities including life skills and community based learning to promote and maximize each student's potential and is aligned to their Individual Educational Plan

The Home and Hospital Program is designed for families whose child has a temporary condition which makes school attendance impossible or inadvisable and is designed to provide individual instruction in the student's home, at a hospital, and or other residential health facility, excluding state hospitals. Students are provided five hour of instruction per week by a teacher with a valid California teaching credential who may consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

Silver Valley Adult School

Silver Valley Adult School is a program designed for adults wanting to complete a high school diploma, or pass the G.E.D. Students 18 or older are enrolled in classes to recover credits, prepare for the California High School Exit Exam, or study for the G.E.D.

Concurrent Enrollment: Additionally, Silver Valley high School Seniors can concurrently enroll under the Adult Education program for credit recovery to assist in meeting graduation time lines. The curriculum is aligned with the curriculum of the comprehensive school and is presented online for availability 24 hours a day.

Silver Valley Community Day School

Silver Valley Community Day School (CDS) is a program for 9-12 grade students who have been expelled by SVUSD governing board, probation-referred pursuant to Welfare and Institutions Code section 300 and 602, or referred by the School Attendance Review Board (SARB) or other district level referral processes. Students may be placed in CDS for the remainder of a semester and or up to one school year. CDS curriculum is equivalent to the comprehensive high school and often includes credit recovery. Being behind in credits is a common variable for CDS student. Preparing these students for re-admittance back into a comprehensive high school program is the goal of CDS,

Educational Resource / Materials:

Focused to maximize student opportunity for learning and in conjunction with the districts technological goals, two years ago the Board approved an online education program. With the exception of the Emerging Abilities Program, the primary curriculum used throughout the Alternative Education Center is the district's supplemental supported APEX digital curriculum online learning program. All students are exposed to core content standards and are assessed frequently through the Apex system. Adopted curriculum textbooks are available for student use when an alternate explanation of subject material is needed. Each classroom is equipped with individual computer stations to meet the needs of the population and to support access to the online program.

Survey

1. When asked, at my school, there is a teacher or some other adult who really cares about me? 63% of the student's surveyed feel there is an adult on campus that really cares for them. Another 28% feel this to be a little true.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 66% of the student's surveyed are told by an adult they are doing a good job. Another 22% feel this to be a little true.
3. When asked, is there a teacher or some other adult who believe that you will be a success? 72% of the student's surveyed believe an adult on campus believes they will be successful. Another 22% feel this to be a little true.
4. When asked, are you happy to be at this school? 50% of the student's surveyed stated they strongly agree or agree with this question. Another 6% neither agreed nor disagreed with this statement.
5. When asked, do you feel like you are a part of this school? 41% of the student's surveyed feel to be a part of the school. Another 19% neither agreed nor disagreed with this statement.
6. When asked, do you feel the teachers and other adults treat students fairly at this school? 41% of the student's surveyed feel the adults treat students fairly. Another 16% neither agreed nor disagreed with this statement.
7. When asked, do you feel safe at this school? 34% of the student's surveyed feel they are safe at school. While another 38% feel they are safe most of the time.
8. When asked, do you feel safe riding the bus? 34% of the student's surveyed feel safe riding the bus. Another 13% of the students stated most of the time they feel safe on the bus.
9. When asked, do your teachers make learning interesting? 16% of the student's surveyed stated their teachers make learning interesting. While another 50% stated most of the time.
10. When asked, are assemblies, field trips and other activities important at the school? 60% of the students strongly agreed or agreed. Another 16% neither agreed nor disagreed.
11. When asked, do you know who your principal is? 100% of the student's surveyed knew their principal.
12. When asked, do you see the principal in your classroom? 59% of the student's surveyed stated they see the principal some of the time or more in their classroom.
13. When asked, would you recommend Alternative Education Center School to other kids? 72% of the student's surveyed stated yes they would recommend their school.

Analysis of Current Instructional Program

An analysis of the current instructional program was conducted which evaluated the educational practices at school using the following 1-3 scale where

3= Exceeding performance goal. The criteria for the evaluation are based on *No Child Left Behind Act* (NCLB) and the nine *Essential Program Components* (EPC) of the California Department of Education (CDE). The results are as follows:

1. **Not meeting performance goals**
2. **Meeting performance goals**
3. **Exceeding performance goals**

13/14 14/15

	13/14	14/15	
1.	2	2	State and local assessments are used to modify instruction and improve student achievement. (NCLB)
2.	3	3	Data is used to monitor student progress on assessments and modify instruction. (EPC)
3.	3	3	Status of meeting requirements for highly qualified staff (NCLB)
4.	2.5	2.5	Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials). (EPC)
5.	3	3	Alignment of staff development to content standards, student assessment, and professional needs. (NCLB)
6.	2	2	Ongoing instructional assistance and support for teachers (e.g., use of instructional coaches). (EPC)
7.	2.5	2.5	Teacher collaboration by grade level (K-5) and department (6-8, and 9-12) (EPC)
8.	3	3	Alignment of curriculum, instruction, and materials to content and performance standards. (NCLB)
9.	2	2	Adherence to instructional minutes for reading/language arts and mathematics. (EPC)
10.	2	2	Lesson pacing schedule and master schedule flexibility for sufficient numbers of intervention courses. (EPC)
11.	2.5	2.5	Availability of standards-based instructional materials appropriate to all student groups. (NCLB)
12.	2	2	Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses. (EPC)
13.	3	3	Services provided in Tier 1 and 2 that enable under-performing students to meet standards. (NCLB)
14.	2	2	Research-based educational practices to raise student achievement at this school (NCLB)
15.	2.5	2.5	Family, school, district, and community resources are available to assist under-achieving students. (NCLB)
16.	2	2	Involvement of parents, community, teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
17.	2	2	Services provided by categorical funds enable under-performing students to meet standards. (NCLB)
18.	2	2	Fiscal support is used appropriately for English/reading/language arts and mathematics program goals in the school plan. (EPC)

Summary of the Analysis

A comparison of the data from 2013-2014 to 2014-15 by AEC stakeholders notated that the AEC continues to meet or exceed its performance goals.

Identified strengths of the Alternative Education Center includes Stability with site administrative leadership; highly qualified, certificated teachers, alignment of curriculum, instruction, and materials to standards (NCLB); lesson pacing flexibility to allow intervention and adherence to instructional minutes. Professional development is on-going (i.e. VPSS training, APEX training, Response to Intervention, CESA training - autism awareness, Crisis Prevention Institute).

Areas of concern includes: status of a counselor, which is currently three days a week, more effective collaboration among the High School and or other feeder schools in order to provide for a successful transition back to their traditional site, and preparing to transition to Common Core State Standards.

While the Alternative Education Center has made vast improvements in aligning curriculum and implementing standards-based programs, our focus (2014-2015) is to continue our transition to "common core state standards as well as continue to address research-based educational practices of RTI and provide Tiered interventions based on individual data / needs so that under-performing students will meet district and state standards for achievement. Furthermore we are implementing Project-Problem Based Learning activities (PBL) as we prepare our student for 21st Century careers.

Through the 5-C's Collective Responsibility, Concentrated Instruction, Convergent Assessment, Certain Access, and Celebrating Successes, and our Expected School-Wide Learning Results (ESLR's) students will be prepared for post-secondary and career options.

At the beginning of the each school stakeholders meet to discuss the on-going year after year challenge the Alternative Education Center has had trying to establish a duly constituted School Site Council. For the 2013-2014 school year the AEC school site council will consist of a 6 member team. The principal, 2 certificated teachers, and 3 parent/community members

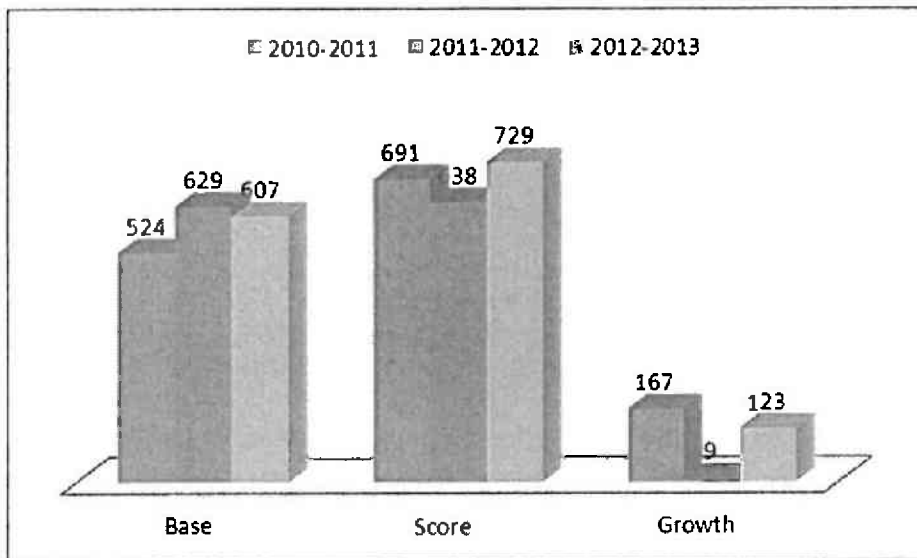
We recent completed our first year Western Association of Schools and Colleges (WASC) progress report that includes Calico High School, Silver Valley Academy, and Silver Valley Community Day School. This is in preparation for our mid-term site review in 2016 as part of our 6 year accreditation.

DATA AND TRENDS

CALICO / OPPORTUNITY (API)

Due to less than 11 reported scores API data was not available for Calico High School and Silver Valley Community Day School during the 2010-2011 / 2011-2012 / 2012-2013 school years.

SILVER VALLEY ACADEMY (API)



Students included are participants in Independent Study and SUCCESS Program.
Silver Valley Academy continues to meet its API.

Calico High School, Silver Valley Academy, and Silver Valley Community Day School received a full 6 year accreditation through June 30, 2019

Attendance 3 Year Comparison

	<u>2013/2014</u>	<u>2012/2013</u>	<u>2011/2012</u>
Calico Continuation High School	89.00	86.29	81.66
Community Day School	93.07	91.85	88.21
Opportunity	75.95	83.11	89.09
Success	91.00	82.67	86.50
Long Term Independent Study	97.63	97.56	95.04
Emerging's Abilities Class	97.86	95.00	97.18

A 3 year comparison regarding attendance indicates that the overall average has increased yearly from 89.6% in 2011-2012, to 89.4% in 2012-2013, to 90.75% in 2013-2014. Contributing factors include awards incentives and "Building Positive Relationships" and providing a greater emphasis on a "caring" environment that fosters "Respect" for self and others.

AEC staff recognizes that the more student attend school, the greater opportunity for learning and that when students feel good regarding their learning environment not only do they attend, but succeed as well.

CAHSEE 2013-2014

Chart below reflects data below in student numbers
1st number indicated total participating in Math and 2nd number total participating in ELA

	Nov	Feb	Mar	May	Students Tested	Students (Pass)
CHS	6/9	2/1	8/6	4/4	11/12	6/8
SVA	10/8	9/7	11/11	4/4	14/13	11/10
AD ED	10/12	1/2	10/7	11/7	11/14	6/13
CDS	2/0	1/0	4/4	1/1	6/3	6/3

During the 2013-2014 school year, 69% of the students passed the CAHSEE Math and 81% passed CAHSEE ELA

Graduation 3yr Comparison

Silver Valley Academy	Enrollment (12)	Graduated
2013-2014	35	33
2012-2013	32	26
2011-2012	10	9

During the 2013-2014 school year SVA had 35 seniors enrolled during the school year. While 5 moved or are attending different SVUSD schools this school also graduated underclass students.

Calico High School	Enrollment (12)	Graduated
2013-2014	5	6
2012-2013	5	6
2011-2012	7	0

During the 2013-2014 school year Calico HS 4 seniors earned their high school diploma and another moved. In addition one Junior earned a high school diploma

Community Day School	Enrollment (12)	Graduated
2013-2014	6	9
2012-2013	2	0
2011-2012	2	0

During the 2013-2014 school year Community Day School graduated all its seniors and 3 juniors. Prior years all seniors either earned a high school diploma through another SVUSD school or moved.

Summary of Data and Trends

Challenge means Opportunity:

AEC staff believes that each student can and will be successful. Building positive relationships, self-esteem and the attitude that “WE” do care will foster success.

We realize that students come to the AEC for various reasons, including credit deficient, attendance issues, poor decision making, rather work independently through our online curriculum, and or just don’t find traditional schooling engaging.

We are focused on meeting the needs of individual students by analyzing various data, providing supports that are specific and setting measurable goals.

*Focus at the Alternative Education Center is **REAL**, students and staff will embrace Respect 4 Education 2 Achieve Life-long Success.*

Stakeholders are aware that currently the AEC dos not have access to a full-time counselor and are skeptical that we can meet the diverse and challenging needs of students, staff, families, and the community, the future is uncertain.

Stakeholders realize that our WASC “Self-Study” and SPSA are one in the same document with common goals and or action plan with a “focus on Learning”.

Single Plan for Student Achievement

GOALS

2014-2015

A : Planned Improvements in Student Performance (FOL-WASC Goal # 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #4 Student Achievement, #7 Access to Courses, #8 Other Student Outcomes)

1) Language Arts: All students (100%) enrolled during the 2014-2015 school year at the Alternative Education will score at Proficient or higher in Language Arts for the California Assessment of Student Performance and Progress (CASPP)

- Teachers/ Instructional aids and students will analyze various CASPP's, Blue Prints, and or CAHSEE assessments to address and apply specific individual interventions that will result in a minimum 10% growth per student from 2014 CASPP's results.

2) Mathematics: All students (100%) enrolled during the 2014-2015 school year and at the Alternative Education will score at Proficient or higher in Mathematics for the California Assessment of Student Performance and Progress (CASPP)

- Teachers/ Instructional aids and students will analyze various CASPP's, Blue Prints, and or CAHSEE assessments to address and apply specific individual interventions that will result in a minimum 10% growth per student from 2013 CASPP's results.

3) California High School Exit Exam: Prior to graduation ALL (100%) of students will pass the CAHSEE in Language Arts and Mathematics.

- Teachers / Instructional aids and student will analyze data (ELA & Math) that may include "Blueprints" assessments, previous CASPP & CAHSEE results to target specific skills to ensure improved student achievement.

B: Centralized Support for Planned Improvements in Student Performance

1) Professional Development: (FOL-WASC Goal # 2, 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #4 Student Achievement, #7 Access to Courses, #8 Other Student Outcomes)

Certificated and classified staff will participate in Professional Learning Communities (PLC's) focused on "whole child" to ensure student success, by continuing to analyze data to provide specific tiered interventions. Workshops, trainings, and or conferences

(VPSS, RTI, CPI, Apex, Odysseyware) will provide staff with “best practices” to enhance student achievement.

2) Safety: *(FOL-WASC Goal # 1,2, 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #4 Student Achievement, #5 Student Engagement, #7 Access to Courses, #8 Other Student Outcomes)*

Comprehensive School safety Plan will include periodic emergency drills, monthly informational reviews, and staff required online assessments.

3) Counselor / Counseling Service: *(FOL-WASC Goal # 2; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #3 Parental Involvement,#4 Student Achievement, #6 School Climate, #7 Access to Courses, #8 Other Student Outcomes)*

A) 100% of students will meet with the counselor and or school principal 1 time per semester to discuss academic, personal, and career plan through their Individual Learning Plan. 100% of Students will select an Academic and or career pathway through student interest survey, listen to guest speakers and or attending field trips. 100% of Students enrolled in Foods II class will complete course work to earn Food Handlers Permit / Card.

B) 1. To develop, articulate, and institute a student transition process in conjunction with the comprehensive schools and the Division of Educational Services”.

2. Determine the effectiveness of the student transition plan either through credit recovery, return back to comprehensive site or enrollment with the community college.

4) Attendance: *(FOL-WASC Goal # 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #3 Parental Involvement,#4 Student Achievement, #6 School Climate, #7 Access to Courses, #8 Other Student Outcomes)*

Daily attendance at the Alternative Education Center will increase by 5% for each school / program that was under 95% during the 2013-2014 school year.

5) Graduation: (FOL-WASC Goal # 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #3 Parental Involvement,#4 Student Achievement, #5 Student Engagement, #6 School Climate, #7 Access to Courses, #8 Other Student Outcomes)

100% of our seniors at AEC will earn a high school diploma or equivalent (GED, CHSPE) in May 2015, and or enroll in Silver Valley's Adult School to earn one of the mentioned during 2014-2015 school year.

6) Parent and Community: (FOL-WASC Goal # 1; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #3 Parental Involvement,#4 Student Achievement, #6 School Climate, #7 Access to Courses, #8 Other Student Outcomes)

1. AEC will utilize school messenger, school marquee and create a website accessible to student, families, staff, and community with resources that support our vision, mission statement and Expected School-wide Learning Results (ESLR'S).

2. Back to school night / open house / student awards will assist with building a stronger collaborative relationship among the stakeholders of the AEC.

3. We will build relationships with various service / community organizations to support students, families, and staff in the Silver Valley Unified School District.

7) School Accreditation: (FOL -WASC Goal # 1, 2, 3; State Priorities#1 Basic Services, #2 Implementation of Common Core Standards, #3 Parental Involvement,#4 Student Achievement, #5 Student Engagement, #6 School Climate, #7 Access to Courses, #8 Other Student Outcomes) Stakeholders will continue to monitor the SPSA/WASC plan 2 times year.

SMART GOALS / First 45 days

August 2014

School Site: All AEC site staff (Administration, certified, and classified)

1. School Safety:

Within the first 30 days of school, the AEC Comprehensive School Safety plan will be reviewed and updated for the 2013-2014 school year, followed with monthly reviews, updates, and revisions as needed throughout the school year.

2. WASC / Single Plan for Student Achievement

Rate (1,2,3) WASC goals / objectives.

Within the first 30 day of school, establish a dully constituted school site council membership, review the Single Plan for Student Achievement (SPSA/WASC) from 2013-2014 and begin to “draft” of revisions for the 2014-2015 school year.

3. School Accountability Report Card:

Within the first 90 days of school, the School Accountability Report Card (SARC) will be reviewed, updated, and or revised to reflect the 2013-2014 school year.

4. Parent and Community involvement:

Within the first 30 days of school, the AEC will present a “Back to School Night” which will allow parents and members of the community to meet the staff, discuss expectations, and answer questions they may have.

5. Attendance:

AEC will implement Attendance awards monthly incentives

6. Graduation:

AEC will implement “Credits” earned monthly incentives

7. Teachers:

Within the first 30 days of school, teachers will review their individual student data (Illuminate) and insert key information pertaining to Individual Learning Plans.

Within the first 45 days of school all teachers will meet with the Principal to discuss School Monitoring Conference and share individual data (CAHSEE , CASPP, attendance, Graduation Credits, student goals) and tailor (RTI) specific supports to address individual needs.

Teacher will implement “Binders” with growth reports for all students.

Teacher will create and update their respective “website” information

8. Professional Development :

APEX – Common Core, Smarter Balance, I-Pad /Apps, Odysseyware.

9. Counselor:

Within the first 45 days of school the counselor will meet will 100% of students, teachers, and families to formulate an Individual Learning Plan for each student.

Within the first 45 days of school the counselor will explore academic and career opportunities for student and provide for at least 2 guest speakers and or field trips per semester.

SMART GOALS / Second 45 days

October 2014

School Site: All AEC site staff (Administration, certified, and classified)

1. School Safety:

Continue to monitor the AEC Comprehensive School Safety plan. Update for the 2013-2014 school year, followed with monthly reviews, updates, and revisions as needed throughout the school year.

2. WASC / Single Plan for Student Achievement

Prepare and finalize the Single Plan for Student Achievement (SPSA) for 2014-2015 with embedded WASC goals and present to school board for approval. Prior to end of 1st semester “grade” (1-2-3) progress

3. School Accountability Report Card:

Continue to update data for the School Accountability Report Card (SARC) 2013-2014 school year.

4. Parent and Community involvement:

Encourage families and community members to attend monthly school site council meetings, visit the principal (open door policy), and attend student recognition ceremonies. Utilize Website, school messenger, email, phone calls, and school marquee

5. Attendance:

AEC will monitor student Attendance and reward monthly incentives

6. Graduation:

AEC will monitor “Credits” earned monthly and provide incentives

7. Teachers:

Review student data (CAHSEE / CASPP’s) to identify strengths and areas needed for improvement to provide RTI and prepare for November test

Teacher will continue to implement “Binders” and weekly growth reports.

Continue to update Websites

8. Professional Development:

CCSS, SBA, APEX, I-pad/apps, Odysseyware, Project –Based Learning

9. Counselor:

Meet with 100% of students and families to implement, and or review and update an Individual Learning Plan for each student.

Explore academic and career opportunities for student and provide for at least 2 guest speakers and or field trips per semester.

Assist students with portfolio’s – exit interview

SMART GOALS / 3rd 45 days

January 2015

School Site: All AEC site staff (Administration, certified, and classified)

1. School Safety:

Continue to monitor the AEC Comprehensive School Safety plan. Update CSSP for the 2014-2015 and seek school site council and school board approval.

2. WASC / Single Plan for Student Achievement

Continue to review, monitor, and or revise as needed

3. School Accountability Report Card:

Submit data for the School Accountability Report Card (SARC) 2013-2014 school year to be published in 2015.

4. Parent and Community involvement:

Encourage families and community members to attend monthly school site council meetings, visit the principal (open door policy), and attend student recognition ceremonies. Utilize Website, school messenger, email, phone calls, and school marquee

5. Attendance:

AEC will monitor student Attendance and reward monthly incentives

6. Graduation:

AEC will monitor "Credits" earned monthly and provide incentives

7. Teachers:

Review student data (CAHSEE / CASPP's) to identify strengths and areas needed for improvement to provide RTI in preparation for February and March Test.

Teacher will continue to implement "Binders" and weekly growth reports.

Continue to update Websites

8. Professional Development:

CCSS, SBA, APEX, I-pad/apps, Odysseyware, Project –Based Learning

9. Counselor:

Meet with 100% of students and families to implement, and or review and update an Individual Learning Plan for each student.

Explore academic and career opportunities for student and provide for at least 2 guest speakers and or field trips per semester.

Assist students with portfolio's – exit interview

SMART GOALS / 4th 45 days

March 2015

School Site: All AEC site staff (Administration, certified, and classified)

1. School Safety:

Continue to review, monitor , and or revise approved 2014-2015 AEC Comprehensive School Safety plan.

2. WASC / Single Plan for Student Achievement

Continue to review, monitor, and or revise as needed and “grade” (1-2-3) progress prior to end of school year

3. School Accountability Report Card:

Distribute and post on district website the School Accountability Report Card (SARC) for the 2013-2014 school year.

4. Parent and Community involvement:

Continue to encourage families and community members to attend monthly school site council meetings, visit the principal (open door policy), and attend student recognition ceremonies. Utilize Website, school messenger, email, phone calls, and school marque

5. Attendance:

AEC will monitor student Attendance and reward monthly incentives

6. Graduation:

AEC will monitor “Credits” earned monthly and provide incentives and prepare for May 19, 2014 celebration.

7. Teachers:

Review student data (CAHSEE / CASPP’s) to identify strengths and areas needed for improvement to provide RTI in preparation for March and May test.

Teacher will continue to implement “Binders” and weekly growth reports.

Continue to update Websites

8. Professional Development:

CCSS, SBA, APEX, I-pad/apps, Odysseyware, Project –Based Learning

9. Counselor:

Meet with 100% of students and families to implement, and or review and update an Individual Learning Plan for each student.

Explore academic and career opportunities for student and provide for at least 2 guest speakers and or field trips per semester.

Assist students with portfolio’s – exit interview

Form A: Planned Improvements in Student Performance

The Alternative Education Centers leadership and advisory committee 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 1 Language Arts (FOL - WASC Goal # 3) <i>(Based on conclusions from Analysis of Instructional Program, school data, and recommended target growth)</i> <i>In 2014 of all students (100%) enrolled at the Alternative Education will score at Proficient or higher and or will have an individual growth of 10% from Language Arts for 2014 California Assessment of Student Performance and Progress (CASPP's)</i></p>						
<p>Student groups and grade levels to participate in this goal: <i>Grades 1st through 11. General Education and Special Education students.</i></p>		<p>Anticipated annual performance growth for each group: <i>Anticipated growth will be based on individual past performance and include a minimum 10% increase</i></p>				
<p>Means of evaluating progress toward this goal: <i>Teacher assessments, based on individual student data</i></p>		<p>Group data to be collected to measure academic gains: <i>Formative and Summative assessments; District Blueprints, and prior CASPP's</i></p>				
Actions to be Taken to Reach This Goal ¹		Start Date ² End Date	Proposed Expenditures ³	Funding Source	Parties Involved	Strategic Plan Alignment
<p><i>Illuminate Data review, Individual / small group intervention, Student Binder / Monitoring Conferences, transcript review,</i></p>		8/2014-5/2015	\$ 4,900	DSCR/EIA	<p><i>Conselor, Principal, Teachers</i></p>	Yes

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

student Portfolios'					
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Form A: Planned Improvements in Student Performance

The Alternative Education Centers leadership and advisory committee 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 2 Mathematics (FOL - WASC Goal # 3) <i>(Based on conclusions from Analysis of Instructional Program , school data, and recommended target growth)</i> <i>In 2015 of all students(100%) enrolled at the Alternative Education will score at Proficient or higher and or will have an individual growth of 10% in Mathematics from the 2013 California Assessment of Student Performance and Progress (CASPP's)</i></p>						
<p>Student groups and grade levels to participate in this goal: <i>Grades 1st through 11. General Education and Special Education students.</i></p>		<p>Anticipated annual performance growth for each group: <i>Anticipated growth will be based on individual past performance and include a minimum of 10% increase</i></p>				
<p>Means of evaluating progress toward this goal: <i>Teacher assessments, based on individual student data</i></p>		<p>Group data to be collected to measure academic gains: <i>Formative and Summative assessments; District Blueprints, and prior CASPP's.</i></p>				
<p>Actions to be Taken to Reach This Goal⁴</p> <p><i>Illuminate Data review, Individual / small group intervention, Student Binder / Monitoring Conferences", transcript review, student Portfolios'</i></p>		<p>Start Date⁵ End Date</p> <p>8/2014-5/2015</p>	<p>Proposed Expenditures</p> <p>\$ 4,900</p>	<p>Funding Source</p> <p>DSCR / EIA</p>	<p>Parties Involved</p> <p>Counselor, Principal, Teachers</p>	<p>Strategic Plan Alignment</p> <p>Yes</p>

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

Form A: Planned Improvements in Student Performance

The Alternative Education Centers leadership and advisory committee 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 3 California High School Exit Exam (FOL - WASC Goal # 3) (Based on conclusions from Analysis of Instructional Program and school and student longitudinal data) <i>Prior to graduation ALL (100%) of students will pass the CAHSEE in Language Arts and Mathematics.</i></p>						
<p>Student groups and grade levels to participate in this goal: <i>All Students in grades 10-12</i></p>		<p>Anticipated annual performance growth for each group: <i>50% of students that take the test a second time will pass, with the additional 100% that take the test a third time will pass</i></p>				
<p>Means of evaluating progress toward this goal: <i>Teacher interventions , based on individual student data</i></p>		<p>Group data to be collected to measure academic gains: <i>CAHSEE test scores</i></p>				
<p>Actions to be Taken to Reach This Goal⁶</p>		<p>Start Date⁷ End Date</p>	<p>Proposed Expenditures⁸</p>	<p>Funding Source</p>	<p>Parties involved</p>	<p>Strategic Plan Alignment</p>
<p><i>Individual / small group interventions CAHSEE PREP/ APEX</i></p>		<p>8/2014-5/2015</p>	<p>N/A</p>	<p>N/A</p>	<p>Teachers Counselor Admin</p>	<p>YES</p>

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

⁸ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center's leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 1 Professional Development (PLC) (FOL - WASC Goal # 2,3) <i>Certificated and classified staff will participate in PLC's with a focus the "whole child" and the 5's (Collective Responsibility, Concentrated Instruction, Convergent Assessment, Certain Access, and Celebrating Successes), as well the AEC's Expected School-Wide Learning Results (ESLR's) to ensure student success, by continuing to analyze data aimed to provide specific interventions. Workshop, trainings, and or conferences (VPSS, RTI, CPI, Apex) will provide staffing with additional "best practices" to enhance student achievement</i></p>						
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>All staff</i></p>		<p>Anticipated annual growth for each group: <i>From 1 time monthly to 3 times monthly</i></p>				
<p>Means of evaluating progress toward this goal: <i>Individual and group notes to support collaborative efforts</i></p>		<p>Group data to be collected to measure gains: <i>Group and individual log / notes</i></p>				
<p>Actions to be Taken to Reach This Goal⁹</p>		Start Date ¹⁰ End Date	Proposed Expenditures ¹¹	Funding Source	Parties Involved	Strategic Plan Alignment
<p><i>PLC, Conference, Training, Workshop, substitutes</i></p>		8/2014-5/2015	\$ 12,000	DCRS/EIA	AEC Stakeholders	YES

⁹ See Appendix B: Chart of Requirements for the SPISA for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

¹¹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center’s leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 2 Safety: (FOL - WASC Goal # 1,2,3) <i>A “Safe” School environment School is essential to student achievement and along with our Comprehensive School Safety Plan (CSSP) includes periodic emergency drills, monthly informational reviews, and required online assessments for staff</i></p>						
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, Staff, and or families / community members</i></p>		<p>Anticipated annual growth for each group: <i>Classroom response time through repeated drills will decrease during the school year.</i></p>				
<p>Means of evaluating progress toward this goal: <i>Staff compliance with online assessments and student response to emergency drills</i></p>		<p>Group data to be collected to measure gains:</p>				
<p>Actions to be Taken to Reach This Goal¹²</p>		<p>Start Date¹³ End Date</p>	<p>Proposed Expenditures¹⁴</p>	<p>Funding Source</p>	<p>Parties Involved</p>	<p>Strategic Plan Alignment</p>
<p>District Guidelines <i>Monthly monitoring results shared at Staff , Leadership / Safety committee meetings</i></p>		<p>8/2014-5/2015</p>	<p>N/A</p>	<p>N/A</p>	<p>AEC Stakeholders</p>	<p>YES</p>

¹² See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹³ List the date an action will be taken or will begin, and the date it will be completed.

¹⁴ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center's leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 3a Counselor / Counseling Service: (FOL - WASC Goal # 2) <i>100% of students will meet with the counselor 2 times per semester to discuss academic, personal, and career plan through their Individual Learning Plan. Students will select Academic and career pathways through student interest survey, listening to guest speakers and or participating in field trips. Students will complete course work to earn Food Handlers Permit / Card.</i></p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>All Students</i></p>	<p>Anticipated annual growth for each group: <i>Students will be given 2 opportunities each semester</i></p>				
<p>Means of evaluating progress toward this goal: <i>Number of Opportunities presented during year and student enrollment in other than AEC</i></p>	<p>Group data to be collected to measure gains: <i>Revised Individual Learning Plan with updated goals each semester</i></p>				
<p>Actions to be Taken to Reach This Goal¹⁵ <i>Investigate counseling services</i></p>	<p>Start Date¹⁶ <i>Completion Date</i></p>	<p>Proposed Expenditures¹⁷</p>	<p>Funding Source</p>	<p>Parties Involved</p>	<p>Strategic Plan Alignment</p>
<p>District Guidelines – <i>Speakers /Field Trips / Food Handlers test /permit</i></p>	<p>8/2014 -5/2015</p>	<p>\$ 8,000</p>	<p>DCRS EIA AMBG</p>	<p>Counselor, Staff, Admin</p>	<p>YES</p>

¹⁵ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

¹⁶ List the date an action will be taken or will begin, and the date it will be completed.

¹⁷ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center's leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 3b Counselor / Counseling Service: (FOL - WASC Goal # 3) <i>To develop, articulate, and institute a student transition process in conjunction with the comprehensive schools and the Division of Educational Services". Determine the effectiveness of the student transition plan either through credit recovery, return back to comprehensive site or enrollment with the community college.</i></p>						
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>Students, parents, Staff, and administration</i></p>		<p>Anticipated annual growth for each group: <i>100% of students enrolled at AEC will recover credits, return to comprehensive site, and or attend community college</i></p>				
<p>Means of evaluating progress toward this goal: <i>Student monitoring conferences, on-going communication between comprehensive school and AEC, transition team meetings.</i></p>		<p>Group data to be collected to measure gains: <i>Semester and end of year student transcript</i></p>				
<p>Actions to be Taken to Reach This Goal¹⁸</p>		<p>Start Date¹⁹ End Date</p>	<p>Proposed Expenditures</p>	<p>Funding Source</p>	<p>Parties Involved</p>	<p>Strategic Plan Alignment</p>
		<p>8/2014-5/2015</p>	<p>N/A</p>	<p>N/A</p>	<p>Counselor Admin</p>	<p>Yes</p>

¹⁸ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.
¹⁹ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center’s leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 4 Attendance (FOL - WASC Goal # 3) <i>Daily attendance at the Alternative Education Center will increase by 5%, during the 2014-2015 school year. Families will utilize the AEC website / parent portal to have up to date information regarding student attendance. Student recognition / Awards assemblies will support and encourage daily attendance</i></p>						
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): All</p>	<p>Anticipated annual growth for each group: <i>Schools and or programs not above 95% ADA for 2012-2013-2014 school year target growth will be 5%.</i></p>					
<p>Means of evaluating progress toward this goal: <i>Increase in monthly attendance reports and decrease in SARB referrals / reviews</i></p>	<p>Group data to be collected to measure gains: <i>Monthly Attendance and SARB Reports</i></p>					
<p>Actions to be Taken to Reach This Goal²⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date²¹ End Date</p>	<p>Proposed Expenditures²²</p>	<p>Funding Source</p>	<p>Parties Involved</p>	<p>Strategic Plan Alignment</p>	
<p><i>Attendance Report gains/losses shared at monthly staff meeting</i></p>	<p>8/2014-5 /2015</p>	<p>\$ 3,500</p>	<p>DCRS/EIA</p>	<p>AEC Staff</p>	<p>Yes</p>	

²⁰ See Appendix B. Chart of Requirements for the SPISA for content required by each program or funding source supporting this goal.

²¹ List the date an action will be taken or will begin, and the date it will be completed.

²² If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center's leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 5 Graduation (FOL - WASC Goal # 3) <i>100% of Seniors at AEC will earn a high school diploma or equivalent (GED, CHSPE) in May 2015, and or enroll in Silver Valley's Adult School to earn one of the mentioned during 2014-2015 school year. Student will complete a portfolio and exit interview.</i></p>						
Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>All 12th grade student</i>	Anticipated annual growth for each group: <i>100% of 12th grade students</i>					
Means of evaluating progress toward this goal: <i>Quarterly review of "Credit" with student, family, teacher, and counselor</i>	Group data to be collected to measure gains: <i>High School Diploma and graduation ceremony</i>					
Actions to be Taken to Reach This Goal	Start Date End Date	Proposed Expenditures	Funding Source	Parties Involved	Strategic Plan Alignment	
<i>Counselor / Teachers – Transcript reviews, Personal Data Wizard, and Portfolios</i>	<i>8/2014- 5/2015</i>	<i>\$ 2,500</i>	<i>DCRS/EIA</i>	<i>Teachers, Counselor, Admin</i>	<i>Yes</i>	

¹ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.
¹ List the date an action will be taken or will begin, and the date it will be completed. If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center’s leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 6 Parent and Community (FOL - WASC Goal # 1)</p> <p><i>AEC will utilize school messenger, school marque, and continue to update our website to provide students, families, staff, and community with resources that support our mission, vision, and ESLR’S. Build relationships with various service / community organizations to support families in the Silber Valley Unified School District. Back to School night, Open House, and students awards will assist with building a stronger collaborative relationship among the stakeholders of the AEC</i></p>						
Groups participating in this goal: <i>Families / Community members</i>	Anticipated annual growth for each group: <i>100%</i>					
Means of evaluating progress toward this goal: <i>3 student / parent events each semester</i>	Group data to be collected to measure gains: <i>Sign-in sheets</i>					
Actions to be Taken to Reach This Goal ²³	Start Date ²⁴ End Date	Proposed Expenditures ²⁵	Funding Source	Parties Involved	Strategic Plan Alignment	
<i>Family Events</i>	<i>8/2014-5/2015</i>	<i>\$3,500</i>	<i>DCRS/EIA</i>	<i>AEC Staff</i>	<i>Yes</i>	

²³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
²⁴ List the date an action will be taken or will begin, and the date it will be completed.
²⁵ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The Alternative Education Center's leadership and advisory committee has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 7 (FOL) Focus on Learning (WASC Goal # 1,2,3) <i>Review, revise as needed our WASC goals to ensure there is a Focus On Learning (FOL) and a successful re-accreditation for Calico High School, Silver Valley Academy, and Silver Valley Community Day School 2019</i></p>						
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): <i>All – including district and community / alumni</i></p>		<p>Anticipated annual growth for each group: <i>All Schools 6 year Accreditation</i></p>				
<p>Means of evaluating progress toward this goal: <i>Successful accreditation</i></p>		<p>Group data to be collected to measure gains:</p>				
<p>Actions to be Taken to Reach This Goal²⁶</p>		<p>Start Date²⁷ End Date</p>	<p>Proposed Expenditures²⁸</p>	<p>Funding Source</p>	<p>Parties Involved</p>	<p>Strategic Plan Alignment</p>
<p><i>Continuous Self Study</i></p>		<p><i>8/2013-5/2019</i></p>	<p><i>N/A</i></p>	<p><i>District</i></p>	<p><i>AEC Stakeholders</i></p>	<p><i>YES</i></p>

²⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
²⁷ List the date an action will be taken or will begin, and the date it will be completed.

²⁸ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 10,000
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Discretionary (DSCR) Art, Music, Block Grant (AMBG) Red Ribbon – Drug Free program	\$ 20,000 \$ 8,000 \$ 300
Total amount of state categorical funds allocated to this school	\$ 38,300

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ²⁹)	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$

²⁹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council (SSC) Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The school site has petitioned the state board of education for a waiver, with the intent to utilize and is as follows:³⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Student
Michael Cox	x				
Dametrice Eromosele		x			
Janet Worland		x			
Michelle Maxwell			x		
Carl Ragonese				x	
Mark Staggs				x	
Numbers of members of each category	1	2	1	2	

³⁰ 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.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the AEC School Advisory Group at a public meeting on:

Attested:
Michael Cox
Typed name of school principal



Mark Staggs
Typed name of SSC chairperson

