

The Single Plan for Student Achievement

Oroville Community Day School

For 2016-2017 school year

046151500430140
CDS Code

Date of this revision: June 1, 2016

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:

Contact Person: Dennis Spasbo

Position: Principal

Telephone Number: 530-538-2330

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Oroville Union High School District

The District Governing Board approved this revision of the School Plan on June 13, 2016

Overview

The OUHSD Community Day School serves students grades 9-12 that are placed there for discipline, attendance and academic issues.

Mission:

It is the mission of the Oroville Union High School District Community Day School is to leave no student behind. Our Community Day School is an integral part of an educational system that seeks to offer opportunities to the highest achievers as measured by traditional assessments and also offers opportunities for recovery to those who have the most difficulty because of a single serious offense or a pattern of inappropriate behavior.

Vision:

The vision of the Oroville Union High School District Community Day School is to assist students to overcome behavioral and academic barriers in order to be successful students and productive, contributing members of the community.

Design:

The OUHSD Community Day School proposal is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. One of the key elements in this plan will be the ability of the Principal of PACE to transition students into appropriate educational placements within the alternative education program. The PACE Principal will work with the Superintendent and /or designee to insure that expulsion plans are considered when transitioning students between alternative education sites.

Program Design:

The program will be designed into four levels that will focus on a variety of student's behavior and academic abilities grades 9-12. The PACE Principal and CDS staff will meet regularly to determine student transition between the four levels as well as develop individual learning plans for each student. The PACE Principal will have discretion to assign students to the appropriate level, depending on their academic and behavior history, as well as their expulsion plan. In order for students to meet the terms and conditions of their expulsion order, they must successfully complete all aspects of their expulsion order and attain level 3 status at a minimum.

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Form A: Planned Improvements in Student Performance

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 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:

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased credit accrual towards graduation:	Administration, teachers, para-educators	Support staff	\$9501	Title 1
Involvement of staff, parents and community:	Ongoing process with turnover of students	Parent meetings, newsletters	\$523	Title I Parent Involvement
Auxiliary services for students and parents: Victor Support Services Counseling, Anger Management counseling, Drug/alcohol counseling, Behavioral Invention strategies	Victor counselor, OUHSD Social Worker, Teachers, Principal	Qualified Medi-Cal funding,	unknown	
Implement Odysseyware Online Learning software to allow students to earn credits in addition to their regular classes.	Principal & Staff	NA	Included in number of OUHSD licensing package	

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.	\$
<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)	\$
Total amount of state categorical funds allocated to this school	\$ 0

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 checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$9501
<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 ¹)	\$
Total amount of federal categorical funds allocated to this school	\$9501
Total amount of state and federal categorical funds allocated to this school	\$9501.00

¹ 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 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 current make-up of the school site council is as follows:²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dennis Spasbo	X				
Lorna Wetmore			X		
Ashley Pruett		X			
Michelle Gonzalez				X	
Gary Aznoe				X	
Haily Owens					X
Maia Illa			X		
Dana Danielewicz				X	
Numbers of members of each category	1	1	2	3	1

² At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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.
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 school site council at a public meeting on: 5/16/2012.

Attested:

Dennis Spasbo
Typed name of school principal

Signature of school principal

6/1/2016
Date

Ashley Pruett
Typed name of SSC chairperson

Signature of SSC chairperson

6/1/2016
Date