

The Single Plan for Student Achievement

School: Community Collaborative Charter School
CDS Code: 34 76505 0108837
District: Gateway Community Charters
Principal: Jon Campbell / Toolie Yonger
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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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School Vision and Mission

Community Collaborative Charter School's Vision and Mission Statements

It is the mission of the Community Collaborative Charter School (CCCS) to provide high-quality curriculum, instructional support, and community and social resources to families and students. We do this by:

- Integrating a student-centered, standards-based curriculum;
- Engaging parents and guardians as partners in their students' educational experiences;
- Utilizing data, collaboration, and observations to identify student instructional needs and to provide personalized instructional plan,
- Providing access to district, social, and community services and support, as well as mentoring opportunities,
- Fostering and nurturing positive relationships and providing opportunities for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the diverse needs of our student population.

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to foster the transition of students to successful life, educational and vocational choices. CCCS students will meet requirements for graduation with a high school diploma and will have opportunities to gain skills that will prepare them for a variety of post-secondary options. CCCS provides students with:

- A high degree of personalization, adult mentoring, 21st Century and work ready skill opportunities, and a standards-driven core curriculum taught through authentic instruction and assessment;
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs;
- An instructional program which integrates and bridges traditional school learning with community and life learning;
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and career interests;
- The ability to participate in a variety of supplemental and supportive educational experiences; and
- Graduation with a high school diploma, a certificate of completion and/or preparation for the next level of education or training.

School Profile

Community Collaborative Charter School is a public, non-classroom-based charter school serving students in kindergarten through 12th grade. Because of its unique mission, vision, & educational model, CCCS serves a number of special populations. Its independent study program provides flexibility for students with needs and/or circumstances that may make succeeding difficult in a traditional school setting. Each teacher works with the student, the student's family, school administration, and other school staff to create a personalized instructional plan that takes into account any challenges the student might face, and assists the student in accessing any resources that will facilitate their success. Middle and high school students at CCCS are required to attend for a minimum of one hour per week to meet with their teacher. The school offers numerous opportunities for additional support, including three homework labs supervised by credentialed English and math teachers as well as paraprofessionals. As an independent study program, middle and high school students are required to meet weekly with a supervising teacher as well as to engage in numerous activities and extension opportunities for additional support. A homework lab, which is supervised by credentialed English and math teachers, is open for student use for over 40 hours each week at both the main campus on McClellan park and Robertson sites, and lab attendance can be assigned by teachers for struggling students. Students may use the lab for assistance with their weekly assignments, to prepare for the CAHSEE, or use the computers to complete work or research jobs, colleges, or vocational programs. In addition to these labs, the Middle School, ELD and special education programs offer their own labs for one-on-one tutorial. Finally, a staffed Career and Family Resource Center is available during school hours to provide resources and assistance with receiving jobs and financial aid, and accessing community and social services.

Some CCCS resource centers, West Sacramento & McClellan Elementary, sites follow a hybrid model rather than a pure independent study model. Recognizing the fact that elementary students are not traditionally the best candidates for independent study unless

they are in a fully supported homeschool environment with highly engaged parents/guardians, CCCS provides multiple options for its K-6th students. At McClellan site, students can either meet one-on-one with an assigned credentialed teacher for a minimum of one hourly meeting per week, or participate in a three to four-day-per-week hybrid classroom offering. The West Sacramento site offers classroom support four days per week. This model allows for targeted teacher support, social interaction, field trips, and activities in a small-group environment. In addition to class time, these students follow a structured home study plan overseen by parents/guardians.

The following is a list of all CCCS resource centers with their start date in parenthesis:

- GMTI/McClellan elementary (2006) a K-6 hybrid resource center with 80% classroom support located on McClellan Park in the community of North Highlands, serving students of the North Sacramento area
- La Familia Counseling Center (2008), a resource center that provides educational and vocational counseling for at-risk teens, located in South Sacramento;
- WEAVE (2008), a resource center that serves children of women escaping domestic violence so that those children experience minimal disruption to their education, located in Sacramento;
- Point Natomas (2009), a community resource center partnership between Project Turnaround and Western Community Housing Incorporated, located in a Section 8 housing complex in Natomas;
- West Sacramento (2011), a K-6th hybrid resource center with 80% classroom support located in West Sacramento, Yolo County;
- Robertson Center (2011), a hybrid-instruction resource center serving the Del Paso Heights, Strawberry Manor, and surrounding communities

Comprehensive Needs Assessment Components

Data Analysis

Please refer to Appendix for data and analysis.

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).

Surveys of staff, students, and parents are conducted twice per year to measure school culture and the impact of specific school-wide initiatives. Results are used to evaluate the perception and effectiveness of school-wide practices and to inform decision making.

Classroom Observations

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

Informal observations of all teachers are conducted several times per year, and formal observations of all staff are conducted at least once per year, twice for newer teachers. Observations are based on the school's Performance Pay System and rubric which includes a heavy focus on research-based educational practices and Capturing Kids Hearts implementation. Findings from these observations are used to improve student achievement with constructive feedback, open dialogue about strengths and areas for

improvement, and the sharing of best practices. Staff members in need of additional support are identified and provided with additional coaching and support from administrators and core subject specialists.

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)

The California Standards Tests (CST) and California High School Exit Exam (CAHSEE) are used to identify student strengths and areas for improvement, set long-term performance goals, and measure overall student achievement. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth. Both state and local assessments are used during the Academic Conference process in which teachers and administrators engage in an in-depth evaluation of student data, set goals, develop detailed instructional plans, and measure progress.

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

Curriculum-embedded assessments are used in core subjects to monitor student progress and inform instruction. Specifically, teachers use data from these assessments to measure student mastery of content and skills, identify need for remediation, and develop instructional plans. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth

Staffing and Professional Development

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

All teachers are designated as Highly Qualified through coursework and/or assessments.

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

All teachers are trained and monitored on the use and application of SBE-adopted instructional and intervention materials, and research-based educational practices to improve student achievement.

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

Staff development content is focused on improving student achievement through research-based educational practices, defined by the direction of school-, district-, and state-wide initiatives such as Academic Conferences, SMART Goals, Capturing Kids Hearts, Common Core State Standards, Smarter Balanced Assessments, application of technology, and Service Learning, and based on needs identified through student assessment data, informal and formal observations, surveys, and open feedback from staff.

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

Teachers are provided with instructional support and assistance from administrators, core subject specialists, and expert consultants when requested and/or when the need is identified through assessment data and/or informal and formal observation. Teachers and administrators provide continual support to one another through coaching and mentoring.

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

All teachers collaborate weekly in cohort meetings, which focus on student groupings such as grade level, English Language Development, Special Education, graduates, credit recovery, and CAHSEE preparation. In these cohorts, teachers evaluate data, set goals, monitor progress, and attend to cohort-specific business.

Teaching and Learning

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

All core subject curriculum, instruction, and materials are aligned to current state-wide content and performance standards. Reading/language arts and math curriculum are transitioning to Common Core alignment, with completion expected by August 2014.

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

In independent study instructional time with teachers and paraprofessionals is limited to several hours total per week, however students are assigned and expected to engage independently in instructional activities that meet the recommended instructional minutes for reading/language arts and mathematics.

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

Students are assigned intervention courses in both reading/language arts and mathematics based on need as determined by individual assessment data and/or teacher recommendation. All students have access to these courses and content is modified based on student need as determined by assessment data.

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

Standards-based instructional materials are used with all students in all core subjects, and offered at several levels in order to best meet defined student need, including that of English Language Development and Special Education students.

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)

SBE-adopted and standards-aligned instructional materials used with all students. Intervention materials are assigned based on defined student need identified through assessment.

Opportunity and Equal Educational Access

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

Teachers have high expectations for all students, and underperforming students are provided with standards-based and intervention curriculum and instruction, modified pacing, additional instruction and assistance, and support from paraprofessionals and tutors in academic labs.

14. Research-based educational practices to raise student achievement

Teachers and paraprofessionals use Direct Instruction, SDAIE strategies, GLAD strategies, constructive feedback, close reading, Capturing Kids Hearts strategies, SMART Goals, Academic Conferences, and other research-based educational practices to raise student achievement.

Parental Involvement

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

Community Collaborative Charter operates in an independent study Charter with a mission and vision to serve multiple disadvantaged populations of students. Parents are invited to attend monthly parent meetings to discuss strategies to meet the needs of all students. We also hold family nights, Back to School Night, Open Houses, and Career Week events to involve parents and encourage them to be active participants in their child's education. We also offer in-school and at-home intervention systems such as SuccessMaker ELA, math, and Rosetta Stone English. In addition, here are some descriptions of current resource center partnerships that Community Collaborative Charter School offers for students; in addition to our more traditional offerings

WIND Youth Center has partnered with CCCS since 2005 to maintain a classroom at WIND's Del Paso Heights location, where students attend school five days a week to receive individual academic instruction following their personalized education plans, so that they can fulfill their high school graduation requirements and pass the CAHSEE. In addition to academic support, homeless and at-risk teenagers can receive the support services necessary to help them escape the cycle of poverty and homelessness.

WEAVE, or Women Escaping A Violent Environment, is the primary provider of crisis intervention services for survivors of domestic violence and sexual assault in Sacramento County. In 2008, Community Collaborative Charter School established a partnership with the organization in order to provide victims of domestic violence with the opportunity to earn high school credits, and also for children of those women to attend school if they are unable to attend their home school due to their family situation. CCCS is an integral part of that educational component, operating an on-site school four days per week, from 8:45 A.M. to 12:00 P.M., at the WEAVE safe house. This program provides enrollment services and full academic educational instruction for kindergarten through 12th grade, and field trips and snacks are also provided. It is WEAVE's mission to bring an end to domestic violence and sexual assault in partnership with the community, and they believe that crisis intervention services are only part of the solution—prevention and education are critical in stopping the cycle of violence and empowering women.

The La Familia Counseling Center has many services that make it a safe haven for students and their families. They have Birth and Beyond counseling and support for new mothers, employment services, and a career center. Our independent studies school program fits in with the mission of this vital community resource. Because the agency serves Latino families specifically, the school resources allow for bilingual and English learners to seek support within an environment that is supportive of culture, home language, and positive future focused outcomes for the Latino community in greater Sacramento.

Families of the surrounding Greater Sacramento area communities are served by Community Collaborative Charter School through our multiple outreach efforts directly linked to some of the neediest and underserved populations of students and families.

School staff members work closely with these organizations and surrounding communities to provide various needs to families and students in need, including:

- Academic counseling services, as needed
- Coordinate services with local shelters, county programs, and make referrals to local agencies, as necessary
- Free nutritious snacks and drinks are available for some of the most needy students, for others
- Federal free and/or reduced price breakfast and lunch meals are served on campus, daily
- Free public transit tickets are arranged and available, as needed

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)

At Community Collaborative Charter, all students and their families are provided an enrollment orientation where they meet one-on-one with an enrollment specialist or counselor to discuss what services or programs the school offers to meet the full academic and personal needs of the student. In addition, the student's progress and their future needs and goals. This review and planning session gives parents an opportunity to ask questions and help determine the course of their child's academic future.

In addition, the school is working to create and improve the following services:

- School has established a School Site Council and an English Learner Advisory Committee (ELAC) to work more directly with all interested parents.
- Current development of a school Internet Website, to be accessible to students, staff, and parents
- On-going teacher/parent/staff conferences
- Teachers discuss assessment results with all students and parents during weekly meetings and conferences.
- School website informs parents of school information, requirements, and student grades.
- School wide data results discussed at School Site Council and School ELAC meetings.
- Translation of student expectations, school handbook, and school information for parents into their primary language.

Funding

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

Title I, II, III directly support our initiatives to meet the needs of low socio-economic and English language learners. Services provided are: ELA and math on-line interventions, Rosetta Stone English on-line program, full-time paraeducators to support and run intervention programs, take home library books for students to share with their families, translation services for English language learners and their parents, small group pull-out interventions, and after school tutoring.

18. Fiscal support (EPC)

Community Collaborative Charter School is a direct-funded charter school under the governance of Gateway Community Charters. The internal fiscal oversight present in GCC and in CCCS ensures that CCCS will be fiscally sustainable and accountable. GCC staff, provides accounting, payroll, health benefits management, retirement benefit reporting, budget planning and preparation, budget management reports, assistance with hiring auditors, purchasing, procuring insurance, requisition processing, attendance accounting/reporting, development of financial statements and records, compliance with external funding requirements, and all fiscal reporting. GCC-specific fiscal procedures and safeguards have been created to meet or exceed generally accepted accounting procedures as regards charter school fiscal oversight.

Community Collaborative Charter School is governed by the GCC Board of Directors. The Board has scheduled meetings twice a month. It acts on all matters involving finances, policy, procedures, compliance, and educational outcomes. The Board is responsible for the decision that guides the overall operations and maintenance of the charter school, its standards, policies and staffing. It approves the Comprehensive Plan for Student Achievement for the school, and the site reports to the board on assessment results, student achievement, major accomplishments, growth, and community concerns.

The board delegates to staff the day-to-day decisions that implement the vision and the manner in which they will meet stated goals and objectives. Beginning July 2, 2008, the Gateway Community Charters Board of Directors hired a Superintendent/CEO and Director of Business Services to carry out the day-to-day decisions and operations of the charter schools. All expenditures are carefully reviewed and approved by the Superintendent/CEO and/or Chief Business Official and expenditures over \$30,000 must also be approved by the Board of Directors.

The site also has an elected School Site Council (SSC). The School Site Council has representatives of parents, teachers, and staff. They meet regularly and make recommendations to the administration regarding how the school is operating in alignment with the stated mission, vision and priorities. The council advises the School Leadership Team on matters such as allocation of resources as well as communications, school culture and identifies needs. The principal regularly advises the GCC Superintendent/CEO and the Board of Directors of the Gateway Community Charters, Inc on the School Site Council meetings, feedback and reports.

Description of Barriers and Related School Goals

Major needs and barriers for Community Collaborative Charter School:

Community Collaborative Charter School has a unique mission and vision of serving special populations of students; socio-economically disadvantaged, English Language Learners, as well as students who are extremely at-risk of not achieving a high school diploma. On Average, based on assessment data collected on students at their point of enrollment, Community Collaborative Charter students in grades 9-12 enter with a English-Language Arts and Mathematics knowledge and skills more than 3 years below the assigned grade level. Its independent study program provides flexibility for students with needs and/or circumstances that may make succeeding difficult in a traditional school setting. Each teacher works with the student, the student's family, school administration, and other school staff to create a personalized instructional plan that takes into account any challenges the student might face, and assists the student in accessing any resources that will facilitate their success.

School Goals related to identified barriers:

Goal #1: Provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experiences of students.

Goal #2: Provide all necessary resource required for students to fully access Common Core State Standards (CCSS) and practices to include standards-aligned curriculum, assessments, high quality teacher instruction and access to technology to prepare students to graduate college and career ready.

Goal #3: Implementation of school-wide Response To Intervention practices that will fully support the personal needs of all students.

Goal #4: Increase engagement of students, parents, whole families, local communities, & regional community organizations as partners and full stakeholders.

School & Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 449 | 454 | | 340 | 349 | | 21 | 30 | | 4 | 7 | |
| Growth API | 640 | 662 | | 701 | 706 | | 548 | 470 | | | | |
| Base API | 644 | 643 | | 697 | 703 | | 507 | 561 | | | | |
| Target | 8 | 8 | | 5 | 5 | | | | | | | |
| Growth | -4 | 19 | | 4 | 3 | | | | | | | |
| Met Target | No | Yes | | No | No | | | | | | | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | 62 | 57 | | 291 | 290 | | 387 | 401 | | 39 | 35 | |
| Growth API | 462 | 522 | | 729 | 723 | | 640 | 658 | | 353 | 385 | |
| Base API | 495 | 465 | | 718 | 730 | | 642 | 644 | | 282 | 371 | |
| Target | | | | 5 | 5 | | 8 | 8 | | | | |
| Growth | | | | 11 | -7 | | -2 | 14 | | | | |
| Met Target | | | | Yes | No | | No | Yes | | | | |

Conclusions based on this data:

1. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects, as well as, provide targeted staff development.
2. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

3. CCCS elementary program serves primarily English language learners at approximately 90-99%. We recognize we need significant academic growth to meet state and federal expectations for academic achievement. The primary focus of the elementary program will be using funds to support our English language learners through the use of technology, interventions, guided language acquisition design (GLAD) strategies, and project-based learning opportunities. We believe our students will learn better by doing and just hearing or seeing. All of these strategies will be linked to the Common Core State Standards for English language arts, math, and English language development. The California Content Standards will be the driving force for our science and social studies units until they are updated to Common Core.

School & Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 99 | 98 | | 99 | 99 | | 100 | 95 | | 100 | 100 | |
| Number At or Above Proficient | 139 | 128 | | 131 | 118 | | 1 | 1 | | -- | | |
| Percent At or Above Proficient | 37.9 | 34.9 | | 43.4 | 37.6 | | 7.7 | 7.7 | | -- | -- | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | No | No | | No | No | | -- | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 98 | 93 | | 99 | 100 | | 98 | 97 | | 93 | 91 | |
| Number At or Above Proficient | 5 | 4 | | 120 | 103 | | 119 | 110 | | 2 | 2 | |
| Percent At or Above Proficient | 13.5 | 12.5 | | 44.1 | 37.7 | | 38.1 | 33.5 | | 13.3 | 8.7 | |
| AYP Target: ES/MS | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| Met AYP Criteria | -- | -- | | No | No | | No | No | | -- | -- | |

Conclusions based on this data:

1. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects, as well as, provide targeted staff development.
2. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

3. CCCS elementary program serves primarily English language learners at approximately 90-99%. We recognize we need significant academic growth to meet state and federal expectations for academic achievement. The primary focus of the elementary program will be using funds to support our English language learners through the use of technology, interventions, guided language acquisition design (GLAD) strategies, and project-based learning opportunities. We believe our students will learn better by doing and just hearing or seeing. All of these strategies will be linked to the Common Core State Standards for English language arts, math, and English language development. The California Content Standards will be the driving force for our science and social studies units until they are updated to Common Core.

School & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 97 | 97 | | 99 | 98 | | 94 | 98 | | 100 | 100 | |
| Number At or Above Proficient | 140 | 155 | | 135 | 148 | | 0 | 0 | | -- | | |
| Percent At or Above Proficient | 39.4 | 42.3 | | 44.9 | 47.3 | | 0.0 | 0.0 | | -- | -- | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | No | No | | No | No | | -- | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | 92 | 92 | | 99 | 100 | | 97 | 97 | | 93 | 91 | |
| Number At or Above Proficient | 3 | 2 | | 128 | 137 | | 114 | 132 | | 1 | 1 | |
| Percent At or Above Proficient | 10.0 | 6.5 | | 48.1 | 50.4 | | 38.0 | 40.2 | | 6.7 | 4.5 | |
| AYP Target: ES/MS | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| Met AYP Criteria | -- | -- | | No | No | | No | No | | -- | -- | |

Conclusions based on this data:

1. CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects, as well as, provide targeted staff development.
2. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations.

3. CCCS elementary program serves primarily English language learners at approximately 90-99%. We recognize we need significant academic growth to meet state and federal expectations for academic achievement. The primary focus of the elementary program will be using funds to support our English language learners through the use of technology, interventions, guided language acquisition design (GLAD) strategies, and project-based learning opportunities. We believe our students will learn better by doing and just hearing or seeing. All of these strategies will be linked to the Common Core State Standards for English language arts, math, and English language development. The California Content Standards will be the driving force for our science and social studies units until they are updated to Common Core.

School & Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2013-14 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|-----|--------------------|-----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 1 | 2 | 5 | 7 | 16 | 19 | 44 | 8 | 19 | 7 | 16 | 43 |
| 2 | 1 | 2 | 9 | 21 | 20 | 47 | 9 | 21 | 4 | 9 | 43 |
| 3 | 1 | 4 | 5 | 22 | 8 | 35 | 6 | 26 | 3 | 13 | 23 |
| 4 | 1 | 6 | 9 | 50 | 4 | 22 | 2 | 11 | 2 | 11 | 18 |
| 5 | 3 | 38 | 3 | 38 | 1 | 13 | | | 1 | 13 | 8 |
| 6 | 1 | 25 | 2 | 50 | 1 | 25 | | | | | 4 |
| 9 | | | | | ***** | *** | ***** | *** | | | ***** |
| | | | | | * | | * | | | | |
| 10 | | | 3 | 27 | 6 | 55 | 2 | 18 | | | 11 |
| 11 | | | 1 | 17 | 4 | 67 | 1 | 17 | | | 6 |
| 12 | | | 10 | 32 | 14 | 45 | 6 | 19 | 1 | 3 | 31 |
| Total | 9 | 5 | 49 | 26 | 78 | 41 | 35 | 19 | 18 | 10 | 189 |

Conclusions based on this data:

1. The CELDT data shows significant growth in ELD from beginning to advanced levels from kindergarten through twelfth grade.
2. The data shows a reduction of English language learners from 190 students in grades K/1 to just 18 in grades 7/8. This indicates only approximately 9% of students who are English language learners students in the lower grades continue to be so through middle school. There is a drastic increase in grade twelve which is due to the high enrollment numbers of high school and fifth year seniors. 42% of the twelfth graders are testing at the intermediate level.
3. The data indicates the majority of students who come to CCCS as English learners are eventually redesignated to fluent English status during their enrollment at our school.

School & Student Performance Data

CELDT (All Assessment) Results

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|-----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | 1 | 2 | 6 | 10 | 8 | 13 | 48 | 76 | 63 |
| 1 | 3 | 6 | 7 | 15 | 22 | 46 | 9 | 19 | 7 | 15 | 48 |
| 2 | 1 | 2 | 9 | 21 | 20 | 47 | 9 | 21 | 4 | 9 | 43 |
| 3 | 1 | 4 | 5 | 21 | 9 | 38 | 6 | 25 | 3 | 13 | 24 |
| 4 | 2 | 10 | 10 | 48 | 4 | 19 | 2 | 10 | 3 | 14 | 21 |
| 5 | 4 | 44 | 3 | 33 | 1 | 11 | | | 1 | 11 | 9 |
| 6 | 3 | 43 | 2 | 29 | 2 | 29 | | | | | 7 |
| 8 | | | | | ***** * | *** | | | | | ***** |
| 9 | | | 1 | 20 | 2 | 40 | 2 | 40 | | | 5 |
| 10 | | | 5 | 28 | 10 | 56 | 3 | 17 | | | 18 |
| 11 | | | 1 | 14 | 5 | 71 | 1 | 14 | | | 7 |
| 12 | | | 17 | 38 | 19 | 42 | 8 | 18 | 1 | 2 | 45 |
| Total | 14 | 5 | 61 | 21 | 101 | 35 | 48 | 16 | 67 | 23 | 291 |

Conclusions based on this data:

1. The CELDT data shows significant growth in ELD from beginning to advanced levels from kindergarten through twelfth grade.
2. The data shows a reduction of English language learners from 190 students in grades K/1 to just 18 in grades 7/8. This indicates only approximately 9% of students who are English language learners students in the lower grades continue to be so through middle school. There is a drastic increase in grade twelve which is due to the high enrollment numbers of high school and fifth year seniors. 42% of the twelfth graders are testing at the intermediate level.
3. The data indicates the majority of students who come to CCCS as English learners are eventually redesignated to fluent English status during their enrollment at our school.

School & Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 285 | 324 | 189 |
| Percent with Prior Year Data | 85.6% | 90.4% | 85.7% |
| Number in Cohort | 244 | 293 | 162 |
| Number Met | 156 | 153 | 102 |
| Percent Met | 63.9% | 52.2% | 63.0% |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | Yes | No | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 296 | 140 | 337 | 123 | 198 | 75 |
| Number Met | 47 | 62 | 60 | 42 | 35 | 19 |
| Percent Met | 15.9% | 44.3% | 17.8% | 34.1% | 17.7% | 25.3% |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | No | No | No | No | No | No |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |

Conclusions based on this data:

1. The data indicates that we are increasing enrollment of English language learners steadily from year to year. CCCS increased annual CELDT testers by 43% from 2010-11 to 2011-12 and 24% from 2011-12 to 2012-13.
2. With the increased enrollment of English language learners our percentage of attaining English proficiency has also increased in every category. While we did not meet the NCLB targets we have seen a steady increase for English proficiency in both categories of students who have received less and more than five years of EL instruction.
3. CCCS met all of the AYP targets in 2010-11 and 50% of the AYP targets in 2011-12 and 2012-13. School administrators need to investigate the strategies that were being used in 2010-11 that account for the AYP targets being met.

School & Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 6,122 | 5,784 | 5,713 |
| Percent with Prior Year Data | 98.8 | 99.2 | 98.8 |
| Number in Cohort | 6,048 | 5,735 | 5,645 |
| Number Met | 3,564 | 2,853 | 3,005 |
| Percent Met | 58.9 | 49.7 | 53.2 |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | Yes | No | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 4,576 | 2,783 | 4,231 | 2,616 | 4,177 | 2,651 |
| Number Met | 1,012 | 1,253 | 719 | 1,114 | 799 | 1,172 |
| Percent Met | 22.1 | 45.0 | 17.0 | 42.6 | 19.1 | 44.2 |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | Yes | No | No | No | No | No |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|-----------|
| | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | No |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | No |
| Met Target for AMAO 3 | No | No | No |

Conclusions based on this data:

1. The data indicates that we are enrollment of English language learners grow steadily from year to year. CCCS increased annual CELDT testers by 43% from 2010-11 to 2011-12 and 24% from 2011-12 to 2012-13.
2. With the increased enrollment of English language learners our percentage of attaining English proficiency has also increased in every category. While we did not meet the NCLB targets we have seen a steady increase for English proficiency in both categories of students who have received less and more then five years of EL instruction.
3. CCCS met all of the AYP targets in 2010-11 and 50% of the AYP targets in 2011-12 and 2012-13. School administrators need to investigate the strategies that were being used in 2010-11 that account for the AYP targets being met.

Planned Improvements in Student Performance

School Goal #1

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

| |
|--|
| SUBJECT: English Language Arts |
| LEA GOAL: |
| All students will reach high standards, at a minimum, attaining proficiency or better in English-Language Arts by 2014-15 |
| SCHOOL GOAL #1: |
| By the end of the 2014-15 school year, 100% of students will be proficient in English-Language Arts. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• CST results released in August annually (Science only)• Local Reading assessments: Data Director reports of curriculum embedded English• Language Arts tests, and/or Determining Reading Placement (DRP) intervention placement test results• Renaissance Learning Reading results for individual students• Master agreement with individual learning plan for each student and/or intervention plan• Intervention/Lab attendance sign-in sheets |
| Findings from the Analysis of this Data: |
| CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations. |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Remaining CST/ Initial SBAC pilot assessment data• Local Reading benchmark assessments• Renaissance Learning Reading Assessments• Individual learning plans• Enrollment numbers in intervention classes |

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

| | | | | | | |
|--|--|----------------------------------|--|---|----------------|---------------|
| <p>Common Core standards and research-based educational best practices:</p> <ul style="list-style-type: none"> • Teachers clearly articulate learning objectives based on key content standards, provide students with models of proficient work, and provide regular and specific feedback about student performance relative to clearly articulated goals. • Accurately assess and place students in core, intervention, remedial, and enrichment courses • Growth and further creation of academic lab and intervention support models that will meet the needs of all students • Ensure that all students have textbooks that can be brought home. • Continue to develop student-based processes at weekly cohort and grade level meetings, with teachers sharing best research-based best practices • Staff training regarding data analysis and application to instruction for the purpose of increased student achievement. • Instructional calibration to align student/teacher interaction and coursework more directly to state content standards and/or Common Core Standards. | | <p>Specialists, and Teachers</p> | <p>development & implementation ELA Common Core Program curriculum development & implementation</p> | <p>Personnel Salaries 1000-1999: Certificated Personnel Salaries</p> | <p>LCFF-ED</p> | <p>10,000</p> |
|--|--|----------------------------------|--|---|----------------|---------------|

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|--|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| <p>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Adoption of new Common Core aligned ELA curriculum for students in grades 6-10. Specialists and teachers will work to establish updated curriculum for all core ELA courses for future implementation All teachers will complete training in English-language arts standards-based curriculum and instructional delivery from school administration and core subject specialists Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating English-Language Arts and Math in the core curriculum Training for strategies to improve EL instruction; best practices for ELD strategies Intervention Reading program for elementary students and English Support classes for middle and high school students students who fall below grade level on quarterly progress monitoring and/or curriculum assessments. Supplemental ELA materials to align to Common Core State Standards | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | <p>ELA Curriculum Development</p> <p>Common Core ELA Training</p> <p>Project based learning supplies and materials for thematic CCSS implementation</p> <p>ELA supplemental materials for CCSS implementation</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>LCFF-ED</p> <p>Common Core</p> <p>Title I</p> <p>Title III</p> | <p>2500</p> <p>4000</p> <p>1500</p> <p>1500</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|--|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> • Student English Labs • Individualized Student Programs • Small group instruction • Student Reading intervention programs • After school targeted instructional programs | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | SuccessMaker: ELA intervention program | 5000-5999: Services And Other Operating Expenditures | Other | 4500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|-------------------------------------|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Increased access to technology:</p> <ul style="list-style-type: none"> All students in grades 7-12 complete computer based English assessments at the time of enrollment; this data is used by teachers with students to guide curriculum placement Students have access to technology in academic support labs and classrooms for educational support and homework help Creation of additional technology courses for increased skills and stamina with technology Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion Students use technology for CAHSEE coursework. Technology components of adopted ELA curriculum for teachers and students implemented fully. Use of technology to take required SBAC and CalMap assessments in grades 3-8 and 11. | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | Laptops for SBAC/CalMap Assessments | 4000-4999: Books And Supplies | LCFF - Base | 22500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Use defined assessments that will provide accurate placement data. • Develop and define a school-wide grading policy that bases grades on proficiency with standards • Identify and use curriculum-embedded assessments at least every semester to monitor student progress and improve instruction in all content areas • Make assessments a meaningful source of information for students and parents about progress and achievement • Utilize Renaissance Learning and/or Data Director to monitor student achievement. • Ensure that assessment information is timely and accurate • Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. | annual | Principal, Vice-Principal, Specialists, & Teachers | Renaissance Learning - Student assessment program | 5000-5999: Services And Other Operating Expenditures | Other | 8500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|-------------------------|--|----------------|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Teachers discuss assessment results with all students and parents during weekly meetings and conferences. School website informs parents of school information, requirements, and student grades. School wide data results discussed at School Site Council and School ELAC meetings. Translation of student expectations, school handbook, and school information for parents into their primary language. | August 2014-May 2015 | School Leadership teams | Annual meetings | None Specified | Title I Part A: Parent Involvement | 250 |
| | | | Services for translation of school materials | None Specified | Title I Part A: Parent Involvement | 250 |

Planned Improvements in Student Performance

School Goal #2

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

| |
|--|
| SUBJECT: Mathematics |
| LEA GOAL: |
| All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2014-2015 |
| SCHOOL GOAL #2: |
| By the end of the 2014-2015 school year, 100% of students will be proficient in Mathematics. |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• CST results released in August annually (Science Only)• Local Math assessments: Data Director reports of curriculum embedded Mathematics tests• Renaissance Learning Math results for individual students• Master agreement with individual learning plan for each student and/or intervention plan• Intervention/Lab attendance sign-in sheets |
| Findings from the Analysis of this Data: |
| CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations. |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Remaining CST/ Initial SBAC pilot assessment data• Local Math benchmark assessments• Renaissance Learning Math Assessments• Individual learning plans• Enrollment numbers in intervention classes |

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

| | | | | | | | |
|---|--|-------------------------|------------------------------|---|-------------------------------|---------|------|
| <p>Core standards and research based educational best practices:</p> <ul style="list-style-type: none"> Teachers clearly articulate learning objectives based on key content standards, provide students with models of proficient work, and provide regular and specific feedback about student performance relative to clearly articulated goals. Accurately assess and place students in core, intervention, remedial, and enrichment courses Growth and further creation of academic lab and intervention support models that will meet the needs of all students Ensure that all students have textbooks that can be brought home. Continue to develop student based processes at weekly cohort and grade level meetings, with teachers sharing best research-based best practices Staff training regarding data analysis and application to instruction for the purpose of increased student achievement. Instructional calibration to align student/teacher interaction and coursework more directly to state content standards and/or Common Core Standards. | | Specialists, & Teachers | development & implementation | Math manipulatives | 4000-4999: Books And Supplies | LCFF-ED | 5000 |
| | | | | Supplemental math materials for CCSS implementation | 4000-4999: Books And Supplies | Title I | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|-----------------------------------|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Adoption of new Common Core aligned Math curriculum for students in grades 6-10. • Specialists and teachers will work to establish updated curriculum for all core Math courses for future implementation • All teachers will complete training in Mathematics standards-based curriculum and instructional delivery from school administration and core subject specialists • Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating English-Language Arts and Math in the core curriculum • Training for strategies to improve EL instruction; best practices for ELD strategies • Intervention Reading program for elementary students and English Support classes for middle and high school students who fall below grade level on quarterly progress monitoring and/or curriculum assessments. | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | Math Common Core Program adoption | 4000-4999: Books And Supplies | LCFF-ED | 73000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|--|---------------------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> • Student Math Labs • Individualized Student Programs • Small group instruction • Student Math intervention programs • After school targeted instructional programs | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | Renaissance Learning | 5000-5999: Services And Other Operating Expenditures | Title I | 3350 |
| | | | Accelerated Math Intervention program | 5000-5999: Services And Other Operating Expenditures | LCFF-ED | 3800 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Increased access to technology:</p> <ul style="list-style-type: none"> All students in grades 7-12 complete computer based Math assessments at the time of enrollment; this data is used by teachers with students to guide curriculum placement Students have access to technology in academic support labs and classrooms for educational support and homework help Creation of additional technology courses for increased skills and stamina with technology Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion Students use technology for CAHSEE coursework. Technology components of adopted Math curriculum for teachers and students implemented fully. | August 2014-May 2015 | Principal, Vice-Principal, Specialists, & Teachers | <p>same as goal #1</p> <p>same as goal #1</p> | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Use defined assessments that will provide accurate placement data. • Develop and define a school-wide grading policy that bases grades on proficiency with standards • Identify and use curriculum-embedded assessments at least every semester to monitor student progress and improve instruction in all content areas • Make assessments a meaningful source of information for students and parents about progress and achievement • Utilize Renaissance Learning &/or Data Director to monitor student achievement. • Ensure that assessment information is timely and accurate • Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals. | August 2014-May 2015 | School leadership team | same as goal #1 | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|------------------------|--|----------------|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Teachers discuss assessment results with all students and parents during weekly meetings and conferences. School website informs parents of school information, requirements, and student grades. School wide data results discussed at School Site Council and School ELAC meetings. Translation of student expectations, school handbook, and school information for parents into their primary language. | August 2014-May 2015 | School leadership team | annual meetings | None Specified | Title I Part A: Parent Involvement | 250 |
| | | | Services for translation of school materials | None Specified | Title I Part A: Parent Involvement | 250 |

Planned Improvements in Student Performance

School Goal #3

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

| |
|--|
| SUBJECT: English Language Learners |
| LEA GOAL: |
| All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. |
| SCHOOL GOAL #3: |
| By School Year 2014-2015 100% of students in the EL subgroup at CCCS will perform at grade level or higher in ELA and Math. |
| Data Used to Form this Goal: |
| California English Language Development Test (CELDT) Results English-Language Arts Renaissance Learning assessments and other local assessment results Mathematics Renaissance Learning assessments and other local assessment results |
| Findings from the Analysis of this Data: |
| CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects, as well as, provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations. |
| How the School will Evaluate the Progress of this Goal: |
| CELDT Testing English-Language Arts Assessments Mathematics Assessments |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|---|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| CCCS has adopted state approved supplemental ELD curriculum for all grade levels aligned to current ELD standards. Teachers and paraprofessionals incorporate the ELD component of the core curriculum. The staff uses data to identify the academic needs of all subgroups, including the EL subgroup and plans programs to address student needs. CCCS teachers are certified in appropriate EL teaching strategies and emphasis is placed on continuously updating instructional practices to meet EL needs based on current research. | annual | Principal, Vice-Principal, Site Administrator, all teachers, all support staff | EDGE curriculum replenish orders | 4000-4999: Books And Supplies | Title I | 15000 |
| | | | EDGE curriculum supplementary materials | 4000-4999: Books And Supplies | Title I | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>The staff at CCCS is committed to increasing parental involvement for the purpose of improving student academic achievement. At some resource centers, a large portion of students are English learners, bilingual staff and translators are provided to offer assistance in the school office, at parent meetings, and in the classroom when appropriate. An annual meeting explaining Title I and NCLB thoroughly appraises parents of the Title I and English learner program at CCCS. Additionally, at Back to School Night parents meet face to face with teachers for classroom information. The Parent/Teacher/Student contract is thoroughly explained and signed. Regular newsletters, notices, and meetings also inform parents of important events and information. This information is also available on the school website. A complete written explanation of the CCCS Parent Involvement Plan is included as part of this document.</p> | annual | Principal, Vice-Principal, Site Administrator, all teachers, all support staff | Costs for providing student supervision for parent/family meetings, | 1000-1999: Certificated Personnel Salaries | Title I | 1000 |
| | | | Copying costs | 5000-5999: Services And Other Operating Expenditures | General Fund | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>CCCS provides an English language development program for English learners. All students, including English learners, receive instruction provided by BCLAD, SB1969, or CLAD certified teachers who incorporate SDAIE strategies in every lesson. Limited English proficient students receive the content standard material in English with support from individual or small group settings given by an ELD certified teacher or bilingual paraeducator. This small group work consists of ELD supplemental curriculum such as SuccessMaker and Triumphs intervention programs correlated to the core materials for the purpose of supporting EL students' access to core content standards.</p> | annual | Principal, Vice-Principal, Site Administrator, all teachers, all support staff | Supplemental ELD materials, ELD support teachers, ELD Paraeducators, | 2000-2999: Classified Personnel Salaries | Title III | 30,000 |
| | | | ELD Specialist (Russian) | 1000-1999: Certificated Personnel Salaries | Title I | 50,000 |

on site. Each student has an assigned teacher that creates a personalized education plan for each student to ensure English learners have access to all school programs that benefit them, including as appropriate; SST, Special Education, 504 plans, physical education, counseling, tutoring, mentoring, service learning, etc.

Professional development focuses on developing effective strategies for teaching the core academic subjects while using state adopted textbooks and materials. Professional development is geared toward the population of students and identified needs of the school. Teachers attend workshops for the specific curricula, offered by experts in the instructional programs and/or the state and county office of education. Trainings will include research-based workshops focused on instructional strategies proven to provide support for English learners, such as; SDAIE, Explicit Direct Instruction, Project-based learning, Service Learning, Capturing Kids' Hearts, Project GLAD (Guided Language Acquisition Design), and curriculum workshops in both ELA and Math.

Teachers and staff are provided with regular time to analyze and discuss data regarding progress and achievement of English learners relative to curriculum and support programs. This data will help

Administrator, all teachers, all support staff

unit planning

GLAD training for CCSS English language learner unit planning

ng Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Title III

9000

Planned Improvements in Student Performance

School Goal #4

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

| |
|--|
| SUBJECT: Services for Socio-Economically Disadvantaged students |
| LEA GOAL: |
| All socio-economically disadvantaged students will demonstrate progress, at a pace equal to or above all schoolwide student averages, in all Core subjects. |
| SCHOOL GOAL #4: |
| All socio-economically disadvantaged students will demonstrate progress, at a pace equal to or above all schoolwide student averages, in all Core subjects. |
| Data Used to Form this Goal: |
| ASAM's indicators English-Language Arts Renaissance Learning assessments and other local assessment results Mathematics Renaissance Learning assessments and other local assessment results |
| Findings from the Analysis of this Data: |
| CCCS students need significant academic growth to meet state and federal expectations for academic achievement. The school has identified areas of growth and has a plan for students to achieve at higher rates. CCCS will better align materials and instruction to the California Content Standards and the Common Core State Standards. CCCS will increase data management and analyses related to core subjects as well as provide targeted staff development. CCCS serves a high population of at-risk students, including students living in poverty, homeless students, young mothers and fathers, new immigrants, and students who have been expelled from other schools. These are all life situations that affect how students learn. CCCS continues to strive for ways to effectively meet student needs and support their grade level expectations. |
| How the School will Evaluate the Progress of this Goal: |
| ASAM's indicators English-Language Arts local assessment results Mathematics local assessment results |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|--|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| CCCS strives to meet the needs of the whole child through providing individualized resources for socio-economically disadvantaged youth and thier families; meeting all needs that are barriers from a student having full access and opportunities for achieving educational goals | annual | Principal, Vice Principal(s), & school leadership team | bus passes for students who rely on public transportation for school | | Title I | 30,000 |
| CCCS coordinates with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with socio economically disadvantaged students. | annual | Principal, Vice Principal(s), & school leadership team | Capturing Kids Hearts --- School culture professional development | 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 2,500 |
| | | | Partnership with City of Sacramento - Robertson Center | None Specified | None Specified | |
| | | | Partnership with La Familia center | None Specified | None Specified | |
| | | | Leadership conference & workshops for administrators and lead teachers | 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 2,500 |
| CCCS supports socio-economically disadvantaged students through individualized educational activities & resources mentoring, and academic or career counseling for socio economically disadvantaged children and families. | annual | | partnership with Americorp for mentoring & tutoring | 5800: Professional/Consulting Services And Operating Expenditures | General Fund | 11,000 |
| | | | partnership with Serve Partnerships | None Specified | LCFF - Base | 7,500 |
| | | | partnership with Student Reach | None Specified | LCFF - Base | 7,500 |
| | | | professional development / staff training on laws and best practices for support of SED students | None Specified | Title I | 1,000 |

Planned Improvements in Student Performance

School Goal #5

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

| |
|---|
| SUBJECT: Professional Development |
| LEA GOAL: |
| All students will be taught by highly qualified teachers. |
| SCHOOL GOAL #5: |
| All teachers will be Highly Qualified or on a specific plan to become Highly Qualified within the next 12 months. |
| Data Used to Form this Goal: |
| Credential analysis report from district Human Resources |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| Credential analysis report from district Human Resources |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|-------------------------|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| The professional development plan will consist of the administrative team reviewing research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards with special emphasis placed on a transition to Common Core content standards and best practices. The administrative team, with teacher input, will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students. They will design a system of professional development that is coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Teachers and administrators will support one another through coaching and mentoring. | annual | Principal, Vice-Principals, other members of school leadership team, cohort leaders and specialists/teachers | | None Specified | General Fund | |
| The administrative team reviews and analyzes data in regard to program accountability to determine next steps in order to improve achievement. This is accomplished through ongoing meetings between Supt/CEO, Asst. Supt, the school leadership team, and site staff. | annual | Principal, Vice-Principals, other members of school leadership team, cohort leaders and specialists/teachers | | None Specified | General Fund | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--|-------------------------|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| BTSA CTEL training Curriculum based professional development trainings Common Core training for Core Subject Specialists | annual | New teachers and experienced teachers as support | | None Specified | General Fund | |
| How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): | | | | | | |
| a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn c. Involve parents in their child's education and d. Understand and use data and assessments to improve classroom practice and student learning | | Site admin team, school leadership, and school counselor | | | | |

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 ELA & Mathematics |
| SCHOOL GOAL #1: |
| Goal #1: Provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experiences of students. |

| 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 ELA & Mathamatics |
| SCHOOL GOAL #2: |
| Goal #2: Provide all necessary resource required for students to fully access Common Core State Standards (CCSS) and practices to include standards-aligned curriculum, assessments, high quality teacher instruction and access to technology to prepare students to graduate college and career ready. |

| 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 ELA & Mathamatics |
| SCHOOL GOAL #3: |
| Goal #3: Implementation of school-wide Response To Intervention practices that will fully support the personal needs of all students. |

| 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 #4

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA & Mathamatics |
| SCHOOL GOAL #4: |
| Goal #4: Increase engagement of students, parents, whole families, local communities, & regional community organizations as partners and full stakeholders. |

| 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 #5

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #5: |
| |

| 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) |

| Total Expenditures by Funding Source | |
|--|--------------------|
| Funding Source | Total Expenditures |
| Common Core | 14,000.00 |
| General Fund | 67,000.00 |
| LCFF - Base | 37,500.00 |
| LCFF-ED | 94,300.00 |
| Other | 13,000.00 |
| Title I | 129,850.00 |
| Title I Part A: Parent Involvement | 1,000.00 |
| Title II Part A: Improving Teacher Quality | 5,000.00 |
| Title III | 40,500.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| | 30,000.00 |
| 1000-1999: Certificated Personnel Salaries | 118,500.00 |
| 2000-2999: Classified Personnel Salaries | 30,000.00 |
| 4000-4999: Books And Supplies | 138,500.00 |
| 5000-5999: Services And Other Operating Expenditures | 25,150.00 |
| 5800: Professional/Consulting Services And Operating | 43,000.00 |
| None Specified | 17,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 4000-4999: Books And Supplies | Common Core | 10,000.00 |
| 5000-5999: Services And Other Operating | Common Core | 4,000.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 55,000.00 |
| 5000-5999: Services And Other Operating | General Fund | 1,000.00 |
| 5800: Professional/Consulting Services And | General Fund | 11,000.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 22,500.00 |
| None Specified | LCFF - Base | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF-ED | 12,500.00 |
| 4000-4999: Books And Supplies | LCFF-ED | 78,000.00 |
| 5000-5999: Services And Other Operating | LCFF-ED | 3,800.00 |
| 5000-5999: Services And Other Operating | Other | 13,000.00 |
| | Title I | 30,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 51,000.00 |
| 4000-4999: Books And Supplies | Title I | 26,500.00 |
| 5000-5999: Services And Other Operating | Title I | 3,350.00 |
| 5800: Professional/Consulting Services And | Title I | 18,000.00 |
| None Specified | Title I | 1,000.00 |
| None Specified | Title I Part A: Parent Involvement | 1,000.00 |
| 5800: Professional/Consulting Services And | Title II Part A: Improving Teacher Quality | 5,000.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 30,000.00 |
| 4000-4999: Books And Supplies | Title III | 1,500.00 |
| 5800: Professional/Consulting Services And | Title III | 9,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 110,500.00 |
| Goal 2 | 100,650.00 |
| Goal 3 | 129,000.00 |
| Goal 4 | 62,000.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jon Campbell | X | | | | |
| Toolie Younger | X | | | | |
| Klm Woods | | X | | | |
| Dee Rupert | | X | | | |
| Gloria Saunders | | | | X | |
| Gina Bennett | | | | X | |
| Patricia Day | | | | X | |
| Rebecca Hammack | | | X | | |
| Masha Voroboyva | | | | X | |
| Juliya Marchenko | | | | X | |
| Angela Rice | | X | | | |
| Tim Ackman | | | | | X |
| Christian Godoy | | | | | X |
| Nina Semeryuk | | | X | | |
| Numbers of members of each category: | 2 | 3 | 1 | 5 | 2 |

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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 3.11.2015.

Attested:

Jon Campbell / Toolie Yonger

Typed Name of School Principal

Signature of School Principal

Date

Gina Bennett

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date