The Single Plan for Student Achievement

School: Community Collaborative Charter School

CDS Code: 34 76505 0108837

District: Gateway Community Charters

Principal: Jon Campbell

Revision Date: 4.5.2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cindy L. Petersen Ed.D.

Position: Superintendent

Phone Number: (916) 286-5129

Address: 5726 Dudley Drive
                      McClellan CA 95652

E-mail Address: cindy.petersen@gcccharters.org

The District Governing Board approved this revision of the SPSA on April 19th, 2016.

Table of Contents

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 a 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 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.

The McClellan elementary and middle school programs follow a hybrid model rather than a pure independent study model. Recognizing the fact that K-8 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 these 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 two-to four-day-per-week hybrid classroom offering. 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;

- 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 at least once 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.

STUDENT SURVEY DATA
The most recent student survey was completed in the fall of 2015, using phone, paper, and online surveys. In total, 206 students completed the survey. Overall results found that the school receive the indicated percentage for Effective or higher in the following areas:

- Communicating the expectations of the school: 95%
- Ensuring student safety: 93%
- Ensuring student learning: 96%
- Individualizing coursework: 94%
- Facilitating understanding of graduation requirements: 94%
- Helping students with academic problems: 93%
- Helping students with personal problems: 88%
- Caring about students and their success: 96%
- Creating a welcoming and supportive learning environment: 96%
- Clearly explaining assignments: 97%

Students were also asked to evaluate a number of non-matrix statements. Results are as follows:
- 93.6% of students feel they can call or text my teacher and receive a response within 24 hours.
- 65.52% (133 students) feel that they get student support from their teacher, 22.66% (46 students) from lab, 8.87% (18 students) from a family member, and 2.96% (6 students) from a friend.

- 94.09% (191 students) feel that their interactions with other students are excellent, very good or good, with only 5.91% (12 students) reporting their interactions were not good.
- 90.05% (181 students) feel that they are aware of school events and activities and how to participate.
- 40% (82 students) find the books and materials very difficult or difficult, with 60% (123 students) finding them easy or very easy.

PARENT SURVEY DATA
The most recent parent survey was completed in the fall of 2015, using phone, paper, and online surveys. In total, 83 parents completed the survey. The results were as follows:

1) How did you first hear about CCCS?
Flyer in the mail 0.0%
Social media 1.3%
Web site 6.3%
Billboard 0.0%
Recommended by another person 92.5%

2) How long has your student been enrolled at CCCS?
One year   45.5%
Two years   29.9%
Three years 10.4%
Four years or more 14.3%

3) I can go to _____ to find out what my student can do to graduate from CCCS.
Counselor   67.5%
Teacher 56.3%
Office   25.0%
Administrator 11.3%

4) I can find out about the events and activities that are happening on campus and how I can participate from:
CCCS Facebook page 26.6%
TV screen in lobby 17.7%
Fliers   38.0%
Staff members 54.4%
Phone call from school 55.7%

5) I am encouraged by at least one adult on campus to get involved in events and activities at school.
Yes 84.8%
No 15.2%

6) If I call/text my student's teacher, they will get back to me within 24 hours.
Always 66.7%
Most of the time   24.4%
Sometimes 6.4%
Never   2.6%

7) My student's teacher has high academic expectations of my student.
Always 82.5%
Most of the time   10.0%
Sometimes 6.3%
Never   1.3%

8) Please check all statements that you believe are true.
The students treat staff with respect and dignity. 83.8%
The students treat each other with respect and dignity. 68.8%
The staff treat students with respect and dignity. 80.0%
The staff at this school treat me with respect.   77.5%

9) I feel my student is safe at school.
Always 78.5%
Most of the time   17.7%
Sometimes 2.5%
Never 1.3%

10) I feel my student is making good progress at CCCS.
Always 74.7%
Most of the time   22.8%
Sometimes 2.5%
Never   0.0%

11) Rank the following in order of their priority in your student's life right now (1 is highest):

	1	2	3	4	Average
School	39	24	4	7	1.72
Home/family	26	33	13	3	1.91
Work	4	13	25	32	3.15
Friends	7	4	32	32	3.19

12) How many schools has your student attended in the past two years?
One 41.9%
Two 45.9%
Three 12.2%
Four or more 0.0%

13) Is your student currently or previously been in foster care?
Yes 9.0%
No 91.0%

14) Is your student currently pregnant or parenting a child?
Yes 3.8%
No 96.2%

STAFF SURVEY DATA
Gateway Community Charters conducts an annual school culture survey each fall. The following are the results from the 2015-2016 school year. The results of this survey, plus narrative comments from staff (not included in this report, but available upon visiting committee request), are submitted to Gateway Community Charters and used to determine areas of growth to prioritize in regards to school culture.

In narrative statements from staff, the overwhelming strengths noted aligned with the strongest areas of the survey. Staff overwhelmingly view the principles and components of CKH as a positive driving force that sets the tone for relationships on campus. Administrators are viewed as role models and teachers, supportive of staff and students alike. The atmosphere on campus is familial, cohesive, and caring, and staff view the school as having a culture of excellence.

The areas of growth noted by staff in the narrative statements center around the staff's drive for continuous improvement. Staff would like to see more consistency in how student interventions are managed, ongoing improvement in the areas of curriculum and technology (including availability of a guest wifi network), and more attention to campus cleanliness, including students cleaning up their trash and spot removal on the carpets.

Each category is scored from 1-5, with 1 being the lowest rating possible. Overall, any category that receives an average of under 4.00 becomes an area of focus by GCC administration. CCCS consistently scores above this target in every area.

Overall results found that the school received the indicated average score for each of the following areas:

• School culture is one of trust and respect between staff members: 4.26
• School culture is one of trust and respect between staff and parents: 4.35

- School culture is one that embodies Capturing Kids' Hearts principles/components: 4.29
- The principal supports creative ideas: 4.55
- The principal keeps teachers well-informed: 4.41
- The principal is an instructional leader: 4.33
- The principal models and supports CKH principles/components: 4.61
- The school administration values and seeks to utilize parent involvement: 4.45
- The school administration seeks input/involvement of staff in a collaborative culture: 4.39
- Conflict is handled appropriately among staff: 4.22
- Conflict is handled appropriately among students: 4.27
- The school staff embraces change: 4.09
- The school staff embraces collaboration: 4.5
- The school staff embraces diversity: 4.56
- The school staff embraces CKH principles/components: 4.53
- We celebrate student accomplishments: 4.74
- We celebrate staff/teacher accomplishments: 4.47
- Our Gateway Community Charters administration provides vision and leadership for sites: 4.24
- Our Gateway Community Charters administration works collaboratively with site administration: 4.25
- Our Gateway Community Charters administration responds to requests in a timely manner: 4.27

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 on an ongoing basis throughout the school year, facilitated by the school's open floor plan model. Formal observations of all staff are conducted at least once per year, or twice for newer teachers. Observations are based on the school's Performance Pay System and rubric, which include 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.

New teachers shadow master teachers for a minimum of eight student hours, but often up to one full week as needed, before being assigned students. This allows them to get up to date on all policies and procedures relevant to teaching independent study. New teachers receive formal evaluations twice per year. The school is effective in this. In order to become highly effective, a formal process should be instituted for assigning mentors to new teachers. Currently this is done informally, but formalizing this would help to better support new teachers. This would be followed up by peer observations at the two week, six week, and eight week marks to help determine areas of support needed.

Annual Performance Pay System (PPS) evaluations are conducted by the administration with each full-time teacher. The pre-conference is scheduled to articulate expectations, while the post-observation conference is used to provide constructive feedback. The principal and curriculum coach regularly observe teacher/student meetings and provide coaching as needed. This observation is used to plan further professional development.

In the 2015-2016 school year, a Teacher Goal-Setting plan was implemented. In this teacher-driven process, teachers chose three goals for improvement—one CKH goal, one academic goal, and one professional growth goal. Teachers then met with an administrator to review these goals and develop a plan for tracking their performance in these areas. Goals will be reviewed a total of three times per year—September, January, and May. The school is highly effective in this area.

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.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The two state assessments used to identify student strengths and areas for improvement, set long-term performance goals, and measure overall student achievement are the California Assessment of Student Performance and Progress (CAASPP), and, for English Learners, the California English Language Development Test (CELDT.) Additionally, the primary local assessment used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth is the Renaissance Learning STAR assessment, given in both reading and math. This test is administered to all grades schoolwide.

CAASPP SUMMARY
The 2014-2015 school year was the first year in which CCCS received CAASPP score data. The data shows that, across most grade levels, subgroups, and tests, fewer than 20% of students met or exceeded the standards. As this is the first year that CCCS has received this data, the school is still working on analyzing the data received and determining an intervention plan to help bring these scores up.

CELDT SUMMARY
All students at CCCS who are designated as English Learners (ELs), which is determined through the annual Home Language Survey, are tested yearly using the CELDT. Students are tested during a weekly scheduled time during the fall months. The oral component is administered individually, while the other sections (reading, listening, and writing) are given in a group setting. Additionally, testing is administered as students enroll or as new documentation is found that indicates a given student may have a home language other than English. Test administrators are all certificated and trained in CELDT procedures. Students qualifying for English Language Development are placed into the EL cohort, and individual student levels and descriptors of each level are given to EL teachers to assist in placement for instruction.

The total number of English Learners at CCCS has shown a significant decline in two specific years: 2013-14, due to the splitting off of the Winterstein site, and again in 2015-16 (not reflected in the data), due to the splitting off of the West Sacramento EPIC site. In response to this, in the 2015-2016 school year, CCCS reduced the number of ELD Specialists from two to one. Additionally, the 2015-2016 school year will be the final year that CCCS will receive Title III funding for English Learners, unless the school shows an increase in this population.

LOCAL ASSESSMENT SUMMARY
While Community Collaborative Charter School participates in all required state testing, due to the highly transitory nature of the student population, the primary standardized assessments used to drive student instruction are the Renaissance Learning STAR Reading and STAR Math assessments. As part of the Academic Conference process, students take this assessment three times per year—upon enrollment, at the end of the first semester, and at the end of the school year. Using this data, teachers meet in cohorts three times per year for Academic Conferences, in which they group students according to level, and create an action plan with interventions for each group. Data is evaluated to determine student needs both by cohort as well as schoolwide.

Because of the high mobility in the student population, Renaissance Learning score data is not compared year over year. Rather, as per the charter Measurable Student Outcomes, LCAP, and schoolwide action plan, growth is measured over the course of a single school year. Per the charter's MSOs:

• An average of at least 70% of students who have been enrolled at CCCS for at 90 consecutive school days during the current academic year will demonstrate at least a 50 point growth on the scaled score for Renaissance Learning STAR Reading assessment.

• An average of at least 70% of students who have been enrolled at CCCS for at 90 consecutive school days during the current academic year will demonstrate at least a 50 point growth on the scaled score for Renaissance Learning STAR Math assessment.

In the 2014-2015 school year, students showed an average of 84 points of growth in Reading, but only 21 points growth in Math. The Math score went down 10 points from the previous year and 16 from two years prior. This is possibly due to the implementation of a new math curriculum, and more teachers needing training on this curriculum.

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 but three teachers meet highly-qualified requirements under the ESEA. The three who do not are elementary teachers in their first year in the classroom, and are working toward completing their credential requirements.

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.

Under CCCS's independent study model, course curriculum is prepared by one or more highly-qualified curriculum specialists, and is provided for all teachers to use. Due to the sheer breadth of subjects required of each teacher, staff development is essential, and both formal and informal training are provided throughout the year. All full-time and part-time staff are supported by staff development, either through the cohort meetings, the weekly staff meetings, or through the five GCC staff development days.

During the mandatory staff development days before school begins, all staff receive training on new curriculum and programs, and ongoing training occurs during the year. For example, in the 2014-2015 school year, CCCS implemented new Common Core-aligned ELA and math curricula. Due to their critical nature, staff development throughout that school year focused on training and implementation of these curricula. Additionally, all teachers new to the school spend a minimum of a week shadowing other teachers before their first student interactions.

All curriculum specialists are allotted hours in their schedule each week to facilitate curriculum development and meet with other teachers as needed to assist them in implementing the curriculum. Additionally, recognizing that student needs change from year to year, especially in a largely at-risk student population, all curriculum specialists also work together regularly with a curriculum coach to continue refinement of the curriculum and ensure its alignment to content standards.

Recognizing the potential of technology to streamline the clerical nature of the student instructional hour, CCCS has made significant investments in technology and technology training so that teachers may spend more time teaching their students and less time managing paperwork. A credentialed teacher certified in computer training and repair is based at the McClellan site to maintain the site technology and conduct formal and informal trainings, and is also available to travel to the outreach sites to conduct maintenance and training. Full-time teachers are eligible to complete a technology portfolio annually through a GCC program that provides a stipend in exchange for demonstrating proficiency with a variety of computer hardware and software. Finally, selected staff have been trained to administer the Renaissance Learning assessment program, Illuminate data management program, Aeries.net attendance program, and FuelEd online education platform, and act as support providers for other staff in these programs as needed.

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.

   Every Monday from 9-11 AM, campus is closed to students for all-staff professional development. Every other week, the Robertson Center staff comes to the McClellan site for staff development, and every other week, they remain at their site for parallel staff development. All certificated and classified staff attend staff meetings. Cohorts and the Leadership Team meet every other week, and other site teams meet on schedules varying from weekly to monthly.

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. K-8 alignment is complete. Math alignment is complete through Pre-Algebra, and beginning in the 2016-2017 school year, secondary math will shift from a traditional track to an Integrated Math track. ELA alignment is complete through Grade 11, with Grade 12 alignment planned for the 2016-2017 school year.

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. Flexibility is paramount when dealing with this student population in order to ensure their success. New teachers are frequently hired mid-year as enrollment increases, and total student loads of each teacher never exceed 30 students per teacher.

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. K-8 alignment is complete. Math alignment is complete through Pre-Algebra, and beginning in the 2016-2017 school year, secondary math will shift from a traditional track to an Integrated Math track. ELA alignment is complete through Grade 11, with Grade 12 alignment planned for the 2016-2017 school year.

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 assessments, primarily the Renaissance Learning local assessments.

<u>Opportunity and Equal Educational Access</u>

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.

For academic support, CCCS provides open labs staffed with credentialed teachers and paraeducators that students can attend for assistance with their work. A support lab is also available for special education students. Each of these options for tutoring requires staff to develop an individualized mentoring relationship regarding students' own lives, their value of education, and their perception of the value in meeting the grade-level standards.

Because of the one-on-one nature of independent study, students are able to build strong relationships with school staff. From the time a student walks in the door, they are greeted by the caring support staff, and all student meetings begin with a discussion of good things going on in the student's life, as well as a quick assessment of any needs the student might have. Additionally, all students have a social contract with their teacher to help guide behavior and interaction.

Although students are only required to meet with their teachers for one hour per week, for many students, this is the only hour of undivided time they may receive from an adult in a week. During the appointment time, teachers are able to learn more about their students' lives, and the students learn to become more comfortable sharing their abilities and challenges in safe environment. Another benefit of the independent study model is that, because of the one-on-one setting, students exhibit fewer behavioral problems generally attributed to peer pressure. Finally, many students build strong relationships with lab instructors, support staff, and administrators throughout their daily interactions on campus.

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.

Recognizing that many of CCCS's students lack a stable connection with an adult, CCCS staff hope to build a mentoring relationship with each student. In the 2011-2012 school year, CCCS began implementation of the Capturing Kids' Hearts, or CKH, model. CKH, through training provided by The Flippen Group, is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff, and students.

Under this program, all staff become equipped with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. At its core, CKH principles are designed to pave the way for students to be able to use the skills they've learned with confidence and enthusiasm. The site goal is that every student will have an adult to turn to if needed, in either a formal or informal process. As part of the enrollment process and personalized orientation tour, students are introduced to either the At-Risk/Career Specialist or counselor.

Many changes to the curriculum have been initiated by teachers other than the curriculum specialists, as all teachers strive to work together to develop the best program to help CCCS students meet state standards and achieve academic success. For example, in response to teacher feedback that math students were jumping into the weekly lessons without working through the instructional material or example problems, the math specialists developed format sheets to be used weekly to ensure students were reviewing the instructional material. In order to create and integrate curriculum across the subject areas, curriculum specialists and teachers make use of cohort meetings, staff meetings, and staff development days.

In the elementary and middle school hybrid programs, all students have access to the curriculum, which is aligned with state standards in Language Arts, math, social science, and science. Teachers use a variety of strategies to support learning. Teachers provide weekly lesson plans and follow pacing guides. Teachers use backwards planning with a GLAD (Guided Language Acquisition Design) focus using integrated thematic instruction in social studies and science, and then ELA standards are integrated throughout those. GCC training and support are provided for teaching staff, including curriculum training, presentations on teaching strategies, and collaborative meetings. Elementary and middle school teachers and paraprofessionals have participated in Guided Language Acquisition Design (GLAD) training in both the 2014-2015 and 2016 school years, have implemented GLAD strategies into their instruction, and have done guided observations at other elementary sites to see how other teachers implement this program.

<u>Parental Involvement</u>

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

One of the challenges CCCS's students face is that many parents do not understand how they can support the academic lives of their children. In both formal and informal surveys, parents have indicated that they experience stress trying to provide for the many needs of their students. However, they are often enthusiastic about wanting to learn more about instructional targets and positive discipline strategies that may help their students. Recognizing this, CCCS strives to help students to succeed by bringing parents into their child's academic life and offering a variety of ways for parents to be full partners in all aspects of the school.

Central to this goal is the independent study model. Because teachers meet with students one-on-one, because of the low overall student-teacher ratio, and because each student only has one teacher, the teacher, parent, and student are able to build a good working relationship in order to help each student succeed.

At the beginning of each school year or when a new student enters the school, students and their parents or guardians meet one-on-one with an enrollment specialist or counselor to discuss 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.

Another challenge that some parents face is that, even if they want to participate in their child's education, a language barrier is often present. In response to this, CCCS has developed a number of ways to meet family needs. First, at the time of registration, all students are asked to identify their home language, enabling the school to identify those homes which may need to have information translated. Phone surveys are conducted periodically to make sure that school materials are arriving home to parents/guardians. Registration materials for parent events request that parents indicate whether a translator is needed. The vice principals coordinate any translation needs parents may have, locating translators if needed for parent-teacher meetings. Staff members assume translation duties as needed and able, and vice principals work with local outreach groups as needed to translate documents into other languages as the need arises.

CCCS has two elected School Site Councils, one at the main campus and one at the Robertson Center, both composed of parents, teachers, and staff. The School Site Councils meet on a monthly basis to make recommendations to the administration regarding the operation of the school, and to ensure that operations are in alignment with the school's stated mission, vision and priorities. The Council advises the school leadership team on matters such as allocation of resources, communications, school culture, and identified 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.

In the 2014-2015 school year, in addition to recognizing students of the month, CCCS also began a bimonthly parent/guardian recognition program to honor parents/guardians and students for exceptional effort and/or improvement. A catered dinner is served that is donated by local restaurants such as Chipotle and Panda Express, and awards are presented to students from all levels and cohorts. After the ceremony, students receive framed pictures of themselves receiving their awards, and these pictures are also featured in the on-site display case noting them as the Student of the Month. The Robertson Center also recognizes students and parents; however, this process occurs quarterly rather than monthly.

To help students and their families prepare for post-high school education, every January CCCS holds a Financial Aid Night four times per year (once in November and three times in January) for seniors who plan to continue their education after high school. At this event, students and their families are introduced to the state, federal, and private financial aid system. Computers are provided during the event so that students can begin the FAFSA application during the event. Students are also welcome to see the counselor and other staff members if they need further assistance with the application process. Additionally, CCCS holds an annual College and Career Fair, where representatives from community colleges, private colleges and universities, trade schools, and military branches provide information to students and their families.

Within the elementary hybrid program, all parents must attend an introductory orientation before the beginning of each school year. Additionally, the program hosts a Back to School Night in the fall and an Open House in the spring, as well as parent-teacher conferences twice per year. Student Study Teams take place on an as-needed basis when called by the parent or teacher in order to support parents and students. During the 2014-2015 school year, a pilot program of monthly parent workshops was begun. However, attendance was inconsistent at these workshops, and the program was suspended in the 2015-2016 school year while site administration determined strategies to best reach and serve the parent population.

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:

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.

<u>Funding</u>

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 include ELA and math online interventions, full-time paraeducators to support and run intervention programs, and small group pull-out interventions.

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 recourses 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 Engllish-Language Arts and Mathmatics 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 All students will graduate college and career ready.

Goal #2 All students will be engaged in learning environments that are safe, caring, and provide them with the academic and personal support needed to complete high school graduation requirements and receive their diploma.

Goal #3 100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.

Goal #4 Narrow the achievement gap in all statistically significant subgroups.

Goal #5 Foster and maintain strong relationships between all stakeholders, including school staff and administration, students, families, and community partners in order to best support students to succeed.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	56	55	98.2	55	**2367.2**	4	18	31	47
Grade 4	31	30	96.8	29	**2375.6**	0	13	17	67
Grade 5	32	30	93.8	29	**2466.7**	10	23	37	27
Grade 6	25	22	88.0	21	**2458.0**	0	14	27	55
Grade 7	33	29	87.9	23	**2491.7**	0	17	31	31
Grade 8	32	28	87.5	25	**2499.9**	4	14	32	39
Grade 11	175	101	57.7	83	**2487.2**	4	11	20	48
All Grades	384	295	76.8	265		3	15	26	45

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	5	35	60	5	49	45	9	62	29	7	47	45
Grade 4	0	34	66	3	41	55	3	66	31	7	34	59
Grade 5	17	38	45	10	55	34	7	66	28	10	59	31
Grade 6	0	52	48	5	43	52	0	76	24	5	48	48
Grade 7	4	39	57	0	65	35	4	52	43	0	70	30
Grade 8	8	44	48	4	36	60	8	52	40	4	56	40
Grade 11	10	43	47	7	31	61	4	42	54	6	52	42
All Grades	7	40	52	6	43	51	5	56	39	6	51	43

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. The primary focus of the elementary and middle school students 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 and Student Performance Data

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	56	55	98.2	54	**2404.7**	2	42	27	27
Grade 4	31	30	96.8	28	**2425.5**	3	13	37	40
Grade 5	32	31	96.9	31	**2450.1**	0	16	35	48
Grade 6	25	22	88.0	21	**2475.8**	0	9	41	45
Grade 7	33	28	84.8	26	**2482.0**	0	7	46	39
Grade 8	32	28	87.5	27	**2460.6**	0	14	14	68
Grade 11	175	99	56.6	76	**2446.5**	0	1	7	69
All Grades	384	293	76.3	263		1	14	24	51

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	28	41	31	4	52	44	11	59	30
Grade 4	14	29	57	4	46	50	4	36	61
Grade 5	0	39	61	10	19	71	3	52	45
Grade 6	0	38	62	0	52	48	0	52	48
Grade 7	0	42	58	4	50	46	4	73	23
Grade 8	11	7	81	7	48	44	4	19	78
Grade 11	0	12	88	0	37	63	0	41	59
All Grades	8	27	64	3	43	54	4	47	49

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. The primary focus of the elementary and middle school students 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	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
K									********	***	********
1	1	2	10	18	20	36	14	25	10	18	55
2	1	2	11	26	21	49	5	12	5	12	43
3			15	38	14	36	7	18	3	8	39
4	1	5	8	36	6	27	5	23	2	9	22
5	2	13	8	53	3	20	1	7	1	7	15
6			3	50	2	33	1	17			6
7			3	75	1	25					4
9			********	***	********	***	********	***			********
10			1	20	3	60	1	20			5
11	1	10	3	30	4	40	2	20			10
12	1	6	9	50	7	39			1	6	18
Total	7	3	72	32	82	37	37	17	24	11	222

2014-15 CELDT (Annual Assessment) Results

Conclusions based on this data:

1. The CELDT data shows significant growth in ELD from beginning to advanced levels from kindergarten through twelfth grade. But, for some reason, we did not have data reported for testing done i for K, 8th & 9th so it was challenging to fully analyze the schoowide trends.

2. 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.

3. 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.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (All Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
K			1	1	7	10	6	9	55	80	69
1	1	2	10	18	22	39	14	25	10	18	57
2	1	2	12	26	24	51	5	11	5	11	47
3			16	39	15	37	7	17	3	7	41
4	1	5	8	36	6	27	5	23	2	9	22
5	2	12	10	59	3	18	1	6	1	6	17
6	1	13	3	38	2	25	1	13	1	13	8
7			3	60	2	40					5
8			********	***	********	***					********
9	1	17	1	17	3	50	1	17			6
10			2	17	7	58	2	17	1	8	12
11	2	9	9	39	9	39	3	13			23
12	2	7	14	52	9	33			2	7	27
Total	11	3	90	27	110	33	45	13	80	24	336

Conclusions based on this data:

1. The CELDT data shows significant growth in ELD from beginning to advanced levels from kindergarten through twelfth grade. But, for some reason, we did not have data reported for testing done for K, 8th & 9th, so it was challenging to fully analyze the schoowide trends.

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.

School & Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	324	189	222
Percent with Prior Year Data	90.4%	85.7%	100.0%
Number in Cohort	293	162	222
Number Met	153	102	132
Percent Met	52.2%	63.0%	59.5%
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	337	123	198	75	236	78
Number Met	60	42	35	19	43	31
Percent Met	17.8%	34.1%	17.7%	25.3%	18.2%	39.7%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Conclusions based on this data:

1. 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.

2. CCCS students with five or more years of EL instruction are being redesignated at a higher rate than students with less than five years of EL instruction.

School & Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	5,784	5713	5,946
Percent with Prior Year Data	99.2	98.8	100.0
Number in Cohort	5,735	5645	5,946
Number Met	2,853	3005	3,774
Percent Met	49.7	53.2	63.5
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	4,231	2,616	4177	2651	4,149	2,757
Number Met	719	1,114	799	1172	1,047	1,494
Percent Met	17.0	42.6	19.1	44.2	25.2	54.2
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**No**	**No**	**No**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
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	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. 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.

2. CCCS students with five or more years of EL instruction are being redesignated at a higher rate than students with less than five years of EL instruction.

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:
At the end of the 2015-16 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in English/Reading.
SCHOOL GOAL #1:
At the end of the 2015-16 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in English/Reading.
Data Used to Form this Goal:
• CST results released in August annually (Science only)   • Initial CAASPP results in ELA   • 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:
• 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

Common Core standards and research-based educational best practices:		Curriculum Coach, Specialists, and Teachers	& teacher resources for ELA 12			
			Purchase additional ELA 7-11 textbooks & resources	4000-4999: Books And Supplies	Lottery: Instructional Materials	80,000
• Teachers clearly articulate learning objectives based on key content standards and provide regular and specific feedback about student performance relative to clearly articulated goals.			ELA & EL curriculum & course creation	1000-1999: Certificated Personnel Salaries	Title I	11,000

• Accurately assess and place students in core,intervention, remedial, and enrichment courses.

• All teachers will utilize the full array of instructional materials provided in the adopted program and follow the CCCS student placement & curriculum use guidelines for instructional delivery.

• Growth and further creation of academic labs, small group classes and intervention support models that will meet the needs of all students.

• Ensure that all students have textbooks that can be brought home.

• Monitor structure and content of support classes.

• Teachers clearly articulate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: • 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 in the core curriculum. • Teacher training on strategies for improved EL instruction and ELD best practices	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	K-8 teacher participate in on-going GLAD instructional training & coaching ELA Specialists provide annual teacher training and on-going coaching in ELA curriculum	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality Title I Part A: Professional Development (PI Schools)	8,000 1,500
Extended Learning opportunities: • Increased instructional time for all students in need of extra instructional assistance in core and elective subjects	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Specialists & Paraeducators staff student resource labs & small group classes, and intervention groups	2000-2999: Classified Personnel Salaries	LCFF - Base	12,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased access to technology: • 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 and implementation of online programs for increasing skills and stamina with technology • Use of technology for additional learning opportunities, within course requirements as well as for basic assignment completion	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Purchase 10 desktop computers (upgrade existing labs) allowing teachers to make full scope of curriculum available	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	7,000
			Purchase 30 additional laptops for student use in individual and small learning groups	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Licenses for online curriculum	5000-5999: Services And Other Operating Expenditures	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program effectiveness: • Use defined assessments that will provide accurate placement data. • Develop and define a school-wide grading policy that bases grades on proficiency with standards. • Make assessments a meaningful source of information for students and parents about progress and achievement. • Utilize Renaissance Learning 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 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, and Teachers	Renaissance Learning - Student assessment program	5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • 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 2015-May 2016	School Leadership teams	Annual meetings Services for translation of school materials	None Specified None Specified	Title I Part A: Parent Involvement Title I Part A: Parent Involvement	250 250

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:
At the end of the 2015-16 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in Mathematics.
SCHOOL GOAL #2:
At the end of the 2015-16 school year, 75% of long term students will show a scale score growth of 50 or more points on Renaissance Learning Assessments in Mathematics
Data Used to Form this Goal:
• CST results released in August annually (Science only)   • Initial CAASPP results in Math   • 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:
• 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

Common Core standards and research-based educational best practices:		Curriculum Coach, Specialists, & Teachers	program			
			Purchase additional Pearson Digits math program materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	15,000
• Teachers clearly articulate learning objectives based on key content standards and provide regular and specific feedback about student performance relative to clearly articulated goals.			math curriculum development for new integrated math & aligned elective courses	1000-1999: Certificated Personnel Salaries	Title I	2,000

• Teachers clearly articulate learning objectives based on key content standards 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.

• All teachers will utilize the full array of instructional materials provided in the adopted program and follow the CCCS student placement & curriculum use guidelines for instructional delivery.

• Growth and further creation of academic labs, small group classes and intervention support models that will meet the needs of all students.

• Ensure that all students have textbooks that can be brought home.

• Monitor structure and content of support classes.

• Teachers clearly articulate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: • Specialists and teachers will work to establish updated curriculum for all core Mathematics 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 in the core curriculum. • Teacher training on strategies for improved EL instruction and ELD best practices.	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	K-8 teachers participate in on-going GLAD instructional training & coaching Math Specialists provide annual training and on-going coaching in Math curriculum	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality Title I Part A: Professional Development (PI Schools)	8,000 1,500
Extended Learning opportunities: • Increased instructional time for all students in need of extra instructional assistance in core and elective subjects	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	Specialists and paraeducator staffing in student resource labs, small group classes, and intervention groups	2000-2999: Classified Personnel Salaries	LCFF - Base	12,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased access to technology: • 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. • Technology components of adopted Math curriculum for teachers and students implemented fully.	August 2015-May 2016	Principal, Vice-Principal, Curriculum Coach, Specialists, & Teachers	Purchase 10 teacher computers (replace/upgrade)	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	7,000
			Purchase 30 student laptops	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Licenses for online curriculum	5000-5999: Services And Other Operating Expenditures	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program effectiveness: • 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 2015-May 2016	School leadership team	Renaissance Learning - Student Assessment program	5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • 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 2015-May 2016	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
			creation/update of new school website	0000: Unrestricted	General Fund	2,000

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 Learners
LEA GOAL:
By the end of the 2015-2016 school year, 100% of English Learners at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
SCHOOL GOAL #3:
By the end of the 2015-2016 school year, 100% of English Learners at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
Data Used to Form this Goal:
California English Language Development Test (CELDT) Results for EL students English-Language Arts Renaissance Learning assessments and other local assessment results Mathematics Renaissance Learning assessments and other local assessment results ASAM indicator success rates School/District perception surveys
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:
California English Language Development Test (CELDT) Results for EL students English-Language Arts Renaissance Learning assessments and other local assessment results Mathematics Renaissance Learning assessments and other local assessment results ASAM indicator success rates Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention curriculum and curriculum training for EL students and teachers working with EL students	August 2015-May 2016	School Leadership Team; Core subject specialists	EDGE curriculum update	4000-4999: Books And Supplies	Title III	25000
			EDGE curriculum professional development training	5800: Professional/Consulting Services And Operating Expenditures	Title III	5000
Provide training for administrators & school leadership team members around effective SST process implementation	August 2015-May 2016	School Leadership Team; Core subject specialists	Training provided by district/LEA administration	None Specified	None Specified	0
Provide staff targeted to serve academic needs of students in identified special subgroup populations	August 2015-May 2016	School Leadership Team	Implementation of 28 para educator hours for EL lab support	2000-2999: Classified Personnel Salaries	LCFF - Base	18,000
Provide teachers with instructional training & coaching	August 2015-May 2016	School Leadership Team	GLAD training for CCSS English language learner unit planning	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2000

Planned Improvements in Student Performance

<u>**School Goal #4**</u>

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 Special Populations
LEA GOAL:
By the end of the 2015-2016 school year, 100% of identified students at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
SCHOOL GOAL #4:
By the end of the 2015-2016 school year, 100% of identified students at CCCS will demonstrate progress at a pace equal to or above all schoolwide student achievement averages.
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 IEP goals for SPED students
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 IEP goals for SPED students

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	0000: Unrestricted	Title I	30,000
			creation of basic needs resource kits for students with identified needs	0000: Unrestricted	Title I	1,500
			creation of academic success resource kits for students with identified needs	0000: Unrestricted	Title I	1,500
			Implementation of SMART boards	4000-4999: Books And Supplies	Title I	32,000
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 I Part A: Professional Development (PI Schools)	7,500
			Partnership with City of Sacramento - Robertson Center	None Specified	None Specified	0
			Partnership with La Familia center	None Specified	None Specified	0
			Leadership conference & workshops for administrators and lead teachers	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCCS supports socio-economicaly 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	18,000
			partnership with Serve Partnerships	None Specified	LCFF - Base	7,500
			partnership with Student Reach	None Specified	LCFF - Base	7,500
			summer school programs for credit deficient students	None Specified	Title I	32,000
			addition of services through Student Reach for mentoring at Robertson & Elementary programs	5800: Professional/Consulting Services And Operating Expenditures	Title I	7,500
			purchase nutritional snacks for students who are struggling to maintain proper nutrition before and after school	0000: Unrestricted	Title I	2,500
			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:
Provide quality professional development to enhance student achievement and school climate and ensure that all teachers are highly qualified.
Data Used to Form this Goal:
Credential analysis report from district Human Resources
Findings from the Analysis of this Data:
Due to the nature of the highly at-risk populations served at all CCCS campuses and due to the on-going transition to common core standards and CAASPP assessments; teachers need professional development and support in common core instructional and resource applications best practices.
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 emphisis 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	supplies, clerical staff support, district & site admin staff support	0000: Unrestricted	General Fund	5,000
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	supplies, clerical staff support, district & site admin staff support	0000: Unrestricted	General Fund	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BTSA Curriculum based professional development training Common Core training for Core Subject Specialists Teacher/Administrator workshops	annual	Administrators, Specialists, Teachers, & Paraeducators	new teacher training; on-going teacher support and coaching as needed	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000
All FTE teachers & paraeducators provided with opportunities for yearly goal setting, coaching, and annual evaluation	annual	Administration, Curriculum Coach, Specialist, Teachers, & Paraeducators	on-going staff goal setting, coaching, & evaluation processes	0000: Unrestricted	General Fund	5,000

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**
General Fund	35,000.00
LCFF - Base	58,000.00
Lottery: Instructional Materials	154,000.00
None Specified	0.00
Title I	168,000.00
Title I Part A: Parent Involvement	1,000.00
Title I Part A: Professional Development (PI Schools)	10,500.00
Title II Part A: Improving Teacher Quality	25,500.00
Title III	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	52,500.00
1000-1999: Certificated Personnel Salaries	16,000.00
2000-2999: Classified Personnel Salaries	43,000.00
4000-4999: Books And Supplies	197,000.00
5000-5999: Services And Other Operating Expenditures	53,000.00
5800: Professional/Consulting Services And Operating	71,500.00
None Specified	49,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	17,000.00
5800: Professional/Consulting Services And	General Fund	18,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	43,000.00
None Specified	LCFF - Base	15,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	140,000.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	14,000.00
None Specified	None Specified	0.00
0000: Unrestricted	Title I	35,500.00
1000-1999: Certificated Personnel Salaries	Title I	13,000.00
4000-4999: Books And Supplies	Title I	32,000.00
5000-5999: Services And Other Operating	Title I	39,000.00
5800: Professional/Consulting Services And	Title I	15,500.00
None Specified	Title I	33,000.00
None Specified	Title I Part A: Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	3,000.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	7,500.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	25,500.00
4000-4999: Books And Supplies	Title III	25,000.00
5800: Professional/Consulting Services And	Title III	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,000.00
Goal 2	97,000.00
Goal 3	50,000.00
Goal 4	151,000.00
Goal 5	20,000.00

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				
Christina Roberts		X			
Dee Rupert		X			
Dave Beaumont		X			
Norma Chadwell		X			
Charles Fetz		X			
Rebecca Hammack			X		
Marlssa Olivas			X		
Elizabeth Davis					X
Tim Ackman					X
Christian Godoy					X
Samea Miles					X
Rebecca Rowland				X	
Michael Ackman				X	
Deborah Fields				X	
Eunice Parilla				X	
Numbers of members of each category:	**1**	**5**	**2**	**4**	**3**

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)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 2.3.2016.

Attested:

Jon Campbell
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Rebecca Roland
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date