

# The Single Plan for Student Achievement

**School:** Empowering Possibilities International Charter  
**CDS Code:** 57-10579-0132464  
**District:** Gateway Community Charters  
**Principal:** Summer Sorosinski  
**Revision Date:** 11-30-15

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

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

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**The District Governing Board approved this revision of the SPSA on 12/15/2015.**

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## School Vision and Mission

### Empowering Possibilities International Charter's Vision and Mission Statements

#### Mission

All EPIC students will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

#### Vision

To prepare our students for the competitive global economy, EPIC will provide a safe learning environment that fosters students' risk-taking, inquiry and independent thinking skills.

EPIC challenges students with a rigorous, college preparatory curriculum. Both the elementary and middle school curricula align to Common Core State Standards. Students learn 21st Century learning skills that are incorporated into the International Baccalaureate framework. EPIC is seeking certification for both the primary and middle years programs as an IB world school. Teachers and parents share the responsibility of guiding the students learning and development.

## School Profile

This charter public school called Empowering Possibilities International Charter School (EPIC or Charter School), is operated and overseen by Gateway Community Charters (GCC), a 501c3 non-profit charter management organization (CMO). The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.

Gateway Community Charters has been in operation since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 13th year of operation serving over 4,000 K-12 grade students within 5 separate fully WASC accredited charters and one new school, all with unique missions and focus. In the 2011-12 school year all five schools met the rigorous academic standards for renewal and were awarded the full five years allowable. Two of our five charter schools serve predominately under served, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. Additionally, two other GCC Charter schools serve statistically significant numbers of newcomers and English language learners. All four of these schools also serve 70-89% free and reduced price lunch eligible youth. Gateway Community Charters manages a complex budget of over \$20 million dollars and has maintained above the required 3% reserve for each of its charter schools as well as keeping an additional reserve as needed for cash flow management all while expanding enrollment by at least 9% per year.

Empowering Possibilities International Charter School is located in West Sacramento in Yolo County in the Southport community. EPIC serves 319 students in grades K-8. The October 2015 CBEDS Profile for EPIC indicates that 319 students were enrolled on that day with the following ethnic distribution: 99.37% white, .63 % African American, of those students, 79.62% are socioeconomically disadvantaged, 83.39% are English language learners, and 2.19% are students with disabilities.

EPIC has 38 employees; 18 certificated and 20 classified. Certificated staff consists of the Principal, Curriculum Coach and 16 highly qualified teachers. Our classified staff consists of office personnel, custodians, instructional aids, and playground assistants. EPIC currently shares a full-time RSP teacher, EPIC also has a full time PE teacher and Russian teachers. EPIC uses outside vendors for speech therapy. The average class size for K-5th is 21 students and for 6th-8th is 17 students.

In April of 2015, Empowering Possibilities International Charter will apply for the International Baccalaureate (IB) Primary Years Program for grades tK-5. EPIC will pursue accreditation for 6th-8th for the Middle Years Program in the coming year. The IB mission is to create international students who are bilingual and care about the global community. EPIC offers instruction in multiple languages; Russian and Spanish. The adopted curriculum is integrated into the IB framework and includes transition to Common Core State Standards. The school program is balanced and comprehensive in meeting all students' needs and provides a path for intervention.

EPIC offers an after-school program and is attended by approximately 150 students on average each day. This program provides a safe environment for students, as well as, homework support and a healthy snack. It is supervised by the site administration and a

staff of 9 people.

## **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).

The EPIC staff also completed a culture survey through the surveymonkey website. That results show that:

93% of staff believe the school culture is one of trust and respect between staff members

93% believe there is trust and respect between staff and parents

85% believe the school values and utilizes parent involvement

96% believe the school staff embraces change

96% believe the school staff embraces collaboration

92% believe the school staff embraces diversity

### **Classroom Observations**

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

Teachers who have been employees of Gateway Community Charters for more than 5 years are evaluated every two years. All other teachers are evaluated every year. Teachers receive one to four scheduled observations and numerous unscheduled visits throughout the school year. Findings will show teacher implementation of adopted curriculum, use of assessment to drive instruction, and use of required teaching strategies and technology to provide a safe, nurturing environment for learning.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

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

As a new school, EPIC has only CST Science and CELDT state data upon which to base school wide goals. Academic goals are also taken from our charter document measurable outcomes and based upon our initial assessments of students each school year. School wide pacing charts in English Language Arts and Mathematics are used as planning guides. Teachers use the initial data to determine instruction and student support needed. Teachers in grades K-5 have designated intervention time where they can work with small groups or individuals based upon assessments and needs.

EPIC was able to test all students grades 1-8 using Renaissance STAR tests for English Language Arts and Mathematics in August or September. This test is also used two other times throughout the year to determine progress of individual students. Teachers use these results to create leveled groupings for ELA and Math and set SMART Goals.

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

Curriculum embedded assessments are administered at regular intervals for English Language Arts and Mathematics and entered into Illuminate. Data is available by school, teacher, and student. Administration reviews assessment results to determine trends or needs by teacher, student or grade level. This information is also used during teacher collaboration time to identify students at risk and to plan instruction and/or reteaching. Teachers work as a grade level team to analyze student data, develop curriculum, and discuss best teaching practices and student needs.

These results are more specific than the nationally-normed Renaissance testing and pinpoint specific skills needed by students, which then can be addressed during small group lessons.

### **Staffing and Professional Development**

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

All Empowering Possibilities International Charter School staff are highly qualified per ESEA.

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

Teachers are provided SBE-adopted curriculum and have curriculum training in both English Language Arts and Math.

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

Staff development is based upon GCC initiatives and school and teacher needs. Student performance data, principal observations, and teacher input will help determine need for professional development. The focus of EPIC professional development for year one has been creating strong relationships with students, response to students with high needs, and technology integration. EPIC realizes that to be successful as a new school, we need to show the community we are here to support and accept them and create lasting relationships with students and families. EPIC teachers are being trained in Common Core State Standards and International Baccalaureate integration. Furthermore, Teachers have received training regarding students with special needs and technology needed to integrate and assess Common Core Standards.

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

EPIC has a full time Curriculum Coach who observes and supports teachers regarding curriculum and instructional techniques. EPIC also has three Lead Teachers who serve as support for classroom and elective teachers. New teachers are provided BTSA coaches and attend county sponsored professional development workshops. Teachers have staff support as well with a full time RSP teacher, and Title I paraeducators who push into classrooms for instructional support.

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

Our K-5 teachers have 15 horizontal grade level meetings per year for curriculum planning including reflection. They also have 2 vertical meetings for curriculum alignment. Our Middle School department has 17 meetings for collaboration regarding integration of subjects and student support and intervention. The principal and vice principal rotate through the teacher meetings also. The whole school staff meets monthly with the principal for site support.

### Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials that align with Common Core State Standards, IB profiles and framework, grade level expectations, and pacing charts. Teachers prepare weekly lesson plans for all grade levels and subjects. Support structures are aligned with Common Core and IB expectations. EPIC has a math and ELA intervention program for grades K-8 called Success Maker. This program supports Common Core. EPIC utilizes Rosetta Stone as a support program for English language and foreign language instruction which aligns with IB expectations.

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

Our school follows the California Framework for recommended instructional minutes. Every teacher has a daily plan to ensure that students receive the appropriate amount of instructional time for each subject.

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

Teachers are expected to follow the pacing guide provided by EPIC. The master schedule allows enough flexibility for intervention at all grade levels.

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

All standards-based instructional materials are available to all student groups.

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)

All curriculum at EPIC is SBE-adopted and align to Common Core State Standards.

## Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through Success Maker or small group instruction. During reading and math, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade level to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan reteaching. When students are not making sufficient progress at grade level, teachers must refer them to the Student Study Team. This team meets to determine best practices for support individual students in collaboration with the family. This team also monitors student progress per the team suggestions.

EPIC utilizes a full-inclusion model for special education services and pulls out individual students for instruction per their IEP.

### 14. Research-based educational practices to raise student achievement

EPIC utilizes research-based practices as follows: Explicit Direct Instruction, Specially Designed Academic Instruction in English, Capturing Kids' Hearts, Guided Language Acquisition and Design (GLAD), Rosetta Stone, and differentiated instruction.

## Parental Involvement

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

District, community, family, and school resources available to assist underachieving students:

- District Nurse
- Resource Specialist Teacher
- Instructional Assistants
- Translators
- Parent volunteers
- Intervention program
- After school program

Our school communicates with parents through:

- School web site
- Teacher web pages
- Twitter Account
- Grades online
- Report Card every trimester
- Progress reports at mid-trimester
- Back to School Night
- Parent Teacher Conferences
- School Site Council
- English Learner Advisory Committee
- School Newsletter
- Teacher Newsletters

### 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)

Our School Site Council and English Learner Advisory Committee meets regularly and meets requirements for parity. At meetings, we review current school program, school data, set school wide goals, plan budget, and monitor and evaluate goals. This year, the SSC was trained in their roles and responsibilities.

## Funding

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

Categorical services focus on the underperforming students at this school. Instructional assistants are provided that work with targeted students. Funds are also used to create a school library that supports student reading at home. Translation services are also provided.

### 18. Fiscal support (EPC)

EPIC also receives general funding in addition to categorical funding. EPIC also receives Public Charter Schools Grant Program money to support the start up of the new school.

## **Description of Barriers and Related School Goals**

EPIC is currently working with new Math curriculum K-8 and Social Studies/ Science Curriculum for grades 6-8 that are aligned to Common Core State Standards. It is always a challenge for teachers to learn a new curriculum. EPIC will train teachers on Common Core State Standards and the newly adopted curricula and support implementation with pacing charts and observations. The goal is for teachers to be confident and comfortable with the new standards and curriculum.

EPIC teachers are working hard to write and create their own International Baccalaureate program of inquiry. This is the foundation to be authorized as an IB school and requires time for collaboration, decision making and curriculum planning. The barrier here is time for planning. Teachers need more than just a two hour block every couple weeks to plan to a high level of quality. They need full days with their team to create the IB Unit Planner and then create activities and assessments that align. These are not things that can just be pulled from a teacher's edition.

Large populations of disadvantaged students and English learners are other barriers to achieving academic goals. EPIC has 70.62% Socioeconomically disadvantaged students and 83.39% English learners. EPIC utilizes the National School Lunch Program to ensure our students are not hungry and are fed breakfast, lunch, and after school snack. EPIC will also provide transportation for needy students and will work with local community organizations to help meet family needs. To support English learners, EPIC provides beginning English instruction for students new to the United States and support classes for students scoring low on the CELDT test.

EPIC families are often unable to help with homework because they are unfamiliar with the content or struggling to make ends meet at home. For many parents, English is their second or third language and thus the work is difficult for them. EPIC supports parents English level by allowing them to sign up for Rosetta Stone English program.



## 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 Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			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

#### Conclusions based on this data:

1. EPIC is a first year school and therefore has not CAASPP data

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 Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	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

Conclusions based on this data:

1. EPIC is a first year school and therefore has not CAASPP data

**CELDT (Annual Assessment) Results**

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

**Conclusions based on this data:**

1. EPIC is a first year school and therefore has no CELDT data

**CELDT (All Assessment) Results**

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

**Conclusions based on this data:**

1. EPIC is a first year school and therefore has no CELDT data

**Title III Accountability (School Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			

**Conclusions based on this data:**

1. EPIC is a first year school and therefore has no data

**Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

**Conclusions based on this data:**

1. EPIC is a first year school and therefore has no data

## 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
<b>SCHOOL GOAL #1:</b>
Seventy five percent of students will score proficient or advanced on the end of year assessment in English Language Arts or make 5% growth towards proficiency. This goal is derived from the EPIC measurable student outcomes from the charter document and district data because there is no current API or AYP data for the school.
<b>Data Used to Form this Goal:</b>
Curriculum embedded assessments, Renaissance Learning Assessments in STAR Reading and CAASPP score reports
<b>Findings from the Analysis of this Data:</b>
The findings show that greater Reading support is needed because of the high population of English Learners. Targeted instruction, intervention and support are necessary in fluency and writing.
<b>How the School will Evaluate the Progress of this Goal:</b>
After administering the curriculum embedded assessments, Renaissance Learning Assessments in STAR Reading, teachers and administration will meet to analyze the data to develop instructional goals for the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher and administrator trainings on Common Core Standards in English Language Arts that support all students learning and growth	ongoing	principal and staff	training workshops	5000-5999: Services And Other Operating Expenditures	General Fund	5,000.00
			materials and supplies	4000-4999: Books And Supplies	General Fund	500.00
Provide intervention services in English Language Arts for students who are below proficient on curriculum assessments through differentiated instruction and small group pull out instruction	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	69,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration for grade level teams on standards, benchmarks, and state testing including analyzing data	monthly & 1 full day	principal vice principal curriculum coach teachers	substitutes	1000-1999: Certificated Personnel Salaries	General Fund	3,000.00
Provide and promote the use of technology in the classroom for the purpose of student and teacher access to online curriculum supports.	ongoing	principal vice principal curriculum coach teachers paraeducators technology coordinator	personnel; technology coordinator stipend	1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
Provide online supplemental reading curriculum and support for teachers and students	ongoing	Principal Vice Principal curriculum coach teachers	Subscription to Success Maker	5000-5999: Services And Other Operating Expenditures	General Fund	22,000.00
			Subscription to Renaissance Learning and Accelerated Reader	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000.00
			A-Z Reading Subscription	5000-5999: Services And Other Operating Expenditures	General Fund	100.00
Provide greater access to reading materials in the school library for students to take home and in the classrooms	ongoing	Principal Vice Principal Curriculum Coach Teachers Paraeducators	Library and Classroom books through the PCSGP Grant	4000-4999: Books And Supplies	None Specified	5,000.00
Provide summer school reading instruction	ongoing	Principal Vice Principal Curriculum Coach Teachers Paraeducators	personnel	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,160.00
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,324.50



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create reading goals for students and provide incentives for achievement	ongoing	Principal Vice Principal Curriculum Coach Teachers Paraeducators	Prizes	4000-4999: Books And Supplies	General Fund	2,000.00
Provide after school hours reading program	all year	Principal Vice Principal Curriculum Coach Teachers Paraeducators	personnel-2 teachers/1hr/4 days per week	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	Title I Part A: Allocation  Title I Part A: Allocation	10,000.00  0
Provide students hands-on, real world application of standards through field trips for experience-based learning	all year	Principal Vice Principal Curriculum Coach Teacher Paraeducators	location fees and busses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25,000

## 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
<b>SCHOOL GOAL #2:</b>
Seventy five percent of students, will score proficient or higher on the CAASPP statewide assessment in Mathematics or make a 5% growth towards proficiency. This goal is derived from the EPIC measurable student outcomes from the charter document and district data because there is no current API or AYP data for the school.
<b>Data Used to Form this Goal:</b>
Curriculum embedded assessments, Renaissance Learning Assessments STAR testing in Math and CAASPP score reports.
<b>Findings from the Analysis of this Data:</b>
Findings show that additional and targeted instruction in Math is needed for all grade levels and specifically for Algebra 1. Targeted intervention and support is necessary.
<b>How the School will Evaluate the Progress of this Goal:</b>
After administering the curriculum assessments, Renaissance Learning Assessments STAR testing in Math and CAASPP, teachers and administration will meet to analyze the data to develop instructional goals for the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher and administrator trainings on Common Core Standards in Mathematics that support all students learning and growth	ongoing	Principal Vice Principal Curriculum Coach	Training workshops; materials	5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	General Fund  General Fund	0  500.00
Provide intervention services in Mathematics for students who are below proficient on benchmark assessments through differentiated instruction and small group pull out instruction	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel (repetitive from goal 1)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration for grade level teams on standards, benchmarks, and state testing including analyzing data	twice monthly 3 full days	principal vice principal curriculum coach teachers	personnel (repetitive from goal 1)	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide online supplemental curriculum support programs for teachers and students	ongoing	principal vice principal curriculum coach teachers	Subscription to Success Maker (repetitive from goal 1)	5000-5999: Services And Other Operating Expenditures	General Fund	0
			A-Z Science/Math Subscription	5000-5999: Services And Other Operating Expenditures	General Fund	100.00
Provide technology needed to access online support programs	ongoing	principal vice principal curriculum coach teachers paraeducators technology coordinator	personnel; technology coordinator stipend (repetitive from goal 1)	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide after school hours for math program	all year	Principal Vice Principal Curriculum Coach Counselor Teacher Paraeducators	Personal; 1 teacher/para/ 1 hr per week	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	Title I	2,000
Provide opportunities for parents and families to learn and interact with new Common Core Math standards; i.e. Math and Science Fair, school assemblies, events	1-2 events	all staff	presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,000.00
Provide students hands-on, real world application of standards through field trips for experience-based learning	all year	Principal Vice Principal Curriculum Coach Teachers Paraeducators	location fees and buses (repetitive from goal 1)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	0



## 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
<b>SCHOOL GOAL #3:</b>
All English learners will advance one performance band on the CELDT each year until they are re-designated as fluent. This goal is derived from the EPIC measurable student outcomes from the charter document and district data because there is no current CELDT data for the school.
<b>Data Used to Form this Goal:</b>
Annual CELDT scores; Renaissance STAR test scores; curriculum embedded assessments; EL reclassification data
<b>Findings from the Analysis of this Data:</b>
The findings show that EPIC students struggle considerably more with ELA than with Math. This can primarily be contributed to lack of English language and background knowledge and vocabulary. Data shows that the lower grades, K-3, struggle with English development more than the older students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review of CELDT data and curriculum assessments in ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Specialized instruction will be provided to English language learners who are newcomers to the United States (enrolled into a US school less than 1 year).	ongoing	principal vice principal curriculum coach ELD teacher	classroom teachers	1000-1999: Certificated Personnel Salaries	General Fund	0
			ELD curriculum and supplies	4000-4999: Books And Supplies	General Fund	200.00
Small group instruction for English learners to support success in ELA standards.	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel (repetitive from goal 1)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Online English support for students and parents	ongoing	principal vice principal curriculum coach teachers paraeducators	Subscription to Rosetta Stone English Language program (Used PCSGP Grant)	5000-5999: Services And Other Operating Expenditures	Other	5,500.00
Provide opportunity for our EL families and community involvement through the School Site Council and ELAC committees.	quarterly	principal vice principal curriculum coach staff parents	materials and supplies	4000-4999: Books And Supplies	General Fund	500.00
Provide training for teachers in specially designed academic instruction for English learners	annually	principal vice principal curriculum coach teachers	Teacher training for Project GLAD; Guided Language Acquisition Development and/or strategies to benefit English Learners	5800: Professional/Consulting Services And Operating Expenditures	General Fund	13,500.00
			Travel/Conference	5000-5999: Services And Other Operating Expenditures	General Fund	1,500.00
Supplemental reading materials in English and native languages for students	annually	principal vice principal curriculum coach teachers paraeducators	reading books for library paid from the PCSGP Grant	4000-4999: Books And Supplies	None Specified	1,000.00
Provide students hands-on, real world application of standards through field trips for experience-based learning	all year	principal vice principal curriculum coach teachers paraeducators	location fees and buses (repetitive from goal 1)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	0

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Family Involvement &amp; Support</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
<b>SCHOOL GOAL #4:</b>
Provide a continuum of sustainable, effective, early intervention services that meet the physical, social and emotional needs of students and support academic achievement.
<b>Data Used to Form this Goal:</b>
District CST data; local benchmark assessments, surveys
<b>Findings from the Analysis of this Data:</b>
The data shows that significant subgroups need additional support for academic achievement. Research shows that supporting students at home at an early age, supports their achievement in upper grades and beyond.
<b>How the School will Evaluate the Progress of this Goal:</b>
curriculum embedded assessments for Kindergarten-2nd grade; parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide to families and/or guardians a Parent and Student Handbook each year that details school expectations	annually	principal vice principal curriculum coach teachers	materials	4000-4999: Books And Supplies	General Fund	0
			translation of handbook	5800: Professional/Consulting Services And Operating Expenditures	General Fund	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing communication regarding individual student achievement to families	ongoing	principal vice principal curriculum coach counselor teachers paraeducators	Schoolloop website with grading program that gives access to families	5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,000.00
Parent workshops for parents regarding Common Core State Standards and parenting skills	each semester	principal vice principal curriculum coach counselor teachers paraeducators	Contracted services for presenters	5800: Professional/Consulting Services And Operating Expenditures	General Fund	250.00
			materials and supplies	4000-4999: Books And Supplies	General Fund	250.00
Provide snacks at the extended day program to support student health and meet physical needs	ongoing	principal vice principal curriculum coach paraeducators	Daily snacks for after school program students using NSLP money	4000-4999: Books And Supplies	Other	23,000.00
Establish a summer preschool program for transitioning to Kindergarten and preparation for academic success the first year of school; provide intervention summer program for grades K-7 (repetitive from goal 1)	annually	principal vice principal curriculum coach teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	0
			materials and supplies	4000-4999: Books And Supplies	General Fund	1,000.00
Establish a character education program to develop the whole child; including social and emotional skills	ongoing	principal vice principal curriculum coach counselor teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	0
			personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0
			materials and supplies	4000-4999: Books And Supplies	General Fund	500.00
			Character Education library paid for through the PCSGP Grant	4000-4999: Books And Supplies	None Specified	500.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a Family Involvement Plan that encourages and supports participation in the classroom learning environment	annually	principal vice principal curriculum coach teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide access to a school nurse to care for health issues related to student learning and overall health	ongoing	School Nurse principal vice principal curriculum coach staff	personnel School Nurse .17 FTE	1000-1999: Certificated Personnel Salaries	General Fund	12,600.00
Provide physical education to all students to support physical and mental health	ongoing	PE teacher teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	54,000.00
Provide training for teachers and staff to establish a climate of trust and respect between teachers and students, parents and school	ongoing	All staff	training for Capturing Kids' Hearts	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,000.00

## 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	110,000.00	0.00
Title I	2,000.00	0.00
LCFF-ED	26,484.50	26,484.50
General Fund	122,000.00	500.00
Title II Part A: Improving Teacher	2,000.00	0.00
Other	35,000.00	6,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	121,500.00
LCFF - Supplemental	26,484.50
None Specified	6,500.00
Other	28,500.00
Title I	2,000.00
Title I Part A: Allocation	110,000.00
Title II Part A: Improving Teacher Quality	2,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	103,760.00
2000-2999: Classified Personnel Salaries	75,324.50
4000-4999: Books And Supplies	34,950.00
5000-5999: Services And Other Operating Expenditures	65,200.00
5800: Professional/Consulting Services And Operating	17,750.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	71,600.00
4000-4999: Books And Supplies	General Fund	5,450.00
5000-5999: Services And Other Operating	General Fund	28,700.00
5800: Professional/Consulting Services And	General Fund	15,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,160.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,324.50
4000-4999: Books And Supplies	None Specified	6,500.00
4000-4999: Books And Supplies	Other	23,000.00
5000-5999: Services And Other Operating	Other	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	69,000.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	31,000.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	175,084.50
<b>Goal 2</b>	3,600.00
<b>Goal 3</b>	22,200.00
<b>Goal 4</b>	96,100.00

## 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
Mrs. Summer Sorosinski	X				
Mrs.Nina Semeryuk			X		
Mrs. Alison Harkov		X			
Ms. JooHee Conant		X			
Mrs. Sarah Anselmi		X			
Mrs. Larisa Astapov				X	
Mrs. Natalya Ivanov				X	
Mrs. Yuliya Marchenko				X	
Mrs. Kristina Stypin				X	
Mrs. Masha Vorobyova				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X 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 4/29/15.

Attested:

Summer Sorosinski

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Masha Vorobyova

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date