

The Single Plan for Student Achievement

School: Futures High School
CDS Code: 34 765050 101832
District: Gateway Community Charter
Principal: Nataliya Burko
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Futures High School's Vision and Mission Statements

At Futures High School we seek to motivate and encourage students to be self-directed lifelong learners. We provide a safe and friendly environment with a parent, teacher, and community-involved approach to learning. We empower students to reach their individual potential by teaching the skills necessary to meet the challenges of a changing society.

School Profile

The main focus at Futures High School is to motivate and instill a desire in each student to reach his or her greatest potential. Futures' staff, administration and support staff (counselor, curriculum coach, instructional aides, etc.) work cooperatively to address a school wide plan of success for each student. This plan of success will include extensive remediation efforts for any student that is not achieving at or above grade level according to national and district standards. This will include, but not be limited to, intervention courses during the school day, academic oriented after-school programs, access to CAHSEE prep guides and after school CAHSEE preparation courses during the 2013-2014 and 2014-2015 school years, and increased parental involvement in school efforts, along with higher level course offerings that incorporate rigorous academic standards. Reading across the curriculum through Accelerated Reader will be implemented school wide along with the desire that each student will strive for one million words per year. Futures High School is committed to creating a learning environment that integrates technology into the curriculum. This will help to generate a higher motivation for learning as well as give a more realistic view of what real world operations typically incorporate.

Futures will provide students with:

- A high degree of personalization, in a standards-driven core curriculum taught through authentic instruction and assessment
- A partnership between students, parents, the community, and local employers to provide students with entry-level skills appropriate to their educational goals
- 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, the Next Skills, and career paths
- The ability to participate in a variety of work-based experiences through including, but not limited to, Service Learning
- The academic courses required for graduation with a high school diploma and to be prepared to enter the work force and pursue higher level post secondary education

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).

Futures uses various surveys to assess students' needs. Each year the students are given a survey about the school culture, educational program, instruction, and overall satisfaction. The most recent student survey was given in September of 2015. In the school, 412 students were surveyed. The results show that 80% of students are still enjoying the new Enrichment class offerings implements during the 2014-2015 school year, 82% of students feel respected, 82% feel trusted by teachers, and 83% feel that they belong in school and are safe. The data was divided into grade levels and then collectively looked at for the whole school.

Student Survey, September 2015

Percent of students responded

Thinking about your school, how much do you agree or disagree with the following? For each statement, please check the appropriate box.

9th 10th 11th 12th All

1. Classes in my school are challenging. 70% 64% 78 57% 68%
2. Faculty and staff value what students have to say. 72% 59% 58 59% 64%
3. Most of my teachers are enthusiastic about teaching and communicate this to students. 74% 71% 61 73% 70%
4. My principal models respectful behavior. 89% 88% 83 53% 82%
5. My school has a curriculum that challenges students. 69% 78% 74 69% 73%
6. My school is safe. 54% 54% 44 75% 55%
7. My school's discipline policy is fair. 67% 64% 59 71% 65%
8. Students are involved in decisions about things that affect them in school. 66% 63% 58 72% 64%
9. Students at my school support extra-curricular activities (not just sports). 73% 71% 43 54% 63%
10. Students at my school enjoy having Enrichment classes on Fridays. 85% 74% 77 65% 78%
11. Students at my school enjoy having Advisory classes on Fridays. 55% 41% 36 43% 46%
12. Students in my school are being encouraged to develop their own voice. 64% 67% 53 48% 61%
13. Students in my school are being prepared well for after high school. 63% 63% 63 37% 59%
14. Students in my school are often disruptive, taking away from learning time. 67% 58% 52 44% 58%
15. Students in my school care about learning and getting a good education. 61% 65% 60 68% 63%
16. Students in my school get away with not doing their work. 52% 49% 39 48% 48%
17. Students in my school get to be creative and use their abilities in school. 60% 61% 58 55% 59%
18. Students in my school help one another even if they are not friends. 50% 55% 56 56% 53%
19. Students in my school treat one another with respect. 51% 63% 57 62% 57%
20. Teachers at my school are respectful toward one another. 82% 75% 87 70% 79%

How well do each of the following statements describe you? For each statement, please check the appropriate box.

9th 10th 11th 12th All

1. I really want to learn. 77% 73% 80 77% 76%
2. I participate regularly in class. 81% 76% 84 81% 80%
3. I often need extra help with schoolwork. 59% 51% 54 43% 54%
4. It's often hard to pay attention in class because I'm worrying about problems outside of school. 53% 57% 53 47% 54%
5. I try my best, but it doesn't help me do well. 46% 39% 55 43% 46%
6. I am usually bored with what we study in class. 69% 64% 76 67% 68%
7. The topics I am studying in school are interesting. 55% 56% 59 54% 56%
8. I can do better work than I am doing now. 65% 73% 80 75% 72%
9. I feel that I belong (am accepted and liked) at school. 77% 73% 80 77% 76%

Please mark how much you agree or disagree with the following statements.

9th 10th 11th 12th All

1. Students should take responsibility for their learning. 73% 79% 81 57% 74%
2. Student-teacher relationships affect overall school success (academic achievement, school climate, etc.). 83% 76% 83 74% 79%
3. Students should guide and support teachers. 72% 66% 57 65% 66%
4. Students should evaluate teachers. 86% 77% 80 75% 80%

Thinking about your relationships with your teachers, please mark the extent to which you agree or disagree with each of the following statements.

9th 10th 11th 12th All

1. Most of my teachers like me. 72% 76% 77 78% 75%
2. Most of my teachers respect me. 85% 76% 80 91% 82%
3. Most of my teachers trust me. 81% 83% 74 89% 81%
4. Most of my teachers know my name. 69% 88% 86 83% 80%
5. Most of my teachers don't understand me. 45% 36% 44 48% 43%
6. Most of my teachers are not helpful. 35% 31% 47 31% 35%
7. Most of my teachers pick on me. 34% 26% 28 42% 32%
8. Most of my teachers encourage me to do my best. 70% 79% 77 74% 75%
9. My teachers value what I have to say. 71% 69% 65 78% 71%
10. Most of my teachers don't understand what my life is like outside of school. 67% 67% 69 60% 66%

How often do your teachers speak with you one-on-one about the following? For each statement, please check the appropriate box.

9th

A few to several times a year 10th

A few to several times a year 11th

A few to several times a year 12th

A few to several times a year All

A few to several times a year

1. Disrupting class 31% 28 31 32% 30%
2. Good academic performance 63% 53 52 61% 58%
3. Not completing assignments 32% 40 30 33% 34%
4. Poor academic performance 27% 30 19 27% 26%
5. Interests and things that are important to you 39% 41 39 32% 38%
6. Your plans for college or work after high school 40% 43 37 59% 43%
7. Your worries 26% 31 27 25% 28%
8. Active classroom participation 39% 41 41 48% 42%
9. How to complete homework assignments 37% 47 38 59% 44%

Thinking of the teachers you have, how would you grade them in these areas?

9th 10th 11th 12th All

1. Well organized 74% 62% 56 71% 67%
2. Communicates clearly 72% 65% 53 73% 66%
3. Explains material 69% 58% 49 79% 63%
4. Teaches a variety of perspectives 71% 63% 44 64% 63%
5. Have high expectations for all students 69% 55% 64 72% 64%
6. Understands subject matter really well 73% 69% 58 80% 70%
7. Treats students equally 68% 60% 44 52% 59%
8. Are very committed to teaching. 73% 66% 42 57% 62%
9. Try to do what is best for all students. 69% 61% 49 54% 60%
10. Think about students as individuals, and not stereotype them as part of a group. 70% 54% 48 52% 58%
11. Make learning fun! 53% 42% 32 53% 46%
12. Make you comfortable to ask them any question. 65% 50% 36 61% 55%

How much would the following steps help you to learn? For each statement, please check the appropriate box.

9th 10th 11th 12th All

1. More one-on-one attention from teachers. 77% 72% 83 77% 77%
2. More examples of how the things I learn in school matter in the real world. 87% 78% 83 87% 84%
3. Classes that are more challenging. 63% 71% 70 62% 66%
4. If other students were more accepting of me. 69% 51% 68 50% 61%
5. Opportunities to pursue extracurricular interests and to develop talents. 85% 76% 76 82% 80%
6. Planning for college or careers. 87% 85% 84 87% 86%
7. Parent/guardian support. 81% 71% 57 61% 71%

Think of the best teachers you have had. What are the qualities that made them good teachers?

9th 10th 11th 12th All

- Explaining material well to students 43% 59% 55 7% 50%
- Working with all students' styles of learning 21% 24% 22 52% 20%
- Using fun and creative techniques 44% 58% 43 21% 49%
- Building trust and respect with students 39% 22% 29 29% 29%
- Having control of the classroom 19% 33% 25 13% 26%
- Subject matter expertise 13% 20% 30 11% 18%
- Believing in all students' abilities to learn 33% 27% 29 5% 27%
- Working well with students from different backgrounds 23% 26% 23 18% 21%

Giving students a lot of one-on-one help with their work 29% 24% 29 7% 26%

Teachers provide input on the school program and culture through semi-annual Cultural Surveys . The teachers are asked to rate effectiveness of the school administration, policies, and relationships with students, staff, and parents. The staff feels that the school culture is positive, conflicts are handled appropriately and in timely manner, and the staff's ideas are heard and considered. Some areas of concern for teachers are parent involvement and condition of the campus buildings, however they feel that there will be improvements during the 2015-2016 school year due to Parent Liaison position and TRUSD campus improvements. The GCC is continuing to work with TRUSD to address the building issues and concerns. TRUSD did paint the campus externally and fix the air unit in the E building this winter.

Classroom Observations

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

Classroom observations are conducted frequently and regularly. Both the principal and curriculum coach do walkthroughs two to four times a week at the beginning, middle, or end of the periods. The results of these short observations are used for professional development planning, staff feedback, school culture assessment, and allocation of additional staff and student resources. Longer observations are conducted each week by the principal and/or curriculum coach. Specific feedback is provided to the teachers in a timely manner. The teachers are encouraged to observe their peers during preparation times to deepen staff's collaboration and for individual professional growth. At the end of the school year each teacher is observed formally by the curriculum coach and the principal using Performance Pay process. The results of the observation are discussed during a post-conference. The scores are tied directly to the stipend which is added to the annual base pay. The rubric used is aligned with the GCC core values, CSTPs, and Capturing Kids' Hearts process.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Futures High School community regards assessment as very important to the educational process. There is an integrated system of monitoring in place to allow for detailed access to a variety of sources of data. Teachers use regular formative and summative assessments to monitor student achievement and make decisions regarding instruction.

Futures High School uses a variety of assessments to measure student achievement and drive the development of the academic program. Futures teachers administer “Warm-Ups” and “Exit Tickets”. The quick, informal assessments allow teachers to gauge student learning of new material. Other informal assessments administered daily to check for understanding include think-pair-share, short quizzes, quick writes, debates, and observations. Teachers select the most relevant assessments to guide their ongoing monitoring of student achievement. Depending on the assessment, the results are analyzed by teachers and the results are reported to students and parents in order to provide feedback regarding how individual students are progressing towards mastery of the content standards in their classes.

Summative classroom based assessments are administered at least every two weeks. Across curriculum areas, teachers administer multiple choice standards based exams, short answer or fill-in the blank exams, as well as assign projects, essays and presentations. In Language Arts, teachers administer expository writing assessments and three benchmark assessments a semester that are aligned with common core standards. In Math, teachers also administer curriculum based unit exams and benchmark assessments to monitor student progress and inform instruction.

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

Futures High School also uses acceptable formative assessments to modify the teaching/learning process for the enhancement of the educational progress of every student. Depending on the content area, teachers select the most appropriate assessment for measuring the learning of students in their own classroom. Futures High School is incorporating a new data system in the 2015-2016 school year (Illuminate) to analyze CAASPP scores and results of content benchmarks. These scores are analyzed within departments and by individual teachers during department meetings and collaboration time, and subsequently used to guide instruction, evaluate and monitor student performance, develop department goals, and identify areas to improve instruction. The ELA department uses Edges curriculum diagnostic tests for ELD placement. ELA also uses Accelerated Reader and the STAR reading level exam to monitor growth in student reading comprehension. The math department uses placement tests and STAR mathematics specifically to assess whether students are proficient in algebra. FHS offers after school intervention for all students in need of extra instruction.

The effectiveness of all informal, summative, and formative assessments is monitored using a variety of resources. Teachers collect data through Aeries grade book, Illuminate reports, CEDLT, and CAASPP exams to evaluate student performance and achievement. Unit tests, benchmarks, midterms and finals are used to evaluate course mastery and student placement. This data is disaggregated during collaborative meetings, department and individual meetings. As maturing individuals, students connect their achievement to their achievement goals. Students are encouraged to consider their academic progress when planning for their future, both in school and beyond.

Staffing and Professional Development

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

The current principal of the school is in her eighth year in administration and seventh year as the principal of Futures High School. Futures current principal has provided steady leadership resulting in the school experiencing increased staff retention. Futures High School was able to retain approximately 80% of the staff for the past three years. Futures is able to provide 2 bilingual para-educators who focus on serving the English learner population through interventions such as High Point as well as providing primary language support to ELs in core academic classes. Futures has a qualified and professional teaching staff with 100% of the certificated staff meeting NCLB compliance.

Futures High School employs 20 full time teachers and 2 part time teachers. Support staff consists of admin assistant, curriculum coach, site manager, 2 counselors, registrar, attendance clerk, librarian, custodians, campus monitor, parent liaison, paraeducators, and two playground assistants. Campus monitor is a shared positions with COA middle school. The table below shows each teacher’s assignment for this year. The range of experience varies greatly from 30+ years of experience to the first year in the teaching profession. About 30% of the teachers who come to Futures are new specialists and are in need of continuous support. Gateway Community Charters, the principal, and the curriculum coach develop and provide effective professional development to ensure that new teachers grow professionally. The BTSA program is well-developed and supported by the organization to provide a solid ground for the professional growth of the new teachers.

NAME	SUBJECT	YEARS TAUGHT
Black, Craig	Art/ Ceramics	4
Brannigan, Chiara	PLTW/Earth Science	3
Buda, Crystal	World History/ AP Psychology	9
Clough, Joshua	Am Gov / US History/ AP US History	8
Deziderio, Marisa	Spanish I / Spanish 2 / Spanish 3	21
Drost, Krisine	ELA 11/ELD	5
McCormick, Kristen	ELA 11/ELA 12/Career Prep	5
Flaherty, Megan	English 10 / Leadership	2
Haddorff, Susan	Orchestra	4
Herbst, Adrienne	Sheltered English Support (part time)	6
Levkovich, Svetlana	Geometry	10
Luevano, Vicente	Physical Education / Fitness	5
Mostova, Olena	Biology / Health/Drivers Ed	9
Nguyen, Victor	Pre-Calculus/ AP Calculus/ PLTW	3
Phelps, Stacia	ELA 11H/ ELA 12H/ Drama/ELA 10H	19
Perez, Amaranta	Algebra II	10
Shamshurin, Vladimir	Russian 1/ Russian 2/ Russian 3	38
Stewart, Chad	Physical Education	8
Stolesen, Afton	Earth Science/ Chemistry	3
Whitehead, Chris	Algebra I/Physics	3
Williams, Vernae	ELA 9/ELA 9H	1

- Burko, Nataliya Principal
- Parker, Shanna Curriculum Coach
- Zhevnutko, Igor Site Manager
- Kuzmenko, Lyudmila Counselor
- Palischuk, Tatyana Counselor
- Maystryshina, Lana Administrative Assistant
- Makovey, Zhanna Registrar
- Yeremuk, Nataliya Attendance Clerk
- Vovnyuk, Irina Clerk I/Library
- Vykhovanets, Anzhela Paraeducator
- Shevchuk, Olena Paraeducator
- Petracenco, Svetlana Playground Assistant
- Gnatyuk, Yuriy Playground Assistant
- Ponomarenko, Ruslan Campus Monitor
- Hunt, Steven Custodian
- Bychkoviak, Alex Custodian
- Maruk, Petro Custodian
- Parent Liaison

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

All teachers at Futures are fully credentialed. Some of our newest teachers recently completed their credentials and are currently participating in BTSA training, and have continued to be deeply engaged in further professional development. Additionally, Shanna Parker, the curriculum coach, has done extensive training to be a BTSA Mentor. She provides BTSA support to the first and second year teachers. Having a curriculum coach and BTSA mentor on site gives an advantage to the new teachers as they are continuously supported and provided with feedback on their performance and progress. All content area teachers continued to receive training in Inquiry by Design (IBD) which incorporates engaging, and rigorous curriculum materials along with dynamic, continual professional development. IBD focuses on close reading, deep thinking, textual analysis, text-based writing, and student collaboration. English, Social Studies, and Science teachers were both trained in and provided with Common Core aligned IBD curricular unit of study. All teachers will also participate in a training to develop strategies to support EL students with the common core standards.

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

The offices of Instruction, Staff Development, and Categorical Programs work hand-in-hand to assess professional-training needs in the area of standards based instruction. The focus for staff development is a sustained team approach rather than isolated, “one shot” workshops. Teachers have many avenues of support through regularly held classes, specialized requested training and Beginning Teacher Support. The California Teaching Standards are referred to and covered as needed in all training. The weekly staff development meetings provide further opportunity for staff to collaborate on assessing, analyzing, and planning for instructional needs.

With the major shift into Common Core and a wide range of teacher expertise levels, the curriculum coach in collaboration with the principal and GCC administration is focused on seeking out professional development to address the transition and ensure effective instruction for all subgroups including EL students. The administration did extensive research for feasible and optimal comprehensive professional development that will enhance instruction and prepare teachers for Common Core teaching. The school is working with an Inquiry by Design. The vendor has worked with content area teachers through comprehensive workshops, coaching, and professional development in literacy, close reading, and writing in the content areas. Each quarter our staff is allotted an in service day in which we stay current on best practices, data, and instructional practices. During in-service days our staff participates in breakout sessions with the principal, curriculum coach, departments, and superintendent in order to collaborate and develop curriculum that meets the diverse needs of our population of students.

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

Futures teachers and administrators participate in staff development both individually and as a group. The staff not only partakes in staff development through full day trainings, but the schedule allows for staff development during minimum days every Friday after school. Futures teachers attend trainings organized by the GCC, including Capturing Kids’ Hearts, safety and technology trainings, and transition to Common Core for ELA and Math.

The School Leadership Team consisting of the principal, curriculum coach, and two lead teachers devise a Professional Development calendar at the beginning of each academic year to equip staff with effective tools to address the needs of the students based on the school’s mission, goals, and school-wide learner outcomes. As a result, every Friday the staff participates in a multitude of professional development to fulfill multifaceted staff needs. Capturing Kids’ Hearts is the organization –wide initiative that was adopted two years ago. Each teacher went through extensive three-day training with a half-day momentum training this year, and regular follow up discussions during the school year, as well as observations, and coaching. The staff meetings are conducted using the CKH model as well. Along with Capturing Kids’ Hearts and Common Core, the staff has also been trained in Area 3 Writing, SDAIE strategies to support our EL students, and Teach Like a Champion. Additionally, the teachers have participated in numerous technology trainings this year, and teachers are implementing and integrating the use of technology more frequently in the classroom. The school seeks out the best training modalities to fit the needs of all staff (outside providers, off-site workshops and conferences, presentations and workshops by the curriculum coach/principal).

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

Teachers work collaboratively on data analysis, instructional planning, and subject integration. As Futures is not a large school, departments' numbers are small. Most of the teachers are the only ones who teach each specific subject. This makes collaboration challenging at times. The principal and curriculum coach work with each teacher individually on data analysis, progress monitoring, and evaluation. All teachers are encouraged to participate in peer observations. It is an informal but invaluable experience for the teachers as they are able to learn from their colleagues, provide feedback, and discuss best strategies to address their students' needs. This year Futures administration provided semi-annual peer observation opportunities in which teachers could both observe and provide feedback to their colleagues.

Teaching and Learning

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

All core curriculum has a course of study outline that is aligned to common core standards, materials and performance expectations. Each teacher is highly trained in their specific content area and focuses their instructional strategies and use of materials to reflect this strict alignment with the state content and performance standards. Transitioning to common core provided teachers with the task of aligning existing curriculum and practices with new standards. Each teacher creates and updates subject-specific curriculum maps which align standards, curriculum, and assessments.

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

N/A

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

Futures provides intervention courses within master schedule to address the needs of under performing students. ELD classes as well as Rosetta Stone are offered for the newcomers and students who don't have sufficient English language skills. Reading and math intervention is offered weekly for students in danger of failing their English and/or math classes. Also, weekly advisory classes are taught by all staff to aid students in study skills, character development, and reading comprehension. An after school remediation program Power Hour is scheduled Monday through Thursday to provide extra help to the students in all core subjects.

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

Course outlines for all of our content areas are available to every teacher at Futures through the principal. Textbooks and other supplemental materials are adopted with a focus on alignment with the common core state standards. Supplemental materials for our ELL students are utilized as tools to drive student achievement to grade level or beyond. Technology is incorporated into our instructional strategies to further enhance standards based learning of all students of every level.

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 students have access to the standards-aligned instructional materials including intervention materials and core courses. Futures provides stable sufficient technological support for the supplementary resources including but not limited to educational software and access to the online core curriculum.

Opportunity and Equal Educational Access

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

Teachers are required to attend staff development sessions on instructional strategies to help meet the needs of these students. A SST program is in place for teachers to refer students so that other avenues may be explored to increase the student's academic success. This is achieved through the efforts of all the student's teachers, the administration, the parents and the student. In an effort to address low student performance, all students performing below grade level in English Language Arts will participate in an additional English Language Development support class. The focus of this class is to use intensive strategies that increase the students reading and writing level to at or above grade level. Students are able to attend an after school intervention program (Power Hour) that is staffed by highly-qualified teachers. This environment enables them to get additional assistance in core subject areas. Additionally, tutoring is also available before school, lunch time and after school by volunteer teachers.

14. Research-based educational practices to raise student achievement

Teachers are held to high standards of planning challenging and standards-based learning experiences. Teachers plan objectives based on Technique 29 from Doug Lemov's book *Teach Like a Champion*, a collection of best teaching practices, as well as Data Works objective books which break down the standard into more attainable goals. Objectives are written in student language, include a measureable student goal based on the most important information or skills listed in the state standard, and a time frame and the conditions for achieving the goal. Observations by the administration and the curriculum coach happen regularly to assure compliance and provide feedback. Teachers in each department meet regularly to collaborate on what the students need to be able to do from year to year, and also to share best practices. Teachers hold themselves accountable for the rigor of their courses by devising and implementing rubrics when writing study guides and homework assignments. This ensures that questions are all text-dependent and that there is scaffolding with all levels of Bloom's Taxonomy and spiraling to review previously taught standards. Teachers provide students with the opportunity to meet the expected schoolwide learning outcomes by making the expectations very clear from the first day of class, stressing the importance of doing one's best from the first attempt. Teachers use a variety of assessment methods, such as projects, essays, lab reports, presentations, and free response tests to ensure that all students are meeting the learning goals. Futures High also has intervention courses for English learners with specifically designed curriculum (High Point and EDGES). Students are taught in small groups and assessed regularly to determine improvement in language acquisition. They are also given support in this intervention class for the work they do in their other classes.

Teachers use a variety of strategies to engage students in real-world thinking and problem-solving. Classrooms have a variety of technological hardware for teacher's and student's use. Teachers also utilize a variety of software in their instruction to build core concepts, enhance lessons, and differentiate for student needs. Students receive a rigorous and relevant education through real-world projects and research. Furthermore, students are challenged to make their learning personal through service, community involvement, and reflection on their academic ideas and personal values.

Parental Involvement

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

Futures High School believes that parents are the most important drive in the students' educational success. Therefore, the school is committed to working relentlessly on providing parents with timely and accurate information, involving parents in decision-making, and supporting them in helping their children. Student leadership class in collaboration with the school administration, creates monthly parent newsletters that provide parents with updates, parenting tips, upcoming events, and sets a positive tone and culture for the school. Monthly Radio Shows from Futures High School are aired to reach the Slavic parent population. EdConnect, an on-line autodialer system, is utilized to notify parents of events and to make community announcements. The School Site Council and English Language Advisory Committee are active in making school decisions for EL students and general student body. The school makes grades and student progress accessible to all parents and students through AERIES parent portal for monitoring and intervention purposes. Many parents do not speak English and require translation services, which makes extensive parent involvement challenging.

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)

Future School Site Council plays an active role in planning, implementation, and evaluation of the program planning, goals, and schoolwide learner outcomes. The committee consists of parents/community representatives, teachers, administration, and students. All stakeholders are given many opportunities to provide input on all aspects of the school's life. The SSC meetings are conducted monthly to analyze data, discuss goals, and monitor and evaluate students' academic progress. English Language Advisory Committee consists of parents of EL students and school administration and meets quarterly to discuss resources and funding allocation for needs of EL students. Our parent liaison works directly with community outreach and and parental involvement, creates the SSC, and leads the meetings.

Funding

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

Corrective reading and math programs are offered to assist students in obtaining grade level standards. Extended day and other educational opportunities are offered to under-performing students through programs such as Title I and Title III.

18. Fiscal support (EPC)

The principal meets with the GCC CBO quarterly to monitor budget and prioritize and align spending for federal funding based on the needs articulated in The Single Plan for Student Achievement, school's mission, and schoolwide learners outcomes. All stakeholders are included in the planning process.

Description of Barriers and Related School Goals

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 11	96	90	93.8	90	2581.1	24	23	30	22
All Grades	96	90	93.8	90		24	23	30	22

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
Grade 11	27	47	27	30	42	28	18	59	23	32	49	19
All Grades	27	47	27	30	42	28	18	59	23	32	49	19

Conclusions based on this data:

1.

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 11	96	96	100.0	96	2563.2	5	22	34	39
All Grades	96	96	100.0	96		5	22	34	39

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
Grade 11	18	36	46	8	61	30	11	67	22
All Grades	18	36	46	8	61	30	11	67	22

Conclusions based on this data:

1. 47% of students tested met or exceeded, while 52% of students were close or did not meet the standard.
2. EL students who were enrolled in the country for less than 1 year were not tested.

School & Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	9	19	25	53	9	19	2	4	2	4	47
10	6	17	17	47	11	31	2	6			36
11	4	15	11	42	10	38	1	4			26
12	1	7	6	40	6	40	1	7	1	7	15
Total	20	16	59	48	36	29	6	5	3	2	124

Conclusions based on this data:

1. There was total of 124 students tested annually in the fall of 2015. Highest percentages are observed in Early Advanced and Intermediate categories - 48% and 29% respectively.
2. 36% of tested students fell into Intermediate, Early Intermediate, and Basic categories.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	12	21	27	47	10	17	5	9	4	7	58
10	6	14	17	40	13	30	3	7	4	9	43
11	4	12	12	35	10	29	4	12	4	12	34
12	1	6	6	38	7	44	1	6	1	6	16
Total	23	15	62	41	40	26	13	9	13	9	151

Conclusions based on this data:

1. The highest percentage of students scored in Early Advanced category. Intergrade percentages should be compared with great caution as the grade level distribution is uneven at Futures.
2. The overall numbers of all students tested is consistent with annual CELDT administration data.

School & Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	108	94	124
Percent with Prior Year Data	100.0%	98.9%	100.0%
Number in Cohort	108	93	124
Number Met	81	63	92
Percent Met	75.0%	67.7%	74.2%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	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	52	68	37	70	48	93
Number Met	15	50	8	42	15	61
Percent Met	28.8%	73.5%	21.6%	60.0%	31.3%	65.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	Yes	Yes	Yes

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	--	Yes	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above	--	Yes	

Conclusions based on this data:

1. Futures met AMAO 1 goal for the past three years.
2. Futures met AMAO 2 goal for the past three years for students having had EL instruction for 5 or more years.
3. Futures met AMAO 3 goal for the 2013-2014 school year. There is no other data available for the years prior to 2013 or after 2014.

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. Futures met the ELA and math participation rate for the past 2 years.

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:
Increase number of students attaining proficiency or better in reading by 2015-2016
SCHOOL GOAL #1:
By the end of the 2015-2016 school year, 100% of students will increase proficiency by 1 level in English Language Arts
Data Used to Form this Goal:
<ul style="list-style-type: none">• AYP, Subgroup AMAO reports• High Point Diagnostic Placement Inventory (DPI)• CELDT results• STAR Reading Diagnostic Test (Accelerated Reader)• CAASPP results (11th grade)
Findings from the Analysis of this Data:
Students in EL and Socioeconomic Disadvantaged subgroups struggle to perform in proficient or higher levels. The data from the reports above indicates that the students in these subgroups show slow but increased progress towards this goal.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CAASPP Grade 11 only• Subgroup AMAO reports• STAR Reading Diagnostic Test (Accelerated Reader)• Benchmarks• Illuminate Curriculum Embedded Assessments• CELDT results

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

correct numbers of books and materials are available for the start of the school year including consumables.

- Ensure that all students have textbooks that can be brought home.
- All teachers will utilize the full array of instructional materials provided in the adopted program.
- Monitor the structure and content of support classes.
- Teachers clearly articulate learning objectives based on key content standards, provide students with models of proficient work, and provide regular and specific feedback about student performance relative to clearly articulated goals
- Increased use of research-based instructional practices, specifically inquiry-based and explicit direct instruction and incorporating cognitive strategies into well-designed, standards based lessons.
- Instructional calibration to measure and quantify instructional practices such as research-based lesson design and delivery techniques, English Learner and cognitive strategies
- Align existing curriculum to common core standards

Use English in content areas to increase literacy and real world

Assessment Director, Principal, curriculum coach, SLT, teachers

materials

- Training costs
- Assessment costs
- BTSA support

Expenditures

0000: Unrestricted	General Fund
4000-4999: Books And Supplies	Lottery: Instructional Materials
5800: Professional/Consulting Services And Operating Expenditures	LCFF-ED
	Title III Immigrant Education Program
	Title III Part A: Language Instruction for LEP Students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating Common Core Standards in English-language arts and Math and Science core curriculum in 2015 Strategies for improved EL instruction; best practices for ELD strategies On-going staff development on reading and writing instruction with emphasis on reading across curriculum and informational text. Staff development in curriculum planning, lesson planning, backwards designing, and classroom management and assessment analysis. GCC "Academic Excellence Team" for peer support and instruction development. Regular ELA department meetings to analyze assessment data from benchmarks, Essay Scorer, and STAR reports to inform instruction. Use systematic approach to monitor students' progress and offer support. Curriculum coach uses weekly observation data to prepare and identify professional development needs 	Ongoing	Supt/CEO, Asst. Supt., HR and Assessment Director, Principal, Curriculum Coach, SLT, teachers	<ul style="list-style-type: none"> Training costs Core curriculum, textbooks, and supplementary materials BTSA support 	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	6,500
				0000: Unrestricted	Lottery: Instructional Materials	
				5800: Professional/Consulting Services And Operating Expenditures	Common Core	
				4000-4999: Books And Supplies	General Fund	
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Increase instructional time for all students in need of instructional support through the systematic implementation of ELA support classes that provide strategic intervention coordinated with the core curriculum. • Extended day programs will include reading, English-language arts and math instruction, tutorial, and software skills practice for lowest achieving students. • Weekly advisory classes are scheduled to improve students' study skills and the Next Skills, increase literacy, and monitor students' academic achievement. • Accelerated Reader program is implemented to provide strategic intervention to improve students' reading/comprehension skill. 	Ongoing	Asst. Supt., Principal, School Leadership Team, curriculum coach, teachers	<ul style="list-style-type: none"> • Training costs • Textbooks and supplementary materials • Printing/copying costs • AR Reading materials and software costs 	4000-4999: Books And Supplies	General Fund	10,000
				0000: Unrestricted	General Fund	
				4000-4999: Books And Supplies	Lottery: Instructional Materials	
				5800: Professional/Consulting Services And Operating Expenditures	Title I	
					Title III	

desktops via mobile computer lab, library, or computer lab classroom to improve English skills.

- Use instructional software (Odysseyware, Learn360, Essay Scorer, online curriculum, other specifically designed software) to support instruction for EL learners and struggling students
- Provide students with access to the Accelerated Reader software to improve reading comprehension, and literacy across curriculum.
- Students and teachers utilize mobile computer lab with laptops and chromebooks within the classrooms to support instruction.
- Interactive Smartboards, document cameras, and LCD projectors are used in classrooms to enhance instruction for EL learners and struggling students.
- Students and parents have access to Learn360 software to enhance instruction.
- Students and parents have access to ABI parent portal (AERIES) to monitor progress and improve academic achievement.
- Utilize updated technology media tools (google chromebooks) for improving writing in core and content areas, and providing students access to curriculum online

teachers

- Software costs
- Instructional technology costs
- Training costs
- AR library materials costs
- Clerk/Librarian salary

4000-4999: Books
And Supplies

General Fund

Title III

Lottery: Instructional
Materials

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide professional development opportunities on effective teacher strategies and effective research-based practices through SCOE and other district and outside providers. • Continue to develop professional learning community • Provide teacher trainings in effective use of educational technology tools and software. • Provide opportunities for peer observations and collaboration as part of professional collaboration. • Utilize educational research-based materials (articles, books, media) to improve lesson delivery and quality of instruction. • Seek out professional development opportunities and collaboration with emphasis on EL learners. • Continue providing instructional support to new teachers through BTSA. <p>Provide professional development through Inquiry by Design to support teachers in effective common core instruction.</p>	Ongoing	Asst. Supt, Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • Training costs and program costs • DataDirector costs • Supplementary materials • Teachers' coverage costs 	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5,000
				0000: Unrestricted	Title I Title II Part A: Improving Teacher Quality Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to increase library collection to support reading program. Utilize Career Center to promote student achievement, career goal setting, and preventing student drop-out. Parent workshops are offered to increase parental involvement in student education and improve technology skills. PLTW (Project Lead The Way) program is implemented to increase student academic achievement, school involvement, and focus on career goals. Focus on academic vocabulary in all core classes to build literacy skills. Counseling services are provided to address students' emotional, social, and academic needs in order to promote positive and productive school environment. Accelerated Reader program is implemented to provide strategic intervention to improve students' reading/comprehension skill. Utilize AR data to generate individual student reports for parental view. Expand EL leveled library collection to support EL students in literacy and reading comprehension. 	Ongoing	Principal, SLT, teachers	<ul style="list-style-type: none"> Training costs Curriculum and supplementary materials Technology costs Software and hardware costs substitute costs refreshments for parent meeting costs 	0000: Unrestricted	General Fund	7,500
				4000-4999: Books And Supplies	Title I Title III	

placement and instructional support.

All students are assessed for reading levels and intervention placement three times a year

- Develop and define a school-wide grading policy that bases grades on proficiency with standards as measured by multiple sources of data and multiple opportunities to show proficiency.
- Use systematic approach to analyze formative and diagnostic assessment data.
- Use multiple assessments and measures to determine students' services and academic support.
- Use a data-driven process for moving misplaced students within four weeks after the starting of school.
- Identify and use curriculum-embedded assessments at least every 4 weeks to monitor student progress and improve instruction in all content areas
- Improve formative assessment strategies (activities which provide information/evidence to be used to modify teaching and learning, motivate students and meet student needs on a continuous basis)
- Fully implement summative assessments (assessment that track and evaluate student achievement used for grading and placement)

Expenditures

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide daily interventions for students using High Point. • Provide daily interventions for students during after school remediation program Power Hour. • Provide additional specifically designed English Language Development classes within school day. • Individual and group counseling to improve general and specifically targeted study skills. • Implement specifically designed ELD curriculum “Edges” though National Geographic/HamptonBrown for the lowest performing student groups in weekly intervention classes. • Identify additional novels and curricular resources to increase reading to levels recommended in framework including but not limited to audio and media. • Specifically designed software Rosetta Stone is utilized in ELD classes for the students to practice language skills. • Differentiated instruction is utilized and guided by formative assessments. • SST process will be initiated for the continuously struggling students to create, implement, and monitor individual plan for academic improvement. 		Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • Curriculum materials costs • Supplementary materials costs • software costs • technology costs • training costs • afterschool instructor and program costs • assessment materials 	0000: Unrestricted	General Fund	10,500
				4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials Title I Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Adopt and implement curriculum review cycle for core subjects. • Assess effectiveness of curriculum review cycle and modify as necessary. • Review school mission and Schoolwide Learner Outcomes (formerly known as ESLRs) twice a year and revise as necessary. • The information from the WASC self-study is used as a tool to best serve the needs of the lowest performing students. • Review WASC Action Plan twice a year and revise as necessary 		Principal, SLT, teachers	-WASC membership costs	None Specified	General Fund	700

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:
Increase number of students attaining proficiency or better in reading by 2015-2016
SCHOOL GOAL #2:
By the end of the 2015-2016 school year, 100% of students will increase proficiency by one level in Mathematics.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP, Mathematics• AYP, Subgroup AMAO reports• Illuminate Curriculum Embedded Assessments• Benchmark assessments
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CAASPP Grade 11 only• AYP, Subgroup AMO reports• Illuminate Curriculum Embedded Assessments• Benchmark assessments

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

correct numbers of books and materials are available for the start of the school year including consumables.

- Ensure that all students have textbooks that can be brought home.
- All teachers will utilize the full array of instructional materials provided in the adopted program and follow the district scope and sequence for instructional delivery.
- Monitor the structure and content of support classes.
- Teachers clearly articulate learning objectives based on key content standards, provide students with models of proficient work, and provide regular and specific feedback about student performance relative to clearly articulated goals
- Increased use of research-based instructional practices, specifically explicit direct instruction and incorporating cognitive strategies into well-designed, standards based lessons.
- Instructional calibration to measure and quantify instructional practices such as research-based lesson design and delivery techniques, English Learner and cognitive strategies
- Use Mathematics across the curriculum, particularly with

Coach, Principal, SLT, teachers

- materials
- Training costs
- Assessment costs
- BTSA support

General Fund
 Title III
 Common Core
 LCFF - Supplemental

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating math in the core curriculum On-going staff development on math instruction Staff development in curriculum planning, lesson planning, backwards designing, and classroom management and assessment analysis. GCC "Academic Excellence Team" for peer support and instruction development. Regular Math department meetings to analyze assessment data from Illuminate to inform instruction. Use systematic approach to monitor students' progress and offer support. Curriculum coach works with teachers in providing professional development opportunities, mentoring, and curricular support. Math teachers participate in EMITS training 	Ongoing	Supt/CEO, Asst. Supt., curriculum coach, Principal, SLT, teachers	<ul style="list-style-type: none"> Textbooks and supplementary materials Training costs BTSA support 	None Specified	General Fund	5,000
				0000: Unrestricted	Title I	
				5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Increase instructional time for all students in need of instructional support through the systematic implementation of math support classes that provide strategic intervention coordinated with the core curriculum. • Extended day programs will include math instruction, tutorial, and software skills practice for lowest achieving students in math. • Weekly advisory classes are scheduled to improve students' study skills and the Next Skills, increase literacy, and monitor students' academic achievement 	Ongoing	Asst. Supt., Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • training costs • textbooks and supplementary materials • Printing/copying costs • AR Reading materials and software costs 	0000: Unrestricted	General Fund	9,500
				4000-4999: Books And Supplies 5800: Professional/Consulti ng Services And Operating Expenditures	Lottery: Instructional Materials Common Core	Title III

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Students and teachers utilize mobile and stationary computer labs with laptops or google chromebooks within the classrooms to support instruction. Use instructional software (Odysseyware, Learn360, online curriculum, other specifically designed software) to support instruction for EL learners and struggling students. Provide students with access to the Accelerated Reader software to improve reading comprehension and literacy across curriculum. Provide Algebra I and Geometry students access to the specific STAR Renaissance math tests that pertain to the course in which they are enrolled Implement program Project Lead The Way with emphasis in engineering and computer design to use and improve math skills. Interactive Smartboards, document cameras, and LCD projectors are used in classrooms to enhance instructions for EL learners and struggling students. 	Ongoing	Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> supplementary materials costs software costs instructional technology costs training costs AR library materials clerk/librarian salary 	0000: Unrestricted	General Fund	5,000
				4000-4999: Books And Supplies	Common Core	
				5000-5999: Services And Other Operating Expenditures	Title I	
				5800: Professional/Consulting Services And Operating Expenditures	Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide professional development opportunities on effective teacher strategies and effective research-based strategies through SCOE and other district and outside providers. • Develop and share strategies in department meetings for integrating math into the curriculum • Continue to develop professional learning community • Provide teacher trainings in effective use of educational technology tools and software. <p>Provide teachers training in effective use of SMARTboards</p> <ul style="list-style-type: none"> • Provide opportunities for peer observations and collaboration as part of professional collaboration. • Utilize educational research-based materials (articles, books, media) to improve lesson delivery and quality of instruction. • Continue to develop weekly content cohort meetings during early release days, with teachers sharing best research-based practices in core content work groups (content cohorts) 	Ongoing	Asst. Supt., Principal, SLT, teachers	<ul style="list-style-type: none"> • training costs and program costs • DataDirector costs • supplementary materials • teachers' coverage costs 	0000: Unrestricted	General Fund	6,000
				4000-4999: Books And Supplies	Lottery: Instructional Materials	
				5000-5999: Services And Other Operating Expenditures	Common Core	
				5800: Professional/Consulting Services And Operating Expenditures	Title I	
					Title III	
					Title II Part A: Improving Teacher Quality	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Use SchoolConnect autodialer system for parent outreach and various notifications relating to student instruction and academic progress. • Using ABI parent portal to inform parents of students' academic progress. • Data is shared with SSC (School Site Council) and ELAC(English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee) during regular meetings to monitor progress and seek input from staff, parents, and community. • Monthly radio program is utilized to inform parents on the events, academic achievement, and progress. 	Ongoing	Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • training costs • curriculum and supplementary materials • technology costs • software and hardware costs • substitute costs 	0000: Unrestricted	General Fund	3,500
					Title III	

<p>world.</p> <ul style="list-style-type: none"> • Continue to increase library collection to support the Accelerated Reading program. • Utilize Career Center to promote student achievement, career goal setting, and preventing student drop-out. • Parent workshops are offered to increase parental involvement in student education and improve technology skills. • PLTW (Project Lead The Way) program is implemented to increase student academic achievement, school involvement, and focus on career goals. • Counseling services are provided to address students' emotional, social, and academic needs in order to promote positive and productive school environment. • Focus on academic vocabulary in all core classes to build literacy skills. • Support learning and motivation in writing through activities such as Science Bowl, Science Fair, Debate competition, or Speech contest, or other local and regional competitions and leadership opportunities. • Make grades and student progress accessible to all parents and students through AERIES parent portal for monitoring and intervention purposes. 		<p>counselor, teachers</p>	<p>supplementary materials</p> <ul style="list-style-type: none"> • technology costs • software and hardware costs • substitute cost • refreshments for parents meeting costs <p>Common Core</p> <p>Lottery: Instructional Materials</p> <p>General Fund</p>
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grades on proficiency with standards as measured by multiple sources of data and multiple opportunities to show proficiency.

- Use systematic approach to analyze formative and diagnostic assessment data.
- Use multiple assessments and measures to determine students services and academic support.
- Design a data-driven process for moving misplaced students within four weeks after the starting of school.
- Identify and use curriculum-embedded assessments at least every 4 weeks to monitor student progress and improve instruction in all content areas
- Improve formative assessment strategies (activities which provide information/evidence to be used to modify teaching and learning, motivate students and meet student needs on a continuous basis)
- Make assessments a meaningful source of information for students about their progress and achievement
- Fully implement summative assessments (assessment that track and evaluate student achievement used for grading and placement)
- Ensure that assessment information is timely and

teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide daily interventions for low-performing/struggling students in math • Explore development of a pre-teach algebra course period for low-performing pupils • Provide daily interventions for students during after school remediation program Power Hour. • Individual and group counseling to improve general and specifically targeted study skills. <p>Provide weekly intervention course for struggling students in math build into the school day</p> <ul style="list-style-type: none"> • Specifically designed software Rosetta Stone is utilized in ELD classes for the students to practice language skills. • Differentiated instruction is utilized and guided by formative assessments. • SST process will be initiated for the continuously struggling students to create, implement, and monitor individual plan for academic achievement. 		Principal, SLT teachers, counselor	<ul style="list-style-type: none"> • curriculum materials • supplementary materials • software costs • technology costs • training costs • afterschool instructor and program costs • assessment materials 	0000: Unrestricted	General Fund	6,300
					Common Core	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Adopt and implement curriculum review cycle for core subjects. • Assess effectiveness of curriculum review cycle and modify as necessary. • Review school mission and Schoolwide Learner Outcomes (formerly known as ESLRs) twice a year and revise as necessary. • The information from the WASC self-study is used as a tool to best serve the needs of the lowest performing students. • Review WASC Action Plan twice a year and revise as necessary 	Ongoing	Principal, SLT, teachers	-WASC membership costs	None Specified	General Fund	700

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: Limited English Proficient Students
LEA GOAL:
All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #3:
By the end of 2015-2016 school year, all limited- English-proficient students will increase their instructional reading level by 1.2 grade levels as measured by STAR Renaissance.
Data Used to Form this Goal:
<ul style="list-style-type: none">• AYP, Subgroup AMO reports• CELDT data• benchmarks• STAR Reading Tests (Accelerated Reader)
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CAASOO Grade 11 only• AYP, Subgroup AMO reports• CELDT data• STAR Reading tests• Benchmarks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Accurately assess and place students in courses so that correct number of books and materials are available for the start of the year. • Ensure that all EL students have textbooks that can be brought home. • All teachers will utilize the full array of instructional materials provided in the adopted program and follow the district scope and sequence for instructional delivery. • Monitor the structure and content of support classes. • Teachers clearly articulate learning objectives based on key content standards, provide students with models of proficient work, and provide regular and specific feedback about student performance relative to clearly articulated goals • Increased use of research-based instructional practices, specifically explicit direct instruction and incorporating cognitive strategies into well-designed, standards based lessons. • Instructional calibration to measure and quantify instructional practices such as research-based lesson design and delivery techniques, English Learner and cognitive strategies. 	Ongoing	Asst. Supt., T&A Coordinator, Principal, curriculum coach, SLT, teachers	<ul style="list-style-type: none"> • textbook and supplementary materials costs • training costs • printing/copying costs 	0000: Unrestricted	General Fund	5,400
					Lottery: Instructional Materials Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Annual CELDT for measuring progress and student placement</p> <p>Initial CELDT for measuring level of EL skills for correct placement</p> <p>Administer the Reading Gains test as a measuring tool for initial placement and ongoing progress.</p> <p>Design a data-driven process for moving misplaced students within four weeks after the starting of school.</p> <p>Identify and use curriculum-embedded assessments at least every 4 weeks to monitor student progress and improve instruction in all content areas</p> <p>Improve formative assessment strategies (activities which provide information/evidence to be used to modify teaching and learning, motivate students and meet student needs on a continuous basis)</p> <p>Make assessments a meaningful source of information for students about their progress and achievement.</p> <p>Fully implement summative assessments, such as semester finals, end-of-course tests, (assessment that track and evaluate student achievement used for grading and placement)</p> <p>Ensure that assessment information is timely and accurate.</p>	Ongoing	Principal, SLT teachers, curriculum coach	<ul style="list-style-type: none"> assessment costs training costs software costs testing coordinator stipend costs 	0000: Unrestricted	Title I	2,000
				5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hold annual Title I Parent Meeting In collaboration with the middle school hold family educational nights and classes Create and send monthly newsletters, flyers, and letters home Translate all written communications to parents into language of EL students Provide refreshments for parent meetings to ensure attendance and participation Schedule after school events, such as Back to School Night, Open House, and Awards ceremonies Facilitate monthly School Site Council and English Learner Advisory Committee meetings to guide and monitor program development and effectiveness Regularly update and maintain the school website (www.fhscharter.org) to keep parents informed and involved Provide access to the ABI parent portal for all parents for the purpose of monitoring students' progress</p>	Ongoing	Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> printing and mailing costs webmaster costs refreshments for parent meetings 	0000: Unrestricted	Title I	700
					General Fund	
					Title III	
					Lottery: Instructional Materials	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> On-going staff development on reading and writing instruction Staff development on SDAIE strategies and ELL tools for academic success <ul style="list-style-type: none"> Staff development in curriculum planning, lesson planning, backwards designing, and classroom management and assessment analysis. 	Ongoing	Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> training costs training materials costs 	0000: Unrestricted	General Fund	3,000
					Title III	

- across the curriculum
- Continue to develop professional learning community
 - Continue to develop weekly content cohort meetings during early release days, with teachers sharing best research-based practices in core content work groups (content cohorts)
 - Continue providing instructional support to new teachers through BTSA (Beginning Teacher Support and Assessment) and Fortune Schools (formerly known as Pipeline Project) programs.
 - Provide additional specifically designed English Language Development classes within school day.
 - Targeted professional development sessions to improve EL instruction across curriculum
 - Develop and implement vocabulary instruction in all content areas
 - Integrate writing and academic vocabulary instructions in all subject areas designed to improve the instruction and assessment of LEP children
 - Provide teacher training for effective peer coaching and mentoring to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-

proficient students

SLT, curriculum coach, teachers

- training costs

4000-4999: Books
And Supplies

Title III

5800:
Professional/Consulting Services And
Operating
Expenditures

Title I

Common Core

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Utilize GCC sponsored, county and other expert consultants, including GCC EL Network for staff development and peer tutoring to assist teachers in improving EL instruction and best practices for ELD strategies. Use data-driven standard-based approach when devising, planning, delivering, and evaluation instructions in ELD, EL, and mathematics. Use Illuminate software program and AR reports to inform instructions, accurate EL students' placement, and progress monitoring. Instructional calibration to measure and quantify research – based instructional practices, such as English Learner and lesson design and delivery. <p>Curriculum coach supports teachers in effective instruction, EL strategies, and professional development. Use STAR Reading diagnostics data for student placement and intervention</p>	Ongoing	Principal, Assistant Superintendent, SLT, curriculum coach, teachers	See goals 1-2	0000: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	General Fund Title I Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Increase instructional time for all students in need of instructional support through the systematic implementation of ELA support classes that provide strategic intervention coordinated with the core curriculum. • Extended day programs will include reading, English language arts and math instruction, tutorial, and software skills practice for EL students. • Provide daily interventions for EL students using High Point. • Accelerated Reader program is implemented to provide strategic intervention to improve students' reading/comprehension skills. • Implement specifically designed ELD curriculum "Edges" (National Geographic/Hampton-Brown) for the lowest performing student groups. • Provide daily interventions for students during remediation program Power Hour. • Provide additional specifically designed English Language Development classes within school day. <p>Provide additional support in content area classes for EL students by a paraeducator Increase allotted Rosetta Stone time for newcomer ELs</p>	Ongoing	Principal, Assistant Superintendent, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • printing/copying costs • curriculum costs • supplementary materials costs • training costs • afterschool instructor and program costs • AR materials and software costs 	0000: Unrestricted	Title II Part A: Improving Teacher Quality	4,500
				5800: Professional/Consulting Services And Operating Expenditures	General Fund	
				0000: Unrestricted	Lottery: Instructional Materials Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Use English across the curriculum to show practical use in the real world. Develop and implement a site wide vocabulary program for building academic skills. Extend EL leveled reading library including media and audio-visual resources 	Ongoing	Principal, SLT, curriculum coach, teachers	0000: Unrestricted			
<ul style="list-style-type: none"> Individual and group counseling to improve general and specifically targeted study skills. Implement school wide reading program to improve reading skills and reading comprehension of LEP students Utilize library resources (books, periodicals, software) to assist struggling students. Identify additional novels and curricular resources to increase reading to levels recommended in framework. Additional afterschool EL class is designed for EL students to practice language skills through direct instruction and specifically designed software (Rosetta Stone). 	Ongoing	Principal, SLT, curriculum coach, teachers	See goals 1-2	0000: Unrestricted 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	General Fund Lottery: Instructional Materials Title I Title III	

<p>areas of improvement, placement, and recommendations for future.</p> <ul style="list-style-type: none"> • Use SchoolConnect autodialer system for parent outreach and various notifications relating to student instruction and academic progress. • Monthly radio program is utilized to inform parents on the events, academic achievement, and progress. • Utilize ABI parent portal to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. • Use monthly newsletters, letters, and scheduled parent meetings to provide parents with tools and effective practices tips that will assist parents in helping the students. • Use school website (www.fhscharter.org) as an effective tool in providing parents and community information about school/student achievement and progress. • Data is shared with SSC (School Site Council) and ELAC/DELAC during regular meetings to monitor progress and seek input from staff, parents, and community. 		<p>teachers</p>	<p>costs</p> <ul style="list-style-type: none"> • supplementary materials costs • training costs • parent participation costs (refreshments, materials) <p>Title III General Fund Lottery: Instructional Materials</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide student access to the laptops, desktops, and google chromebooks via mobile computer lab, library, or computer lab classroom to improve English skills. Students and teachers utilize mobile computer lab with laptops and chromebooks within the classrooms to support instruction. Interactive Smartboards, document cameras, and LCD projectors are used in classrooms to enhance instructions for EL learners and struggling students. Use instructional software (Odysseyware, Learn360, and other specifically designed software) to support instruction for EL learners and struggling students. Provide students with access to the Accelerated Reader software to improve reading comprehension, and literacy across curriculum. Students and parents have access to ABI parent portal (AERIES) to monitor progress and improve academic achievement. Rosetta Stone software is used to improve English language skills. Use essay scorer software to improve writing skills of EL students</p>	Ongoing	Principal, Assistant Superintendent, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> software and hardware costs technology costs training costs supplementary materials 	4000-4999: Books And Supplies	Lottery: Instructional Materials	16,000
				5800: Professional/Consulting Services And Operating Expenditures	Title I	
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Use English across the curriculum to show practical use in the real world. • Parent workshops are offered to increase parental involvement in student education and improve technology skills. • PLTW (Project Lead The Way) program is implemented to increase student academic achievement, school involvement, and focus on career goals. • Weekly advisory classes are scheduled to improve students' study skills and the Next Skills, increase literacy, and monitor students' academic achievement. 	Ongoing	Asst. Supt., Principal, SLT, curriculum coach, teachers	<ul style="list-style-type: none"> • Supplementary materials • refreshments for parent meetings • technology costs • training costs 	5000-5999: Services And Other Operating Expenditures	General Fund	7,000
				0000: Unrestricted	Title III	

(DPI) is administered to determine the child’s level of English proficiency with the mandatory parent notification of how such level was assessed, and the status of the student’s academic achievement

- Parents are notified of the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and primary language support.
- Schedule quarterly ELAC and semi-annual DELAC meetings to assess and modify effectiveness, weaknesses and strengths of EL program.
- Use CELDT initial and annual results to place EL students in the appropriate classes
- Retain credentialed highly-qualified teacher to provide instructional support to the EL students and parents who do not have sufficient understanding of English language.
- Use SST process to create a plan for the students who are struggling/ performing under grade level.
- Parents are notified in writing in their native language about:
 - i. the right that parents have to have their child immediately removed

SLT, curriculum coach, teachers

- mailing costs
- refreshments for parent meetings
- testing coordinator stipend

Title III

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Services for Immigrants
LEA GOAL:
All limited-English-proficient students will increase proficiency in English and reach high academic standards by 1 proficiency level, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #4:
By the end of 2015-2016 school year, all limited- English-proficient students who have been in the country for 18 months or less will increase their instructional reading level by 1.2 grade levels as measured by STAR Renaissance.
Data Used to Form this Goal:
AYP, Subgroup AMO reports CELDT data Benchmarks STAR Reading Tests STAR Math Tests
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CAASPP Grade 11 only AYP, Subgroup AMAO reports CELDT data Benchmarks STAR Reading Tests Star Math Tests

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

current events, academic programs, and academic progress.
 Annual “Back to School Night”, “Open House” and “Title 1 Meeting” events are scheduled for parent outreach and input.
 Continue to increase library collection to support reading program for students and parents.
 Library/school subscribes to periodicals and parenting and resources for parent assistance.
 Quarterly parent workshops are conducted to educate parents in helping students with academics, literacy, and cultural adaptation.
 Quarterly ELAC meetings will support the immigrant population of the school.
 Semi-annual DELAC meetings will support the immigrant population of the school.

- Use SchoolConnect autodialer system for parent outreach and various notifications relating to student instruction and academic progress.
- Using ABI parent portal to inform parents of students’ academic progress.
- Establish Parent Career Center to support parents and families in providing students with productive education environment.

? Data is shared with SSC (School Site Council) and ELAC(English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee)

Counselor, teachers and Mentoring

Title III

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>EL teacher provides intense High Point curriculum instructions to groups of immigrant students</p> <p>Bilingual staff provides translating services to immigrant students and parents.</p> <p>Monitor the structure and content of support classes.</p> <p>Provide opportunities for professional development for staff in research-based EL instructional practices.</p>	ongoing	Principal, SLT, curriculum coach, Counselor, teachers	-training costs	0000: Unrestricted	General Fund Title III	3,000
<p>Bilingual counselor provides career and academic counseling for immigrant youth.</p> <p>Bilingual school staff and community volunteers provide native language support to the immigrant students during afterschool remediation program.</p> <p>Community volunteers provide career, academic, and social support for immigrant youth.</p> <p>Bilingual paraeducator provides native language support and ELD instruction to EL students.</p>	ongoing	Principal, SLT, curriculum coach, Counselor, teachers		0000: Unrestricted	Title I Title III	

Point groups to ensure on-level instructions.
 Provide level library for High Point classes.
 Train all staff in EL/SDAI strategies. Immigrant students use specifically designed software to aid language acquisition (Rosetta Stone)
 Immigrant students use computer lab to assist with the language acquisition software, writing, grammar, and research skills. Interactive Smartboards, document cameras, and LCD projectors are used in classrooms to enhance instructions for EL learners and struggling students.
 Continue to increase library collection to support reading program.
 Identify additional novels and curricular resources to increase reading to levels recommended in framework.
 Accelerated Reader program will be implemented to provide strategic intervention to improve students' reading/comprehension skill.
 Expand EL leveled reading library collection including audio-visual and media
 Use essay scorer software to improve writing skills of EL students
 Train teachers in common core for EL students
 All teachers are to be trained in Inquiry by Design to improve instruction for ELs
 All teachers are to be trained in CKH

Counselor, teachers

- leveled library materials
- technology costs
- AR software costs
- supporting software costs

4000-4999: Books And Supplies	General Fund
5800: Professional/Consulting Services And Operating Expenditures	Title I
	Title III
	Lottery: Instructional Materials
	Common Core

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide immigrant students with opportunities to learn about US culture, community, and educational system through invited speakers, workshops, and field trips. Provide immigrant students with additional enriching and remediation programs in school.	ongoing	Principal, SLT, EL coordinator/curriculum coach, Counselor, teachers		0000: Unrestricted	Title III General Fund	
Collaboration with local immigrant community to provide support to immigrant students and parents Collaboration with local businesses to establish partnerships with the school and immigrant families. Offer community service in the school for the immigrant parents/youth (volunteer program). Participation on local community events such as Jubilee, World Festival, Health Fair, and Kids Festival. College Month, College Day activities to connect students with post-secondary education programs/institutions Utilize Career Center to promote student achievement, career goal setting, and preventing student drop-out.	ongoing	Principal, SLT, EL coordinator, Counselor, teachers		0000: Unrestricted	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Parent Liaison works with local community, parents, students, and other stakeholders to be involved in campus life Parent Liaison holds monthly SSC meetings Parent Liaison provides translation services between community and staff 	Ongoing			0000: Unrestricted	Title I	

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: Teacher Qualification
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 GCC Human Resources (2010-11 and on)
Findings from the Analysis of this Data:
During transition to Common Core teachers need professional development and support in common core instruction and CKH.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Credential analysis report from district Human Resources Cultural Survey results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The administrative team will conduct a yearly professional development needs assessment of teachers and administrators in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.	annual	Supt/CEO, Coordinator, Principal and teachers, curriculum coach	Supplies, Clerical support	0000: Unrestricted	Title II Part A: Improving Teacher Quality General Fund	250

analyze formative data to provide information for professional development.
 Professional development provided to beginning teachers reflects a focus on targeted students in an effort to close the achievement gap.
 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, Assistant Superintendent, the Principal, and site staff.
 Classroom teachers plan to use data management systems to create standards-based assessments to measure student growth. (Illuminate, Aeries)
 Futures is one of six direct-funded ('independent') charter schools and these schools work collaboratively to share expertise, resources and provide sites with best practice professional development activities. Continued staff development work of curriculum calibration, lesson development, inquiry-based learning, and EL strategies/implementations will continue with the district or other outside provider assistance. Provide semi-annual peer mentoring and peer coaching within departments and grade levels. Provide interdisciplinary and interdepartmental peer mentoring and peer coaching.
 Regular GCC Algebra 1 department

curriculum coach, consultants, teachers

5800: Professional/Consulting Services And Operating Expenditures
 Common Core
 Title I
 Title I Part D
 4000-4999: Books And Supplies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. BTSA for new teachers 2. Focus walks 3. Peer coaching 4. Teacher workshops and trainings		Principal, BTSA Coordinator(s); Teachers		None Specified	Title II Part A: Improving Teacher Quality	2,800
Forming planning committee Professional consultation and preliminary planning School Site Council input, parent, community and student data gathering and analysis. GCC consultation and approval Budget planning Needs assessment Plan evaluation and implementation Regular updates and modifications to the existing professional development plan depending on the students' needs		Principal, Superintendent/CEO, SLT, Teachers		0000: Unrestricted	General Fund Common Core	650

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers evaluated annually General and Special Ed. teachers collaborate regularly to improve instructional practice, room environment, data analysis and strategies to meet the needs and increase achievement for students with specific needs. Teachers attend professional development that address best practices to meet the needs of targeted students. On-going communication between school site, home and community. Teachers utilize data to assess student progress and, when appropriate, refer students to SST for assistance</p> <ul style="list-style-type: none"> • Continue to develop professional learning community • Illuminate r to analyze student assessment data. • Provide teacher trainings in effective use of educational technology tools and software. 	Ongoing	<ul style="list-style-type: none"> • Supt/CEO • Principal • Teachers • SLT teachers • curriculum coach 		0000: Unrestricted	Title I	4,000
				4000-4999: Books And Supplies	General Fund	
				5800: Professional/Consulting Services And Operating Expenditures	Common Core	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> The school will create a plan for every teacher to become Highly Qualified Assistance will be provided to teachers in order to become Highly Qualified. Collaborations with the County Office of Education and institutes of higher learning in order to ensure teachers' subject matter competency Where appropriate technology will be used to provide professional development for teachers and paraprofessionals. 	Ongoing	<ul style="list-style-type: none"> Supt/CEO Site Administrators Teachers Coaches Sacramento County Office of Education 		None Specified	Title II Part A: Improving Teacher Quality	1,250
<ul style="list-style-type: none"> Curriculum Coach will participate in professional development related to coaching, pedagogical practices, teachers support, and curriculum development Principal will participate in professional development related to leadership development, teacher support, and coaching Administrative Leadership Team will participate in leadership development trainings 	Ongoing	<ul style="list-style-type: none"> Curriculum Coach Principal Sacramento County Office of Education Outside Vendors 		None Specified	Title I Part A: Professional Development (PI Schools)	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-Teachers will be given time prior to the start of 2016-2017 for collaboration integration	Ongoing	<ul style="list-style-type: none"> • Site Administrators • Teachers • Curriculum Coach 		None Specified	Title II Part A: Improving Teacher Quality	3500

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Fund	445,772.79	337,972.79
Lottery: Instructional Materials	20,898.25	4,898.25
Title I	91,303.28	15,703.28
Title III Immigrant Education Program	144.35	144.35
Title III	8,599.17	8,599.17
Local Categorical	1,421.41	1,421.41
Common Core	49,544.85	49,544.85

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	107,800.00
Lottery: Instructional Materials	16,000.00
Title I	75,600.00
Title I Part A: Professional Development (PI Schools)	1,500.00
Title II Part A: Improving Teacher Quality	18,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	130,850.00
4000-4999: Books And Supplies	26,000.00
5000-5999: Services And Other Operating Expenditures	17,500.00
5800: Professional/Consulting Services And Operating	5,000.00
None Specified	40,350.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	76,700.00
4000-4999: Books And Supplies	General Fund	10,000.00
5000-5999: Services And Other Operating	General Fund	7,000.00
5800: Professional/Consulting Services And	General Fund	5,000.00
None Specified	General Fund	9,100.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	16,000.00
0000: Unrestricted	Title I	49,400.00
5000-5999: Services And Other Operating	Title I	4,000.00
None Specified	Title I	22,200.00
None Specified	Title I Part A: Professional Development (PI	1,500.00
0000: Unrestricted	Title II Part A: Improving Teacher Quality	4,750.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	6,500.00
None Specified	Title II Part A: Improving Teacher Quality	7,550.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,400.00
Goal 2	65,200.00
Goal 3	42,000.00
Goal 4	15,150.00
Goal 5	15,950.00

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
Nataliya Burko	X				
Shanna Parker			X		
Zhanna Makovey			X		
Afton Stolesen		X			
Chris Whitehead		X			
Victor Nguyen		X			
Oleg Pylypyuk					X
Anita Gonchar					X
Nadiya Komzyuk					X
Victoria Leshchuk					X
Alina Marian				X	
Natalia Malievska				X	
Yuliya Artyschuk				X	
Irina Glushchenko				X	
Numbers of members of each category:	1	3	2	4	4

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 .

Attested:

Nataliya Burko

Typed Name of School Principal

Signature of School Principal

Date

Shanna Parker

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date