

The Single Plan for Student Achievement

School: Gateway International School
CDS Code: 34-67447-0128124
District: Gateway International
Principal: Joi Tikoi
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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

Gateway International School's Vision and Mission Statements

Mission

Our mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection and rigor, students will become globally aware and actively involved in their community and the world.

Vision

Gateway International School (GIS) will provide a safe learning environment where students are empowered to develop international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

School Profile

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

Gateway Community Charters has been in operation since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 13th year of operation serving over 4,000 K-12 grade students within 7 separate charters, all with unique missions and focus. In the 2011-12 school year, five GCC schools met the rigorous academic standards for WASC accreditation renewal and were awarded the full five years allowable. GIS received full accreditation in 2014. Two of our seven charter schools serve predominately underserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. Additionally, three other GCC charter schools serve statistically significant numbers of newcomers and English language learners. All four of these schools also serve 70-89% free and reduced price lunch eligible youth. Gateway Community Charters manages a complex budget of over \$20 million dollars and has maintained above the required 3% reserve for each of its charter schools as well as keeping an additional reserve as needed for cash flow management all while expanding enrollment by at least 9% per year.

Gateway International School is located in Sacramento County in the Arden-Arcade community. GIS serves 481 students in grades TK-8. The October 2015 CBEDS Profile for GIS indicates that 481 students were enrolled on that day with the following ethnic distribution: 90.24% white, 3.95% Hispanic, 2.91 % African American, 2.70% Pacific Islanders, and .20% Asians. Of those students, 84.3% are socioeconomically disadvantaged, 52.4% are English language learners, and 4.98% are students with disabilities.

GIS has 50 employees; 29 certificated and 21 classified. Certificated staff consists of the Principal, Vice Principal, Curriculum Coach, Counselor, and 25 highly qualified teachers. Our classified staff consists of office personnel, custodians, instructional aids, and playground assistants. GIS has a full-time RSP teacher and PE teacher and a full-time English language development teacher. GIS uses outside vendors for speech therapy. The average class size for K-5th is 24 students and for 6th-8th is 28 students.

In August 2014, Gateway International became a candidate school for the International Baccalaureate (IB) Primary Years Program for grades TK-5. GIS has applied for accreditation for 6th-8th for the Middle Years Program. The IB mission is to create international students who are bilingual and care about the global community. GIS offers instruction in multiple languages; Russian, Spanish, and Fijian. The adopted curriculum is integrated into the IB framework and includes transition to Common Core State Standards. The school program is balanced and comprehensive in meeting all students' needs and provides a path for intervention.

GIS offers an afterschool program and is attended by approximately 150 students on average each day. This program provides a safe environment for students, as well as, homework support and a healthy snack. It is supervised by the site administration and a staff of 14 people.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to Appendix for data and analysis.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

GIS conducted a parent satisfaction survey in the spring of 2014. The results show that:

98.29% of parents feel that the school promotes academic success for all students

94.02% believe the school's educational program is of high quality and meets their expectations.

94.02% said their child's reading skills have improved this school year.

92.30% said their child's writing skills have improved.

89.75% said their child's math skills have improved.

94.87% said their child knows and understands behavior expectations at school.

94.83% of parents said they are well informed about their child's academic progress.

96.55% believe their child's teacher is helpful and responsive.

The GIS staff completed a culture survey in the fall of 2015 through the surveymonkey website. Those results show that:

100% of staff believe the school culture is one of trust and respect between staff members

90% believe there is trust and respect between staff and parents

100% believe the school values and utilizes parent involvement

100% believe the school staff embraces change

100% believe the school staff embraces collaboration

100% believe the school staff embraces diversity

GIS students in grades 5-8 completed a Gallup Student Poll in the fall of 2015. The results show that:

38% of students are engaged in their learning

43% believe and have hope for a successful future

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

GIS was able to test all 1st-8th grade students using Renaissance STAR tests for English Language Arts and Mathematics at the beginning and end of 2014-15 school year. These results give us valuable input as we create and revise the school program. The results helped us identify targeted students and refer them to the appropriate summer support class. This test is also used two other times throughout the year to determine progress of individual students. Teachers also use these results to create leveled groupings for ELA and Math.

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

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

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

Staffing and Professional Development

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

For 15-16, 96% of teachers at Gateway International School are highly qualified per ESEA.

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

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

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

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

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

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

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

Our TK-5th grade teachers have approximately 15 horizontal grade level meetings per year for IB curriculum planning including reflection. They also have 6 vertical meetings for IB curriculum alignment. Our Middle School department has 17 meetings for collaboration regarding integration of subjects and student support and intervention. The principal and vice principal rotate through the teacher meetings also. The teachers meets monthly with administration for site support.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials that align with Common Core State Standards, IB learner profiles and content framework, grade level expectations, and pacing charts. Teachers prepare weekly lesson plans for all grade levels and subjects. Support structures are aligned with Common Core and IB expectations. GIS has a math intervention program for grades TK-8th called Jiji Math. Lexia Core 5 is used school-wide for reading support. These programs align with Common Core standards. GIS also utilizes Rosetta Stone as a support program for English language and foreign language instruction which aligns with IB expectations.

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

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

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

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

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

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

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum at GIS is SBE-adopted and standards aligned. Supplemental materials are provided that align current curriculum to Common Core State Standards. GIS has adopted new Common Core Mathematics curriculum and is exploring options for Common Core English Language Arts and Next Generation Science Standards.

Opportunity and Equal Educational Access

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

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

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

14. Research-based educational practices to raise student achievement

GIS utilizes research-based practices as follows: Explicit Direct Instruction, Specially Designed Academic Instruction in English, Capturing Kids' Hearts, Lexia Core 5 Reading, ST Math, Let's Go! English program, Rosetta Stone, and differentiated instruction.

Parental Involvement

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

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

- District Nurse
- Resource Specialist Teacher
- English Language Development Teacher
- Bilingual Instructional Assistants
- Translators
- Parent volunteers
- Intervention program
- After school program

Our school communicates with parents through:

- School web site
- Teacher web pages
- Online grades
- Trimester Report Cards
- Progress reports
- School compact
- Back to School Night
- IB Nights
- Parent Teacher Conferences
- School Site Council
- English Learner Advisory Committee
- School Newsletters
- Teacher Newsletters

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

18. Fiscal support (EPC)

GIS also receives state funding per the California school funding formula, federal Title and SPED monies.

Description of Barriers and Related School Goals

GIS has adopted new Math curriculum aligned to Common Core State Standards for all grades. It is always a challenge for teachers to learn a new curriculum. GIS continues to train teachers on Common Core State Standards and the newly adopted curricula and support implementation with pacing charts and observations. The goal is for teachers to be confident and comfortable with the new standards and curriculum.

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

Large populations of disadvantaged students and English learners are other barriers to achieving academic goals. GIS has 84.3% Socioeconomically disadvantaged students and 52.4% English learners. GIS utilizes the National School Lunch Program to ensure our students are not hungry and are fed breakfast, lunch, and after school snack. GIS also provides transportation for needy students and will work with local community organizations to help meet family needs. To support English learners, GIS provides beginning English instruction for students new to the United States and support classes for students scoring low on the CELDT test.

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	76	75	98.7	75	2388.4	7	24	32	37
Grade 4	48	48	100.0	48	2463.2	19	33	19	29
Grade 5	46	43	93.5	43	2442.4	5	14	23	58
Grade 6	35	35	100.0	35	2491.1	3	26	46	26
Grade 7	35	35	100.0	35	2491.8	3	14	43	40
Grade 8	35	33	94.3	33	2555.5	3	52	18	27
All Grades	275	269	97.8	269		7	26	30	37

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 3	12	43	45	12	55	33	7	72	21	12	48	40
Grade 4	19	54	27	27	50	23	19	56	25	13	69	19
Grade 5	9	28	63	9	42	49	5	58	37	7	67	26
Grade 6	0	54	46	11	60	29	3	77	20	9	71	20
Grade 7	6	49	46	3	51	46	9	63	29	9	63	29
Grade 8	15	61	24	21	55	24	6	76	18	24	61	15
All Grades	11	47	42	14	52	34	8	67	25	12	61	27

Conclusions based on this data:

1. School wide, 33% of students met or exceeded the standard for English Language Arts.
2. Within the English Learner subgroup, 15% of students met or exceeded the standard for ELA and 30% of low SES students met the standard.
3. Research and curriculum planning should center around strategies to support meeting the new standards and understanding what tasks and knowledge are required to show proficiency as these are new tests and the curriculum currently used is not fully compatible.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	76	75	98.7	75	2433.0	13	39	27	21
Grade 4	48	48	100.0	48	2483.3	21	29	29	21
Grade 5	46	43	93.5	43	2493.1	19	16	30	35
Grade 6	35	35	100.0	35	2511.5	9	23	37	31
Grade 7	35	35	100.0	35	2502.5	6	14	46	34
Grade 8	35	34	97.1	34	2556.6	15	29	32	24
All Grades	275	270	98.2	270		14	27	32	27

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 3	37	37	25	16	51	33	16	65	19
Grade 4	35	27	38	25	40	35	33	40	27
Grade 5	26	33	42	19	42	40	12	51	37
Grade 6	17	46	37	11	66	23	11	54	34
Grade 7	11	31	57	3	60	37	11	74	14
Grade 8	18	56	26	26	44	29	18	62	21
All Grades	27	37	36	17	50	33	17	58	25

Conclusions based on this data:

1. School wide, 41% of students met or exceeded the standard for Mathematics.
2. Within the English Learner subgroup, 29% of students met or exceeded the standard for Math and 39% of low SES students met the standard. GIS students overall, scored better in Math than ELA.
3. GIS students generally scored higher on concepts and procedures and would benefit from focusing on problem solving and reasoning.

District Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	4	9	14	30	19	41	7	15	2	4	46
2	1	3	12	31	17	44	9	23			39
3	3	6	18	37	19	39	3	6	6	12	49
4	1	5	7	32	11	50	3	14			22
5	2	8	9	36	11	44			3	12	25
6	1	25	1	25	1	25	1	25			4
7	5	42	3	25	3	25			1	8	12
8	2	29	3	43	1	14			1	14	7
Total	19	9	67	33	82	40	23	11	13	6	204

Conclusions based on this data:

1. Of students who have taken the CELDT previously, GIS has a higher percentage of EL students scoring at the intermediate level than any other level.
2. The percentages for the five levels look much like a bell curve.
3. Support may be needed for students who are still scoring at the beginning and early intermediate levels or for the students who have regressed in levels.

District Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	4	7	12	13	23	35	61	57
1	4	8	14	27	19	37	8	15	7	13	52
2	1	2	13	30	19	43	11	25			44
3	4	7	20	36	20	36	5	9	7	13	56
4	2	7	8	30	13	48	3	11	1	4	27
5	2	7	11	37	12	40			5	17	30
6	3	38	1	13	2	25	1	13	1	13	8
7	6	43	4	29	3	21			1	7	14
8	4	36	3	27	2	18			2	18	11
Total	26	9	76	25	97	32	41	14	59	20	299

Conclusions based on this data:

1. This report includes students who have previously taken the test and students who took it for the first time. It is logical that the number of students scoring at the beginning level has increased. This now includes all Kindergarten and Transitional Kindergarten EL students.
2. GIS had 197 students who scored at Intermediate level or below suggesting this is a sizable challenge for the school in supporting English language acquisition.
3. There is a high concentration of low English students in grade K-2.

District Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			204
Percent with Prior Year Data			100.0%
Number in Cohort			204
Number Met			142
Percent Met			69.6%
NCLB Target	57.5	59.0	60.5%
Met Target			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					227	48
Number Met					56	25
Percent Met					24.7%	52.1%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target					Yes	Yes

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

Conclusions based on this data:

1. GIS met the NCLB targets for both AMAO 1 and AMAO 2 for 2014-2015.
2. This was a single year report and does not give comparison results by year.

District Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	3,794	3996	4,168
Percent with Prior Year Data	99.4	99.8	99.8
Number in Cohort	3,770	3988	4,161
Number Met	1,998	2098	2,170
Percent Met	53.0	52.6	52.2
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3,014	1,495	3222	1512	3,474	1,493
Number Met	553	673	573	675	603	654
Percent Met	18.3	45.0	17.8	44.6	17.4	43.8
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup 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.

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:
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
SCHOOL GOAL #1:
GIS will increase the number of students meeting or exceeding the standard for English Language Arts by 5%.
Data Used to Form this Goal:
CAASPP ELA scores for grades 3-8; Curriculum embedded assessments for grade 1-8
Findings from the Analysis of this Data:
The findings show that greater Reading support is needed because of the high population of English Learners. Targeted instruction, intervention and support are necessary in comprehension and writing.
How the School will Evaluate the Progress of this Goal:
After reviewing CAASPP scores and administering the curriculum embedded assessments, teachers and administration will meet to analyze the data to develop instructional goals for the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher and administrator trainings on Common Core Standards in English Language Arts that support all students learning and growth	ongoing	principal and staff	training workshops	5000-5999: Services And Other Operating Expenditures	General Fund	2,000.00
			materials and supplies	4000-4999: Books And Supplies	General Fund	500.00
			stipends	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,736.32

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental reading materials for use with students to align curriculum with Common Core Standards and increase reading opportunities	ongoing	principal vice principal curriculum coach teachers paraeducators	supplemental materials	4000-4999: Books And Supplies	Title I Part A: Allocation	3,000.00
			supplemental materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000.00
Provide intervention services in English Language Arts for students who are below proficient on curriculum assessments through differentiated instruction and small group pull out instruction	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	66,921.63
Collaboration for grade level teams on standards, benchmarks, and state testing including analyzing data	monthly & 1 full day	principal vice principal curriculum coach teachers	personnel	1000-1999: Certificated Personnel Salaries	General Fund	0
			substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,000.00
Provide and promote the use of technology in the classroom for the purpose of student and teacher access to online curriculum supports.	ongoing	principal vice principal curriculum coach teachers paraeducators technology coordinator	student computers	6000-6999: Capital Outlay	LCFF - Supplemental	7,400.00
				6000-6999: Capital Outlay	Title I Part A: Allocation	34,000.00
			personnel; technology coordinator stipend	1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
Provide online supplemental reading curriculum and support for teachers and students	ongoing	Principal Vice Principal curriculum coach teachers	English Language Arts online access to books for students	4000-4999: Books And Supplies	General Fund	500.00
			Subscription to BrainPop	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
			Lexia Core5	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide greater access to reading materials in the school library for students to take home and in the classrooms	ongoing	Principal Vice Principal Curriculum Coach Teachers Paraeducators	Library and Classroom books	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
			Library and Classroom books	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	200.00
Provide summer school reading instruction	ongoing	Principal Vice Principal Curriculum Coach Teachers Paraeducators	personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	20,160.00
				2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,324.50
Create reading goals for students and provide incentives for achievement	ongoing	Principal Vice Principal Curriculum Coach Counselor Teachers Paraeducators	Prizes	4000-4999: Books And Supplies	General Fund	500.00
Provide intervention before, during, and after school hours	all year	Principal Vice Principal Curriculum Coach Counselor Teachers Paraeducators	personnel-2 teachers/1hr/day	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,400.00
			personnel-10 paras/1hr/day	2000-2999: Classified Personnel Salaries	General Fund	27,000.00

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:
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
SCHOOL GOAL #2:
GIS will increase the number of students meeting or exceeding the standard for Mathematics by 5%.
Data Used to Form this Goal:
CAASPP scores for grades 3-8; Curriculum embedded assessments for grades 1-8
Findings from the Analysis of this Data:
Findings show that additional and targeted instruction in Math is needed for all grade levels and specifically for Algebra 1. Targeted intervention and support is necessary.
How the School will Evaluate the Progress of this Goal:
After reviewing CAASPP scores and administering the curriculum embedded assessments, teachers and administration will meet to analyze the data to develop instructional goals for the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teacher and administrator trainings on Common Core Standards in Mathematics that support all students learning and growth	ongoing	Principal Vice Principal Curriculum Coach	Training workshops; materials	5000-5999: Services And Other Operating Expenditures	General Fund	0
				4000-4999: Books And Supplies	General Fund	500.00
Provide supplemental Mathematics materials for use with students to align curriculum with Common Core Standards	ongoing	Principal Vice Principal Curriculum Coach	supplemental materials	4000-4999: Books And Supplies	General Fund	5,000.00
			supplemental hands-on instruction materials	4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention services in Mathematics for students who are below proficient on benchmark assessments through differentiated instruction and small group pull out instruction	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel (repetitive from goal 1)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0
Collaboration for grade level teams on standards, benchmarks, and state testing including analyzing data	twice monthly 3 full days	principal vice principal curriculum coach teachers	personnel (repetitive from goal 1)	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide online supplemental curriculum support programs for teachers and students	ongoing	principal vice principal curriculum coach teachers	Subscription to online ST Math intervention program for K-8 students	5000-5999: Services And Other Operating Expenditures	LCFF-ED	5,000.00
Provide technology needed to access online support programs	ongoing	principal vice principal curriculum coach teachers paraeducators technology coordinator	student computers (repetitive from goal 1)	6000-6999: Capital Outlay	Title I Part A: Allocation	0
			personnel; technology coordinator stipend (repetitive from goal 1)	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide intervention before, during, and after school hours	all year	all staff	personnel for after school program (repetitive from goal 1)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0
				2000-2999: Classified Personnel Salaries	General Fund	0
			materials and supplies	4000-4999: Books And Supplies	General Fund	5,000.00
Provide opportunities for parents and families to learn and interact with new Common Core Math standards; i.e. Math and Science Fair, school assemblies, events	1-2 events	all staff	presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Development
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society.
SCHOOL GOAL #3:
All English learners will advance one performance band on the CELDT each year until they are re-designated as fluent. This goal is derived from CELDT scores and the GIS measurable student outcomes from the charter document
Data Used to Form this Goal:
Annual CELDT scores; Renaissance STAR test scores; curriculum embedded assessments
Findings from the Analysis of this Data:
The findings show that GIS students struggle considerably more with ELA than with Math. This can primarily be contributed to lack of English language and background knowledge and vocabulary. Data shows that the lower grades, K-2, struggle with English development more than the older students.
How the School will Evaluate the Progress of this Goal:
Review of CELDT data and curriculum assessments in ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Specialized instruction will be provided to English language learners who are newcomers to the United States (enrolled into a US school less than 1 year).	ongoing	principal vice principal curriculum coach ELD teacher	classroom teachers	1000-1999: Certificated Personnel Salaries	General Fund	0
			ELD curriculum and supplies	4000-4999: Books And Supplies	General Fund	200.00
Small group instruction for English learners to support success in ELA standards.	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel .5 ELD teacher	1000-1999: Certificated Personnel Salaries	Other	27,000.00
			personnel (repetitive from goal 1)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Online English support for students and parents	ongoing	principal vice principal curriculum coach teachers paraeducators	Subscription to Rosetta Stone English Language program	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	10,900.00
Translation/interpreting services provided to assist students and parents	ongoing	principal vice principal curriculum coach teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	Title III	600.00
Provide opportunity for our EL families and community involvement through the School Site Council and ELAC committees.	quarterly	principal vice principal curriculum coach staff parents	materials and supplies	4000-4999: Books And Supplies	General Fund	500.00
Provide training for teachers in specially designed academic instruction for English learners	annually	principal vice principal curriculum coach teachers	Teacher training for Project GLAD; Guided Language Acquisition Development and/or strategies to benefit English Learners	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	13,500.00
			Travel/Conference	5000-5999: Services And Other Operating Expenditures	Title III	1,500.00
Supplemental reading materials in English and native languages for students	annually	principal vice principal curriculum coach teachers paraeducators	reading books for library	4000-4999: Books And Supplies	Title III	6,000.00

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing communication regarding individual student achievement to families	ongoing	principal vice principal curriculum coach counselor teachers paraeducators	Schoolloop website with grading program that gives access to families	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,995.00
Establish Parent Workshops with information on how to support student learning at home	ongoing	principal vice principal curriculum coach counselor teachers paraeducators	Resource books and materials Child care	4000-4999: Books And Supplies	General Fund	500.00
Parent workshops for parents regarding Common Core State Standards and parenting skills	each semester	principal vice principal curriculum coach counselor teachers paraeducators	Contracted services for presenters	5800: Professional/Consulting Services And Operating Expenditures	General Fund	250.00
			materials and supplies	4000-4999: Books And Supplies	General Fund	250.00
Provide snacks at the extended day program to support student health and meet physical needs	ongoing	principal vice principal curriculum coach paraeducators	Daily snacks for after school program students using NSLP money	4000-4999: Books And Supplies	Other	23,000.00
Establish a summer preschool program for transitioning to Kindergarten and preparation for academic success the first year of school; provide intervention summer program for grades K-7 (repetitive from goal 1)	annually	principal vice principal curriculum coach teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	0
			personnel	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	0
			personnel	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	0
			materials and supplies	4000-4999: Books And Supplies	General Fund	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a character education program to develop the whole child; including social and emotional skills	ongoing	principal vice principal curriculum coach counselor teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	0
			personnel	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	0
			materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Character Education library	4000-4999: Books And Supplies	General Fund	200.00
Establish a Parent Involvement Plan that encourages and supports participation in the classroom learning environment	annually	principal vice principal curriculum coach teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	0
Provide access to a school nurse to care for health issues related to student learning and overall health	ongoing	School Nurse principal vice principal curriculum coach staff	personnel School Nurse .17 FTE	1000-1999: Certificated Personnel Salaries	General Fund	12,600.00
Organize home visits to determine student needs and encourage positive attendance behaviors	ongoing	School nurse principal vice principal curriculum coach counselor staff	personnel	1000-1999: Certificated Personnel Salaries	General Fund	1,500.00
Provide physical education to all students to support physical and mental health	ongoing	PE teacher teachers paraeducators	personnel	1000-1999: Certificated Personnel Salaries	General Fund	54,000.00
Provide training for teachers and staff to establish a climate of trust and respect between teachers and students, parents and school	ongoing	All staff	training for Capturing Kids' Hearts	5800: Professional/Consulti ng Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1,824.20

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Core Subjects and EL support
SCHOOL GOAL #1:
Provide support services to improve classroom instruction and meet the needs of parents and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support from Gateway Community Charters regarding Title I and Title III goal implementation	ongoing	GCC Central Office Staff	indirect support	7000-7439: Other Outgo	Title I Part A: Allocation	8,057.04
			indirect support	7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	220.62
			indirect support	7000-7439: Other Outgo	Title III	69.37
			indirect support	7000-7439: Other Outgo	Title III Part A: Language Instruction for LEP Students	492.00

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)
Title I Part A: Allocation	149,657.00	1,519.55
Title III Part A: Language Instruction for	25,092.00	492.00
LCFF-ED	173,138.00	168,138.00
Title II Part A: Improving Teacher	4,098.00	2,273.80
Title III	3,538.00	-4,562.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	114,000.00
LCFF - Supplemental	25,800.00
LCFF-ED	5,000.00
Lottery: Instructional Materials	3,000.00
Other	50,000.00
Title I Part A: Allocation	148,137.45
Title II Part A: Improving Teacher Quality	1,824.20
Title III	8,100.00
Title III Part A: Language Instruction for LEP Students	24,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	138,260.00
2000-2999: Classified Personnel Salaries	101,982.45
4000-4999: Books And Supplies	57,350.00
5000-5999: Services And Other Operating Expenditures	23,900.00
5800: Professional/Consulting Services And Operating	17,569.20
6000-6999: Capital Outlay	41,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	70,100.00
2000-2999: Classified Personnel Salaries	General Fund	27,000.00
4000-4999: Books And Supplies	General Fund	14,650.00
5000-5999: Services And Other Operating	General Fund	2,000.00
5800: Professional/Consulting Services And	General Fund	250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	7,400.00
5000-5999: Services And Other Operating	LCFF-ED	5,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000.00
1000-1999: Certificated Personnel Salaries	Other	27,000.00
4000-4999: Books And Supplies	Other	23,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	26,160.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	74,982.45
4000-4999: Books And Supplies	Title I Part A: Allocation	8,500.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	2,500.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	1,995.00
6000-6999: Capital Outlay	Title I Part A: Allocation	34,000.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	1,824.20
1000-1999: Certificated Personnel Salaries	Title III	600.00
4000-4999: Books And Supplies	Title III	6,000.00
5000-5999: Services And Other Operating	Title III	1,500.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP	0.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP	0.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP	200.00
5000-5999: Services And Other Operating	Title III Part A: Language Instruction for LEP	10,900.00
5800: Professional/Consulting Services And	Title III Part A: Language Instruction for LEP	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,142.45
Goal 2	18,500.00
Goal 3	60,200.00
Goal 4	97,619.20

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mrs. Joi Tikoi	X				
Mr. Daniel Reilly		X			
Ms. Stephanie Croyle			X		
Mrs. Deep Dhillon			X		
Mr. Florin Ciuriuc				X	
Mr. Vitaliy Subbotin				X	
Mrs. Nina Zhukov				X	
Mr. Constantine Kondratyev				X	
Mrs. Anna Chernavskiy				X	
Mr. Sergei Bubela			X		
Numbers of members of each category:	1	1	3	5	

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 2/8/2016.

Attested:

Joi Tikoi

Typed Name of School Principal

Signature of School Principal

Date

Daniel Reilly

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date