

The Single Plan for Student Achievement

School: Sacramento Academic and Vocational Academy
CDS Code: 34765050114272
District: Gateway Community Charter
Principal: Morri Elliott
Revision Date: 2/9/2016

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

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

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The District Governing Board approved this revision of the SPSA on 2/9/2016.

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School Vision and Mission

Sacramento Academic and Vocational Academy's Vision and Mission Statements

It is the mission of the Sacramento Academic & Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and preparation for students in our community. We do this by:

- Emphasizing standards-based curriculum;
- Providing parents and guardians instructional guidance and support;
- Identifying student instructional needs and providing individualized educational plans;
- Assessing student learning style, modality and achievement; and
- Providing access to career opportunities including internships and job shadowing.

It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then we work to explore multiple pathways to meet the multiple challenges for our student population.

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

School Profile

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).

Classroom Observations

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

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)

STAR testing results are available via our student data system (AERIES). Core areas Specialists have created end-of-course exams that are used throughout SAVA. Teachers use the district developed course assessment package tailored to each grade level and class to backwards map the essential standards needed to perform well on the test. Periodic testing of the skills leading up to the end-of-course exams assist teachers in the development of powerful lesson plans and master based instruction and learning in the classroom. SAVA also uses the ZOOM/DataDirector project, sponsored by the California Charter Schools Association, to provide a web-based data collection and analysis tool for all local and state assessments.

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

Staffing and Professional Development

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

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

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

SAVA and GCC Central Administration work hand-in-hand to assess professional-training needs in the area of standards based instruction. The focus for staff development will be 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 and Assessment (BTSA). The California Teaching Standards are referred to and covered as needed in all training. The newly established weekly staff development meetings provide further opportunity for staff to collaborate on assessing, analyzing, and planning for instructional needs.

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

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

Teaching and Learning

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

All core curriculum have a course of study outline that is aligned to state content standards, materials and performance expectations. The teaching staff is a blend of content areas specialists and multiple subject teachers. Each content area specialist 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. Content Area Specialists provide direct support to the students. Specialists also provide collegial support and professional development to the multiple subject teachers if there are questions concerning specific curriculum.

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

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

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 SAVA through the site principal, vice principal, and curriculum coach. Textbooks and other supplemental materials are adopted with a focus on alignment with the state content standards. Supplemental materials for our EL 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)

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

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)

Funding

17. Services provided by categorical funds 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 Student Study Team 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 support class. The focus of this class will be the use of intensive strategies that increase the students reading and writing level to at or above grade level. EL students are able to attend an English Language Class offered through the English Language Specialist in a small group setting. This environment enables them to get additional assistance in core subject areas and helps them prepare for the CAHSEE.

All students with Below Basic or Far Below Basic skills in English and/or Math are encouraged to attend Specialist Support Labs and/or teacher supported Study Hall for additional instructional assistance.

Students with Individualized Education Plans (IEP) also attend additional ELA and Math support sessions. A teacher working in collaboration with the Special Education Specialist provides instructional support to students in a one-on-one or small group environment.

18. Fiscal support (EPC)

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 7	23	18	78.3	16	2476.8	0	17	28	44
Grade 8	33	29	87.9	25	2468.2	3	7	14	62
Grade 11	266	191	71.8	179	2508.8	2	18	34	40
All Grades	322	238	73.9	220		2	17	31	43

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 7	6	44	50	6	44	50	13	63	25	6	50	44
Grade 8	4	24	72	4	32	64	0	40	60	4	48	48
Grade 11	11	47	41	3	49	48	1	60	39	4	59	37
All Grades	10	45	45	4	46	50	2	58	40	5	57	39

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 7	23	19	82.6	15	2450.8	0	5	32	42
Grade 8	33	26	78.8	21	2458.9	0	4	15	62
Grade 11	266	182	68.4	180	2439.4	0	1	7	91
All Grades	322	227	70.5	216		0	2	10	84

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 7	0	40	60	0	53	47	0	67	33
Grade 8	5	14	81	0	52	48	0	24	76
Grade 11	0	6	94	0	34	66	0	31	69
All Grades	0	9	90	0	38	63	0	32	68

Conclusions based on this data:

1.

School & Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
7			***** *	***								*****
9			1	25	1	25	2	50				4
10	1	14			6	86						7
11	4	22	7	39	6	33	1	6				18
12			9	33	13	48	4	15	1	4		27
Total	5	9	18	32	26	46	7	12	1	2		57

Conclusions based on this data:

1.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
7			***** *	***	***** *	***						*****
9			3	38	2	25	2	25	1	13		8
10	1	9	3	27	7	64						11
11	5	25	8	40	6	30	1	5				20
12	2	6	10	29	14	41	7	21	1	3		34
Total	8	11	25	33	30	40	10	13	2	3		75

Conclusions based on this data:

1.

School & Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers		50	57
Percent with Prior Year Data		54.0%	100.0%
Number in Cohort		27	57
Number Met		--	25
Percent Met		--	43.9%
NCLB Target	57.5	59.0	60.5%
Met Target		--	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			0	52	2	64
Number Met			--	37	--	20
Percent Met			--	71.2%	--	31.3%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target			--	Yes	--	No

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.

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.

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: Reading
LEA GOAL:
SCHOOL GOAL #1:
By the end of the 2015-16 school year, the percentage of students school-wide and in numerically significantly subgroups scoring proficient and above will increase by 40% (10% per school year). This will meet safe harbor guidelines. By the end of the 2015-2016 school year, the percentage of 10th grade CBEDS students passing ELA CAHSEE will increase by 20%
Data Used to Form this Goal:
<ul style="list-style-type: none">• CST, English/Language Arts• AYP, Subgroup AMO reports
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CST, English/Language Arts• AYP, Subgroup AMO reports

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 numbers of books and materials are available for the start of the school year. • Ensure that all students have textbooks and instructional materials that can be brought home. • All teachers will utilize the full array of instructional materials provided in the adopted program and follow the SAVA 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, 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 		Curriculum Coaches, teachers	Mentoring	5000-5999: Services And Other Operating Expenditures	Title I	2,000
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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>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> All teachers will complete training in English-Language Arts standards-based curriculum and instructional delivery. Continue training and focus on appropriate strategies for student engagement and achievement. Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating English-Language Arts and math in the core curriculum Strategies for improved EL instruction; best practices for ELD strategies On-going staff development on reading and writing instruction Staff development in curriculum planning, lesson planning, backwards designing, and assessment analysis. 		Principal, Vice-Principal, Curriculum Coaches, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring DATADIRECTOR training and coaching	5000-5999: Services And Other Operating Expenditures	General Fund Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time:</p> <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. Additional support programs such as Oddyseyware and Renaissance Learning will include reading, English-Language Arts, tutorial, and software skills practice for lowest achieving students. 		Principal, Vice-Principal, Curriculum Coaches, teachers	Principal and Vice-Principal Instructional Leadership Mentoring		General Fund	
			Oddyseyware Licenses/Training (20)	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Renaissance Learning Site License/Training	None Specified	Title I	10,000
<p>Increased access to technology:</p> <ul style="list-style-type: none"> Use interactive computer software such as Oddyseyware and Renaissance Learning and internet-based activities as an incentive for students to improve their English skills. Students and teachers utilize mobile computer lab with laptops within the classrooms to support instruction 		Principal, Vice-Principal, teachers	Oddyseyware Licenses/Training (20)	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Renaissance Learning Site License/Training	None Specified	Title I	10,000
			Purchase of laptops (10)	4000-4999: Books And Supplies	Title I	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Develop and share strategies in content cohort meetings for writing 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) 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Create a form letter to parents explaining students' language skills weaknesses and recommendations for future actions. 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • Use English across the curriculum to show practical use in the real world. • All departments will choose essential Language Arts standards to reinforce across curriculum. 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			

- Use defined ELA assessments that will provide accurate placement data (Renaissance).
- Refine the school-wide grading policy that bases grades on proficiency with standards as measured by multiple sources of data and multiple opportunities to show proficiency.
- Design a data-driven process for reassignment and/or rescheduling of 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 ELA 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 ELA assessments a meaningful source of information for students about their progress and achievement
- Fully implement summative ELA assessments (assessment that track and evaluate student achievement used for grading and placement)
- Utilize ZOOM/DataDirector software program to monitor student achievement

Curriculum Coaches

Principal and Vice-Principal Instructional Leadership and Mentoring
 DATADIRECTOR
 Consulting and training

Title I

2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> • Provide regular interventions for students through additional language sessions with ELA specialists and paraprofessionals. 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			
Any additional services tied to student academic needs: <ul style="list-style-type: none"> • Regularly scheduled counseling services for at-risk students and workshops for students seeking college preparation • Test-taking and test preparation courses for any students including those of low socioeconomic and English Learners 		Counselors, Testing Coordinator, Principal and Vice Principals GCC Central Admin Staff	Principal and Vice-Principal Instructional Leadership and Mentoring			

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:
SCHOOL GOAL #2:
By the end of the 2015-16 school year, the percentage of students school side and in numerically significant subgroups scoring proficient and above in math will increase by 40% (10% per school year). This will meet guidelines for safe harbor. By the end of the 2015-2016 school year, the percentage of 10th grades CBEDS students passing math CAHSEE will increase by 20%
Data Used to Form this Goal:
<ul style="list-style-type: none">• CST, English/Language Arts• AYP, Subgroup AMO reports
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CST, English/Language Arts• AYP, Subgroup AMO reports

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 numbers of books and materials are available for the start of the school year. • 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 school 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 		Curriculum Coaches, teachers	Mentoring ZOOM/DATADIRECTOR training and coaching	5000-5999: Services And Other Operating Expenditures	Title I	2,000
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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>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> All teachers will complete training in math standards-based curriculum and instructional delivery. Utilize GCC sponsored, county and other expert consultants for staff development to assist teachers in incorporating and math in the core curriculum Strategies for improved EL instruction; best practices for ELD strategies On-going staff development on math instruction Staff development in curriculum planning, lesson planning, backwards designing, and classroom management and assessment analysis. 		Principal, Vice-Principal, Curriculum Coaches, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring; ZOOM/DATADIRECTOR training and coaching	5000-5999: Services And Other Operating Expenditures	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time:</p> <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. Additional support programs such as Oddyseyware and Renaissance Learning will include math instruction, tutorial, and software skills practice for lowest achieving students. 		Principal, Vice-Principal, Curriculum Coaches, teachers	Principal and Vice-Principal Instructional Leadership Mentoring			
			Oddyseyware licenses/Training (20)	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Renaissance Learning site license/Training	None Specified	General Fund	10,000
			Smart Boards	4000-4999: Books And Supplies	Title I	30,000
			Additional Salaries for extra CST, CAHSEE and EL labs for low performing students	1000-1999: Certificated Personnel Salaries	Title I	5,000
<p>Increased access to technology:</p> <ul style="list-style-type: none"> Use interactive computer software such as Oddyseyware and Renaissance Learning and internet-based activities as an incentive for students to improve their math skills. Students and teachers utilize computer lab with laptops within the classrooms to support math instruction 		Principal, Vice-Principal, teachers	Oddyseyware licenses/training (20)	5000-5999: Services And Other Operating Expenditures	Title I	17,000
			Renaissance Learning Site License/Training	None Specified	Title I	10,000
			Smart Boards	4000-4999: Books And Supplies	Title I	30,000
			Purchase of lap tops (10)	4000-4999: Books And Supplies	Title I	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Develop and share strategies in cohort meetings for writing 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) 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			
<p>Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • Use math across the curriculum to show practical use in the real world. • All departments will choose essential math standards to reinforce across curriculum. 		Principal, Vice-Principal, teachers	Principal and Vice-Principal Instructional Leadership and Mentoring			

- Use defined math assessments that will provide accurate placement data (Renaissance).
- Refine the school-wide grading policy that bases grades on proficiency with standards as measured by multiple sources of data and multiple opportunities to show proficiency.
- Design a data-driven process for reassignment and/or rescheduling of 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 math 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 math assessments a meaningful source of information for students about their progress and achievement
- Fully implement summative math assessments (assessment that track and evaluate student achievement used for grading and placement)
- Utilize ZOOM/DataDirector software program to monitor student achievement

Curriculum Coaches

Principal and Vice-Principal Instructional Leadership and Mentoring

ZOOM/DATADIRECTOR Consulting and training

5000-5999: Services And Other Operating Expenditures

Title I

2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> • Provide multiple interventions for low-performing/struggling students in algebra 		Principal, Vice-Principal, teachers, counselor	Principal and Vice-Principal Instructional Leadership and Mentoring			
Any additional services tied to student academic needs: <ul style="list-style-type: none"> • Regularly scheduled counseling services for at-risk and workshops for students seeking college preparation, • test-taking and test preparation courses for any students including those of low socioeconomic and English Language learners 		Counselors, Testing Coordinator, Principal and Vice Principals, GCC Central Admin Staff	Principal and Vice-Principal Instructional Leadership and Mentoring			

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: Programs for LEP Students and Immigrants
LEA GOAL:
The number of limited-English-proficient students attaining proficiency or better in reading/language arts and mathematics will increase by 10% annually.
SCHOOL GOAL #3:
By the end of the 2015-16 school year, 55% of EL students will be proficient in English-Language Arts and math.
Data Used to Form this Goal:
<ul style="list-style-type: none">• CST, English-Language Arts and Mathematics• AYP, Subgroup AMO reports• CELDT data• ZOOM data reports
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• CST, English-Language Arts and Mathematics• AYP, Subgroup AMO reports• CELDT data• Renaissance Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <ul style="list-style-type: none"> Assess and place students in program aligned to meet their individual personal and academic needs as well as their language fluency levels. Ensure that all EL students have textbooks that can be brought home Training for specialists, teachers, and administration on school EL curriculum EL Specialist and EL Leads will utilize the full array of instructional materials provided in the adopted program Teachers will provide extra support classes and homework labs for EL students Increased use of research-based instructional practices, specifically explicit direct instruction and incorporating cognitive strategies into well designed standards-based lessons using SDAIE strategies Language Curriculum and Step-up-to Writing 		Principal, Vice Principals, EL Specialist	Textbooks, Curriculum	4000-4999: Books And Supplies	General Fund	5,000
			Salary for extra support lab, EL Specialist	1000-1999: Certificated Personnel Salaries	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>I) meeting the annual measurable achievement objectives described in Section 3122</p> <p>II) making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B))</p> <p>III) annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))</p> <ul style="list-style-type: none"> Annual CELDT for measuring progress and student placement Initial CELDT for measuring level of EL skills for correct placement Develop grading and supplemental program attendance/support model for all students individually within the EL cohort Identify and use curriculum embedded assessments to monitor student progress and improve instruction in all content areas (Language! , EDGE, McDougal CDs/ resources) Utilize Renaissance Learning and ZOOM Data-Director software program to monitor student achievement 		Principal, Vice Principals, teachers, ELD teachers, EL cohort teachers	School Leadership team mentoring and support/training	None Specified	Title I	2500
			Renaissance Site License/Training	None Specified	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>How the SSD will promote parental and community participation in LEP programs</p> <ul style="list-style-type: none"> • Hold Annual Title I meetings • Create and send home monthly newsletters, flyers, and letters home • Translate all written communications to parents into languages 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 on-going School Site Council and English Learner Advisory Committee meetings to guide and monitor program development and effectiveness. • Parents involved in the DLAC meetings 		Prinicpal, Vice Principals, ELD teachers, EL specialists,	Time in schedules of identified personnel:	None Specified	General Fund	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <p>i. English proficiency</p> <p>ii. Academic achievement in the core academic subjects</p> <ul style="list-style-type: none"> Utilize GCC sponsored, county, and other expert consultants for staff development to assist teachers in incorporating EL and SDAIE strategies for the delivery of the core curriculum, particularly English-language arts and math. Language curriculum/ class Odysseyware Step-up-to-writing Renaissance Learning 		Principal, Vice Principals, EL specialists	Language!/Step up to Writing Training for teachers	None Specified	Title I	3,000
			Odysseyware License/Training	None Specified	Title I	17,000

principals, administrators, and other school or community-based personnel:

- a. designed to improve the instruction and assessment of LEP children
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students
- c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills
- d. long term effect will result in positive and lasting impact on teacher performance in the classroom

- Utilize GCC sponsored, county, and other expert consultants for staff development to assist teachers in incorporating EL/SDAIE strategies into the delivery of English-language arts and math curriculum, as well as all core subjects.
- Continue providing instructional support to new teachers through BTSA (Beginning Teacher Support and Assessment) programs.
- Schedule small group classes and support labs targeted for EL cohort students.

specialists

for teachers (BTSA, Language, Step Up to Writing)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upgrade to program objectives and effective instructional strategies <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 curriculum and instruction and best practices for ELD strategies EL cohort will meet weekly to discuss current student needs, on-going trends, and best practices for supporting EL students Use ZOOM Data Director software program to guide student placement and progress monitoring Use of Renaissance Learning 		Principal, Vice Principals, Teachers, EL Specialists	ZOOM/Data Director	None Specified	Title I	2,000
			Renaissance Learning site license /Training	None Specified	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families</p> <p>a. To improve English language skills of LEP children</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</p> <p>The staff and leadership of SAVA is committed to increasing parental involvement for the purpose of improving student academic achievement. SAVA has a school-wide EL enrollment of approximately 15% 20%. With these high numbers, sites have bi-lingual staff and other translators who are provided to offer assistance in the school office and at evening meetings. An annual meeting explaining Title I and NCLB thoroughly appries parents of the Title I program at each site. The school regularly sends newsletters or other informational documents in both Spanish and Hmong, as identified. Sites with very high EL and socio-economically disadvantaged populations have instituted a family literacy program using a parents' guide and monthly support classes for parents.</p>		Principal, VP's, Teachers, EL Specialists	Meeting supplies	4000-4999: Books And Supplies	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Efforts to improve the instruction of LEP children by providing for:</p> <p>a.The acquisition or development of educational technology or instructional materials</p> <p>b.Access to, and participation in, electronic networks for materials, training, and communication</p> <p>c.Incorporation of the above resources into curricula and programs</p> <p>The school will investigate and purchase newer computers and laptops in 12/13. This will allow many sites to upgrade student labs, allowing both students and teachers greater access to technology during instruction and learning.</p> <p>GCC/SAVA created and adopted a Technology stipend where all teachers are awarded a stipend for demonstrating proficiency in using technology to enhance instruction.</p> <ul style="list-style-type: none"> • Renaissance Learning • Odysseyware 		Principal(s), Vice Principal(s), Technology specialists	Laptops	4000-4999: Books And Supplies	Title I	15,000
			Smart Boards	4000-4999: Books And Supplies	Title I	30,000
Other activities consistent with Title III or EIA/LEP funds						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upgrade to program objectives and effective instructional strategies <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 curriculum and instruction and best practices for ELD strategies EL cohort will meet weekly to discuss current student needs, on-going trends, and best practices for supporting EL students Use ZOOM Data Director software program to guide student placement and progress monitoring Use of Renaissance Learning 		Principal, Vice Principals, Teachers, EL Specialists	ZOOM/Data Director	None Specified	Title I	2,000
			Renaissance Learning site license /Training	None Specified	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Any:</p> <p>c. tutorials and academic or vocational education for LEP students and/or</p> <p>d. intensified instruction</p> <ul style="list-style-type: none"> Increased time on campus for all students identified as in need of increased support through the systematic use of labs and small group classes coordinated with the core curriculum Extension programs will include Reading, Writing, math, and CAHSEE preparation Implement specifically designed ELD curriculum "EDGE" through National Geographic/Hampton-Brown for the lowest performing EL students and student groups. 		Principal, Vice Principal, teachers, EL Specialists	EDGE Curriculum	None Specified	Title I	30,000
<p>How programs for English Learners are coordinated with other relevant programs and services</p> <ul style="list-style-type: none"> Middle & High School students will be involved in extra labs and small group classes designed to provide extra language support. Students will also have access to Powerpoint presentations that reinforce vocabulary and standards concepts throughout the core and ELD curriculum. 		Principal, ELD teachers, ESL specialists,	Time in schedules of identified personnel:	None Specified	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Any other activities designed to improve the English proficiency and academic achievement of LEP children <ul style="list-style-type: none"> • Implementation and training of “Language” curriculum for ESL cohort teachers to improve reading skills and comprehension of LEP students • Step-up-to-writing • Renaissance Learning • Odysseyware • RevolutionK12 		Principal, ELD teachers, ESL specialists	Renaissance Learning Site license/training	None Specified	Title I	10,000
			Odysseyware licenses	None Specified	Title I	17,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <p>c.To improve English language skills of LEP children</p> <p>d.To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</p> <p>The staff and leadership of SAVA is committed to increasing parental involvement for the purpose of improving student academic achievement. SAVA has a school-wide EL enrollment of approximately 15% 20%. With these high numbers, sites have bi-lingual staff and other translators who are provided to offer assistance in the school office and at evening meetings. An annual meeting explaining Title I and NCLB thoroughly appries parents of the Title I program at each site. The school regularly sends newsletters or other informational documents in both Spanish and Hmong, as identified. Sites with very high EL and socio-economically disadvantaged populations have instituted a family literacy program using a parents' guide and monthly support classes for parents.</p>		Principal, VP's, Teachers, EL Specialists	Meeting supplies	None Specified	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Efforts to improve the instruction of LEP children by providing for –</p> <p>d. The acquisition or development of educational technology or instructional materials</p> <p>e. Access to, and participation in, electronic networks for materials, training, and communication</p> <p>f. Incorporation of the above resources into curricula and programs</p> <p>The school will investigate and purchase newer computers and laptops in 12/13. This will allow many sites to upgrade student labs, allowing both students and teachers greater access to technology during instruction and learning.</p> <p>GCC/SAVA created and adopted a Technology stipend where all teachers are awarded a stipend for demonstrating proficiency in using technology to enhance instruction.</p> <ul style="list-style-type: none"> • Renaissance Learning • Odysseyware 						
Other activities consistent with Title III or EIA/LEP funds						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Upgrade to program objectives and effective instructional strategies</p> <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 curriculum and instruction and best practices for ELD strategies EL cohort will meet weekly to discuss current student needs, on-going trends, and best practices for supporting EL students Use ZOOM Data Director software program to guide student placement and progress monitoring Use of Renaissance Learning 		Prinicpal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers	Time in schedules of identified personnel: Principal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers	None Specified	General Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Any:</p> <p>e. tutorials and academic or vocational education for LEP students and/or</p> <p>f. intensified instruction</p> <ul style="list-style-type: none"> Increased time on campus for all students identified as in need of increased support through the systematic use of labs and small group classes coordinated with the core curriculum Extension programs will include Reading, Writing, math, and CAHSEE preparation Implement specifically designed ELD curriculum "EDGE" through National Geographic/Hampton-Brown for the lowest performing EL students and student groups. 		Prinicpal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers	Time in schedules of identified personnel: Principal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers, CAHSEE cohort teachers	None Specified	Title I	10,000
<p>How programs for English Learners are coordinated with other relevant programs and services</p> <ul style="list-style-type: none"> Middle & High School students will be involved in extra labs and small group classes designed to provide extra language support. Students will also have access to Powerpoint presentations that reinforce vocabulary and standards concepts throughout the core and ELD curriculum. 		Principal, ELD teachers, ESL specialists, ESL cohort teachers	Time in schedules of identified personnel: Principal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers, CAHSEE cohort teachers	None Specified	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>18. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <ul style="list-style-type: none"> • Implementation and training of "Language" curriculum for ESL cohort teachers to improve reading skills and comprehension of LEP students • Step-up-to-writing • Renaissance Learning • Odysseyware • RevolutionK12 		Principal(s), Vice Principal(s), SLT, ELD teachers, EL specialists, EL cohort teachers	Principal(s), Vice Principal(s), SLT, ELD teachers, EL specialists	None Specified	Title I	2,500

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:
LEA GOAL:
By 2014-15, all students will be taught by highly qualified teachers.
SCHOOL GOAL #4:
All teachers will be Highly Qualified or on a specific plan to become Highly Qualified within the next 12 months.
Data Used to Form this Goal:
Credential analysis report from district Human Resources
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Credential analysis report from district Human Resources

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>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.</p>	annual	Supt/CEO, Coordinator, Principal and teachers	Supplies, Clerical support			

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
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)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	16,750.00
Title I	412,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,000.00
4000-4999: Books And Supplies	135,000.00
5000-5999: Services And Other Operating Expenditures	78,000.00
None Specified	193,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Fund	5,000.00
None Specified	General Fund	11,750.00
	Title I	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	130,000.00
5000-5999: Services And Other Operating	Title I	78,000.00
None Specified	Title I	182,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,000.00
Goal 2	147,000.00
Goal 3	199,750.00

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
Numbers of members of each category:					

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:

Morri Elliott

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date