The Single Plan for Student Achievement

School: Community Outreach Academy

CDS Code: 34765050101766

District: Gateway Community Charter

Principal: Larissa Gonchar

Revision Date: February 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:

Contact Person: Larissa Gonchar

Position: Principal

Phone Number: (916) 286-5170

Address: 5640 Skvarla Ave.
McClellan, CA 95652

E-mail Address: larissa.gonchar@gcccharters.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission

Community Outreach Academy's Vision and Mission Statements
Community Outreach Academy develops the academic talents of its students, while nurturing their appreciation and understanding of their rich cultural heritage and the place they take as citizens in our state and nation. Community Outreach Academy also provides a rigorous multicultural education, including curriculum representing the language and literature of their heritage, delivered in a supportive environment. The faculty develops the student's ability to apply these lessons as they grow, maximizing their individual social, academic, personal development, and ability to contribute to our diverse community. The curriculum emphasizes the AAA theme, Academics, Attendance, and Attitude as they interrelate to promote student success. COA works to:

- Help students master the rich and comprehensive curriculum provided through the state approved curriculum, meeting and exceeding common core standards.
- Support and enable parents so they are able to support high educational expectations for their children.
- Instill in students the skills, confidence and civic values needed to be successful in college and as productive citizens.
- Have 100% of students scoring at grade level or above by the end of grade three.

Community Outreach Academy's philosophy is that elementary students, but especially students from low-income communities who speak a language other than
English at home, need an education that is dedicated to mastering a broad base of knowledge, a rich vocabulary and well developed literacy and mathematics skills, providing disadvantaged students the experiences otherwise afforded only to affluent students. The richness of the state adopted curriculum, combined with teaching excellence that motivates students to work hard and learn more, empower students to excel and be prepared for success in the early college high school program.

Key components include:

- Learning Standards that meet and exceed Common Core Standards
- An outstanding curriculum, adopted by California
- Rigorous and frequent assessments
- Instructional Excellence
- Instructional and learning time exceeding minimal requirements
- Additional remediation or acceleration support for students who need it
- Partnership with and support for parents

School Profile

Community Outreach Academy [COA: formerly Grant Community Outreach Academy] is a public charter school currently serving grades Kindergarten through eighth grade with just over 1,500 students. Community Outreach Academy is now in its tenth year of operation. It is located in North Highlands, California at McClellan Business Park, which is formerly McClellan Air Force Base. Because of the size of the school population as well as the lack of adequate facility funding from the state, the school leases six separate buildings, all in close proximity to each other. Kindergarten and first grade is housed in one building, second grade is in a separate building, with third through sixth in four other buildings. The middle grades, 7th, & 8th are currently housed on a separate campus nearby. Because student enrollment fluctuates each year, the grade configurations and locations change as needed to meet the instructional space requirements of our successful program.
The school charter was initially granted by Grant Joint Union High School District in 2003 and renewed on September 19, 2007 by the Grant District. In the spring of 2012, our charter was renewed by the new district's school board, Twin Rivers Unified School District. Our charter is written with a strong emphasis on supporting English language learners' academic success. The school has a high percentage (87%) of English Language Learners. Thirteen percent of the students have been reclassified as fluent in English or English is their first language.
84% of students qualify for either free or reduced meal prices based on family income. Students qualifying for free or reduced lunch are counted as Socioeconomically Disadvantaged. Two percent of Community Outreach Academy's total enrollment is students being served with special education services. The student population of our school is ninety-nine percent white (representing many East European cultures; Russian, Ukrainian, Moldovian, etc.) and one percent Asian.

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).

COA provides an opportunity for feedback every year in different ways. Once a year parent and student (gr 2-8) surveys are analyzed, and the data is put into result charts like the one below. Annual staff surveys are also completed and analyzed in a similar way.

Highly Agree(5)
Strongly Agree (4)
Somewhat Agree (3)
Disagree (2)
Strongly Disagree (1)

Academic Excellence
Our school's teachers are professional & knowledgeable: 5 - 57.14%; 4 - 23.81%; 3 - 17.86%; 2 - 1.19%; 1 - 0%
I believe my child is getting a high quality education in our school: 5 - 60.24%;4 - 21.69%; 3 - 14.46%; 2 - 3.61%;1 - 0%
I believe the amount of homework my child receives is just right: 5 - 47.56%; 4 - 30.49%; 3 - 17.07%; 2 - 4.88%; 1 - 0%
Our after school program is of high quality: 5 - 39.51%; 4 - 17.28%; 3 - 13.58%; 2 - 3.70%; 1 - 0%

Behavior
The school's values and attitudes have a positive effect on my child: 5 - 54.22%; 4 - 31.33%; 3 - 12.05%; 2 - 2.41%; 1 - 0%
The school's discipline policies are appropriate and effective: 5 - 50.00%; 4 - 31.71%; 3 - 15.85%; 2 - 2.44%; 1 - 0%
Students in our school show respect for each other: 5 - 32.53%; 4 - 45.78%; 3 - 13.25%; 2 - 8.43%; 1 - 0%
Students in our school demonstrate sensitivity to racial and ethnic issues: 5 - 52.44%);4 - 29.27%; 3 - 12.20%; 2 - 6.10%;1 - 0%
My child is happy to go to school: 5 - 65%; 4 - 24.10%; 3 - 9.64%; 2 - 3.61%; 1 - 0%

Safety & Facility
Our school's facilities are clean and well maintained: 5 - 59.45%); 4 - 28.92%; 3 - 10.84%; 2 - 0%; 1 - 1.20%
Our school provides students with a safe and orderly environment: 5 - 53.09%; 4 - 30.86%; 3 - 13.58%; 2 - 1.23 %; 1 - 1.23%
School staff at this school show that they care about students: 5 - 54.22%; 4 - 30.12%; 3 - 8.43%; 2 - 3.61%; 1 - 3.61%

Parent-School Communication
I feel welcome in our school: 5 - 59.76%; 4 - 26.83%; 3 - 7.32%; 2 - 6.10%, 1 - 0%
I feel that I can approach the teacher if I have a concern: 5 - 64.63%; 4 - 21.95%; 3 - 13.41%; 2 - 0%; 1 - 0%
School staff listens to my opinion: 5 - 56.10%; 4 - 29.27%; 3 - 6.10%; 2 - 8.54%; 1 - 0%
Administrators are approachable: 5 - 59.76%; 4 - 26.83%; 3 - 7.32%; 2 - 6.10%; 1 - 0%
I receive information about the school's events in a timely manner: 5 - 70.37%; 4 - 17.28%; 3 - 12.35%; 2 - 0%; 1 - 0%

Classroom Observations

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

Once or twice a year all teachers have formal observations through the performance pay schedule (PPS). Teachers are observed using the California Teaching Standards. These observations are scored (1-4) by an administrator, peer and the teacher. This average is then used to calculate a stipend that is usually added to the next year's base salary. 100% of our teachers average 3.0 or above. In addition, informal observations at COA are conducted an average of once a trimester by curriculum coaches or principals. Feedback is given through face to face meetings and observation sheets. Peer observations are encouraged at COA at least twice a year.

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)

   Administration presents all state assessment data to staff at the beginning of the school year (as soon as information becomes available). Teachers meet with administration to discuss the results and the school wide areas of emphasis, as well as the make-up and instructional plan for the incoming classes in each grade level.

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

   Formally, benchmark assessments are used four times a year (k/1 twice) to monitor student progress and modify instruction. Teachers and administration meet to discuss students who are far below basic as well as the teacher's action plan for adjusting instruction.

Staffing and Professional Development

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

   100% of teachers at COA are highly qualified.

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

   When new curriculum is adopted at COA, trainings are planned with the companies supplying the curriculum to ensure teachers have a basic understanding of how to use the curriculum. Throughout the school year, curriculum coaches are available for consultation on materials and delivery.

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

   With input from every grade level through our SLT, COA creates the PD plan for year. In these meetings to create the plan, standards, student performance and professional needs are taken into consideration.

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

   Every grade level has a lead teacher that is part of the School Leadership Team (SLT). These lead teachers are a consistent resource for all teachers/grade level support. In addition, COA has two full time curriculum coaches. These coaches are available for content support throughout the school year. Observations, modeling and workshops are facilitated by curriculum coaches throughout the year and at teacher request.

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

COA facilitates and supports teacher grade level and subject area collaboration in order to plan and discuss lesson delivery based upon common assessment data. Every Friday is a minimum day for students; the school day finishes at 12:30pm. The afternoon is used for various meetings focused on student learning and success. Twice during a month, teachers meet to discuss curriculum and data for reading and math. Content area teachers also meet, such as Physical Education, Russian, and ESL. Minutes and data from each meeting must be submitted to administration as documentation of collaboration. In grades 7-8, teachers spend collaboration time to discuss focus students, student safety concerns, alignment of curriculum and consistency across different subjects.

Teaching and Learning

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

All curriculum is state approved and materials are used in conjunction with the curriculum. Benchmarks are given that are aligned to content standards and preparation for state testing.

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

Teachers are required to adhere to daily mandated times of instruction for reading and math. Students in need of extra reading support participate in small group interventions that concentrate on building both phonics skills and comprehension strategies. Students in the High Point intervention in grades 7-8, participate in a one hour block of instruction to aid in developing the requisite skills necessary for English and Reading. Small group math instruction is also available for students below grade level.

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

The school prepares and distributes annual pacing schedules for teachers in both reading-language arts and mathematics in grades K-6. The schedules show when each lesson is expected to be taught and in what sequence to ensure content coverage. In addition to the core curriculum, students take an elective in Russian language and Physical Education twice a week. Bilingual para-educators support classroom instruction and pull small groups (directly under teacher supervision) for extra reading support. Students who are successfully achieving grade level standards in their classroom work and assessments are also pulled for Art or Music instruction twice a week (grades 3-6).

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

Every classroom and student has access to state adopted, standards aligned instructional materials.

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)

The school curriculum consists of California State Board of Education adopted materials which are used daily. Every classroom and student has access to core instructional materials.
COA Adopted Curriculum:
Reading/Language Arts: National Geographic 2014 K-5 & Amplify Digital 2014 6gr & Pearson 7-8
Mathematics: Go Math! 2014 k-5 & Connected Math 6gr & McDougall Littell 7-8
Science: Scott Foresman K-6 & Glencoe 7-8
Social Studies: McGraw-Hill K-6 & Holt 7-8
English Language Development: Oxford Press & Treasures ELD component 3-6
Reading Intervention: High Point, Hampton Brown & Inside 7-8

Opportunity and Equal Educational Access

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

At COA, intervention in every classroom takes many forms. For grades 1-6 there is an intervention block in every schedule. During the intervention block, a para-educator is in the classroom to assist with small group interventions with the teacher. At the same time, high performing students are pulled out of class for art or music classes. This ensures time four days a week for small group interventions. In grades 7-8, schedules are adjusted based on students' academic performance, and students are placed in leveled, sheltered classes, or support classes based on their performance. These classes have a smaller student to teacher ratio and follow various intensity of RTI that correlates to students' needs.

For students who continue to underperform despite classroom interventions, teachers begin the Student Achievement Plan (SAP). This plan allows for teacher modifications and reflections, as well as parent input to help the student achieve grade level standards. If the student does not show improvement through the accomodations/modifications involved in the SAP, teachers meets with parents and the Student Study Team (SST) to begin the process of meetings and perhaps testing leading to an Individualized Education Plan (IEP).

14. Research-based educational practices to raise student achievement

COA encourages the use of varied research based educational practices. Our motto is "Whatever it Takes our Kids are Worth it," and to ensure students are well served some practices have been implemented school-wide. Capturing Kids Hearts is a program for building classroom communities that encourage student achievement and growth socially and academically that has been implemented school wide. In classrooms, practices like overt use of graphic organizers, goal setting, brain breaks and cooperative learning are seen in varying ways. Data driven instruction is used in every classroom. Benchmarks are used to assess progress and be the basis for actions plans to reteach and/or differentiate in varying ways.

Parental Involvement

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

Assistance for under-achieving students can be found in various places and ways, including the following:
• parent volunteers
• high school tutors
• after school program
• small group interventions
• SAP/IEP process
• bilingual support staff

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)

Parents can also be involved in the School Site Council, the English Language Advisory Committee, the Parent Handbook Advisory Group or the Parent Teacher Organization. Parents are also given an opportunity to be involved in the school process and gain some information at our Parent Educational Workshops, which are conducted at least three times per school year. In addition, parents can stay informed on school activities, etc through our school website, newsletter or weekly radio program.

Teachers and parents are encouraged to maintain an open line of communication. Conferences are attended by more than 95% of our parents every trimester, and our Back to School and Open House nights average more than 300 parents.

COA maintains communication with parents through varied avenues. Through the school's telephone messaging system, families receive a weekly message from the principal. Staff and parents maintain communication with each other and the community during yearly celebrations, such as the Multicultural Children's Festival, the Sports and Health Fair and home visits throughout the school year.

<u>Funding</u>

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barriers:

- Small classrooms
- Parking and driving arrangements that are too crowded
- Middle school open campus: lack of safety and security
- Limited special education services
- Lack of separate classrooms for Russian Language, ESL, Art, Music, RSP, Speech and Intervention etc.
- Math proficiency levels not meeting NCLB standards
- ELA proficiency levels not meeting NCLB standards
- Poor condition of Middle School facilities

School goals:

(1) All students will reach high standards, at a minimum, attaining proficiency or better in reading.

(2) All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

(3) All limited-English-proficiency students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

(4) All students will be taught by highly qualified teachers.

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	175	174	99.4	174	**2431.3**	21	30	32	18
Grade 4	183	183	100.0	183	**2468.4**	24	27	17	32
Grade 5	165	160	97.0	160	**2506.2**	21	36	19	24
Grade 6	162	162	100.0	162	**2544.2**	23	33	29	15
Grade 7	138	130	94.2	130	**2554.7**	10	48	27	15
Grade 8	142	133	93.7	133	**2547.7**	9	32	37	22
All Grades	965	942	97.6	942		19	34	26	21

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25	47	28	22	52	26	16	74	10	20	62	18
Grade 4	20	51	29	19	51	30	22	66	12	20	57	22
Grade 5	27	48	26	28	47	25	17	67	16	31	51	18
Grade 6	20	49	31	30	52	17	22	67	10	33	57	10
Grade 7	18	58	24	31	50	19	11	70	19	28	58	14
Grade 8	18	50	32	20	51	29	11	69	20	20	61	20
All Grades	21	50	28	25	51	25	17	69	14	25	58	17

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 3	175	174	99.4	174	**2438.4**	17	39	26	18
Grade 4	183	183	100.0	183	**2488.2**	20	31	36	13
Grade 5	165	160	97.0	160	**2503.8**	18	17	41	24
Grade 6	162	162	100.0	162	**2555.9**	25	28	30	16
Grade 7	138	134	97.1	134	**2555.8**	16	28	40	16
Grade 8	142	140	98.6	140	**2534.9**	7	24	36	33
All Grades	965	953	98.8	953		18	28	35	20

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	29	45	26	28	45	27	31	56	13
Grade 4	38	31	31	21	49	30	26	54	20
Grade 5	24	34	43	15	48	37	20	51	29
Grade 6	38	38	25	22	57	21	28	57	15
Grade 7	28	50	22	20	53	27	19	70	10
Grade 8	7	48	45	12	57	31	11	63	26
All Grades	28	40	32	20	51	29	23	58	19

Conclusions based on this data:

1.

School & Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
1	14	9	37	24	56	36	39	25	9	6	155
2	20	10	86	44	58	29	28	14	5	3	197
3	11	8	39	28	68	49	15	11	5	4	138
4	24	19	58	46	32	25	10	8	2	2	126
5	22	22	44	45	25	26	5	5	2	2	98
6	5	9	20	36	23	42	7	13			55
7	10	26	20	51	6	15	3	8			39
8	4	13	13	43	9	30	4	13			30
Total	110	13	317	38	277	33	111	13	25	3	840

The table is titled **2014-15 CELDT (Annual Assessment) Results**

Conclusions based on this data:

1. Kindergarten has no advanced students.

2. There is a drastic drop in the number of beginning students from kindergarten to first grade.

3. Seventh and eighth grade have the highest percentages of advanced students.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	2	1	16	10	25	16	114	72	158
1	15	9	39	23	59	35	43	25	15	9	171
2	20	10	88	44	59	29	29	14	6	3	202
3	12	8	40	27	72	49	16	11	8	5	148
4	26	20	58	44	33	25	11	8	5	4	133
5	24	22	48	45	26	24	6	6	3	3	107
6	8	13	21	33	24	38	9	14	1	2	63
7	15	30	22	44	6	12	3	6	4	8	50
8	5	12	15	36	11	26	5	12	6	14	42
Total	126	12	333	31	306	28	147	14	162	15	1074

Table title (spanning): **2014-15 CELDT (All Assessment) Results**

Conclusions based on this data:

1. There are no advanced students in kindergarten.

2. There is a drastic drop in the percentage of beginning students from kindergarten to first grade.

3. Seventh and eighth grades have the largest percentages of advanced students.

School & Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	739	793	840
Percent with Prior Year Data	99.7%	94.8%	100.0%
Number in Cohort	737	752	840
Number Met	477	526	606
Percent Met	64.7%	69.9%	72.1%
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	774	222	796	184	847	193
Number Met	172	138	214	124	286	119
Percent Met	22.2%	62.2%	26.9%	67.4%	33.8%	61.7%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

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

Conclusions based on this data:

1. Annual growth dropped in 2012-2013, but the goal was still met.

2. The number in cohort has increased every year.

3. In 2013, percentage proficient or above in math and ELA was not met.

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. The English Learner subgroup at the LEA level has not met percent proficient or above for the last three years.

2. There was a large jump in the percent met in 2012, and a subsequent drop in 2013.

3. The participation rate has been met for the past three years.

Planned Improvements in Student Performance

<u>School Goal #1</u>

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

SUBJECT: English Language Arts
LEA GOAL:
Provide an academic program aligned with the Common 'Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Continuously working toward 100% of students in all significant subgroups at COA performing at grade level or higher in English Language Arts.
Data Used to Form this Goal:
CELDT and CST results, AYP reports, Achievement Plan Data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CELDT and Smarter Balanced results from state, AYP reporting from state, Achievement Plan Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: A. All textbooks and supplemental materials are part of scope and sequence to ensure alignment with Common Core Standards B. Curriculum Coaches will receive training on standards and how to coach, supervise and evaluate teachers and subsequently train teachers and administrators C. Researched-based instructional strategies will be used and reinforced through training geared to EL learners (SIOP and SDAIE) D. Local assessments/curriculum embedded/benchmarks assessments, such as the Treasures tests, Renaissance STAR data and benchmarks to ensure mastery of standards-based content. E. Beginning teachers will participate in an induction program which focuses on standards (BTSA) F. Reading standards will be re-taught in social studies and science instruction through GLAD modules.	Ongoing	Supt/CEO, Asst. Supt., principal, teachers, coaches	A.textbooks & supplemental materials	4000-4999: Books And Supplies	Title I General Fund	250,000
			D.Assessment costs (booklets/data analysis program)	5000-5999: Services And Other Operating Expenditures	General Fund	10,000
			E.BTSA support	1000-1999: Certificated Personnel Salaries	General Fund	25,000
			B/C/F.Training costs	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	35,000
			F.Training costs		General Fund	
			F.Training costs		LCFF-EL	

		and teachers	and supplemental materials. D. Printing/copying costs E. Library costs F/L. Instructional materials G. Books aligned with programs F/G/H. Text book costs			
A. Instructional program will be aligned to standards, assessment and student outcomes B. Every student has access to core textbooks and support C. CCSS Standards aligned, scientific research based language arts materials will be in place in classrooms, including replacement of consumable materials on an annual basis. i. This will include materials necessary for full implementation of Treasures ELA program (K-8) and other writing supplemental programs (K-8) ii. COA is researching, adopting and implementing current curriculum that aligns with common standards and will serve our population D. Teacher plans, in as much as is practical, will reference standards that are being taught each trimester. E. K-8 staff will have access to a leveled library, school and classroom libraries to supplement curriculum and ensure accessibility for all levels of learners F.Hi-Point and Inside curricula are used in grades 7&8 to offer intervention/ support classes as well as ELD programs (for beginners as well as LTELs). G.Supplemental books for writing programs H.Additional textbooks for middle school (class sets for student use) I.Quarterly data meetings will be held between teachers, coaches and					After School and Education Safety (ASES) Title III General Fund	
			I. No additional costs incurred			
			J. A.R. subscription, etc costs K. Lexia subscription costs	5000-5999: Services And Other Operating Expenditures	LCFF-EL	70,000
			L. Supplies	5000-5999: Services And Other Operating Expenditures	General Fund	50,000
				4000-4999: Books And Supplies	Title I	5,000
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time & Course Offerings: A. COA offers extended ELA time in the form of intervention periods within the school day for grades K-6 B. COA offers an extended learning day by way of an after school program which provides additional instructional time for targeted students C. COA will continue to work on continuous needs assessments to aide targeted instruction D. COA offers small group push-in/pull-out instruction for struggling readers during the school day. E. COA maintains at least one reading corner in every building (K-6). F. COA will have additional instructional time for students by extending the school year by 2 days. G. COA will offer a 6 week summer school program to students. H. Offer higher level classes.	Ongoing	Principal, teachers	A/B/C/D/E Para salaries	2000-2999: Classified Personnel Salaries	Title I	100,000
					Title III	
					General Fund	
			E. Books for reading corners	4000-4999: Books And Supplies	General Fund	25,000
					Title III	
			F. Para salaries, Teacher Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	100,000
				1000-1999: Certificated Personnel Salaries	Title I	
			G/H. Para Salaries, Teacher Salaries	1000-1999: Certificated Personnel Salaries	General Fund	200,000

the use of state-adopted textbooks and/or standards-aligned and supplementary materials B. Multimedia is integrated into standards-based instruction (including use of Rosetta Stone, Safari Montage, Brain Pop, Learn360, Accelerated Reader, Lexia, online typing and other online programs TBD) C. Internet will be used to locate and access information and Wi-Fi in each room D. Zoom project/Data Director will be used to analyze student learning and plan instruction based on data E. Technology in-services will be provided to teachers and support staff F. The school will provide technology information, training and support via Parent nights. G. The students will have access to computers, tablets, electronic books and other electronic devices in the classroom and the computer lab with appropriate staff supervision and guidance H. Teachers will have web pages available for parent and student use by June 2014. Some teachers are already using web pages, and full implementation has been a goal for 2014. I. Expanded roaming computer labs (K-8) J. SMART boards in each classroom and pull out/resource rooms K. Document cameras for SMART			program costs E. Training costs H. Training costs D. Data Management software and training	Expenditures	(ASES)	
					General Fund	
					Title II Part A: Improving Teacher Quality	
			C. Internet connections and hardware G/M. Computer costs I/J/K/L. Computers, carts, SMART Boards, document cameras and printer/ink costs	4000-4999: Books And Supplies	Title I	517,6000
					General Fund	
					Title III	
			F. Partial Parent liaison salary and Web master service G/M.Computer salaries and Program Costs.	1000-1999: Certificated Personnel Salaries	General Fund	150,000
				1000-1999: Certificated Personnel Salaries	Title I	50,000

		teachers, Staff	Expenditures			
based instructional materials: A. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss implementation of adopted curriculum programs. The focus of these discussions will be lesson planning, delivery, and pacing B. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss curriculum-embedded assessment collaboration. There will be school-wide quarterly data meetings (COA is developing the process and structure, then implementing these data meetings.) C. There is a lead team of teachers which meets once every four weeks and goes over best practices and other school related items and shares them with other teachers at the grade level meetings. D. Provide in-service opportunities throughout the year to ensure that teachers' instructional strategies reflect an understanding of content standards. These will be conducted by the curriculum coach and other staff to reinforce strategies set forth by the curriculum. E. The school provides support for teachers in the SCOE Beginning Teacher Support and Assessment (BTSA) program. F. The school provides a variety of social and psychological tools and strategies to support the physical and mental health of its teachers, including a counselor in grades 7-8. G. The school provides pacing charts			B. Printing costs I. Printing costs, Training and outside presenters	4000-4999: Books And Supplies	After School and Education Safety (ASES) General Fund	20,000
			C. SLT stipends E. Costs associated with BTSA program. F. Counselor salary H. Coach salaries, training and travel costs	1000-1999: Certificated Personnel Salaries	LCFF-EL General Fund	302,000
			G/J. Printing costs	5000-5999: Services And Other Operating Expenditures	LCFF-EL	10,000
			L/M/N. Training Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	80,000

procedures, parent outreach, and interpretation of student assessment results to parents): A. Parents will serve on COA School Site Council, ELAC/DELAC and Advisory Committees, participating in the school's educational program, budget and governance. B. Parents will receive a revised Parent/Student Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct. C. Community Outreach Academy conducts regular meeting with parents to discuss academic achievement. In addition to one-on-one communication, we send home regular progress reports, and report cards are generated three times a year. The report card format is standards based, narrative, quantitative and qualitative. D. COA sends home regular communication through our school newsletter, which is produced monthly. E. Parents are asked to volunteer 12 hours annually to assist teachers, chaperone field trips and special administrative staff, and support fundraisers and after school activities. F. Parents participate in the Parent/Teacher Organization where they are kept abreast of current issues. G.COA has hired a parent liaison, who is available to parents as a resource			E. Office supplies and hours to help parents track hours helping school F. Refreshments for meetings I. Resources for parent corner (including things such as books, computer programs, computers, printers, etc)		
				General Fund After School and Education Safety (ASES)	
			B. Printing costs C. Printing and mailing costs D. Printing costs H. Cost of radio time	5000-5999: Services And Other Operating Expenditures	General Fund	12,500
				Title III	
			G. Parent liaison salary and stipends	2000-2999: Classified Personnel Salaries	General Fund	60,000

preschool, elementary, and middle school): A. Community Outreach Academy will provide a holistic environment addressing students' academic, social, ethical, and emotional needs and providing exercise and highly nutritious meals and snacks through the district food services program. B. COA will infuse character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service. C. Parents will serve on COA School Site Councils, ELAC/DELAC and Advisory Committees, participating in the school's educational program, budget, and governance. D. Student progress will be discussed in student-teacher-parent conferences, held throughout the year. Short and long term goals will be set and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teacher and parents to help them attain their goals. E. Community Outreach Academy offers Physical Education and second language classes for our students, as well as art, music, and drama electives. F. A multi-lingual library will be available for parents, staff and			with TRUSD)		
			B/C. Character award assemblies and refreshments for assemblies and meetings E/F. Book costs and materials	4000-4999: Books And Supplies	General Fund	201,000
					Title III	
			D. Printing costs and Goal setting training for parents, teachers and students	5000-5999: Services And Other Operating Expenditures	Title I	1,000
					After School and Education Safety (ASES)	
			E/F.Specialty teachers and para salaries	1000-1999: Certificated Personnel Salaries	General Fund	220,000
				2000-2999: Classified Personnel Salaries	Title I	
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program effectiveness: A. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled in-services as well as staff meetings. B. Community Outreach Academy will use assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings at least four times per year using Beacon Amplify Benchmark results and analysis. C. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments. D. COA is working with Beacon Amplify to develop and implement school-wide benchmarks grades K-6. As we fully implement Common Core, COA will be working with various companies to ensure alignment.	Ongoing	Site Administrator, Teachers, Parents	A. Data analysis training B. Training D. Benchmarks costs	5000-5999: Services And Other Operating Expenditures	General Fund Title III Title III	20,000

A. COA will provide reading assessments to determine which intervention level is appropriate for each student. Intervention will be held 4 days a week during the school day. Students in grades K-8 will then be pulled in small groups for intensive decoding and comprehension instruction, while high achieving students are pulled for art and music (2-6). Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. COA is using the Lexia reading program in all grades. B. COA researched practices and results through the WASC self-study process. The information from this study will be used as a tool to best serve the needs of the lowest performing students. This will guide the administration, teachers and staff in how best to address the needs of these children individually. C. COA staff will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results. D. Differentiated instruction will be utilized, and formative assessments will guide this instruction. E. In grades K-2, push in EL instruction will reinforce the vocabulary and concepts taught in the Treasures curriculum. In grades 1-8, pull out ESL instruction will be used to help our newcomers adjust		Curriculum Coaches	assessment tools, costs of reading system B. ASCD membership for admin, training C/D/H. Training costs E. ESL teachers F. SST coordinator stipend G. stipends/salaries I. counselor salary J. Para salaries and materials	Expenditures General Fund After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Title III 2000-2999: Classified Personnel Salaries		
					Title I	168,000
					Title I	100,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
Provide an academic program aligned with the Common 'Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #2:
Continuously working toward 100% of students in all significant subgroups at COA performing at grade level or higher in math.
Data Used to Form this Goal:
CST Results (Aeries database); AYP reports, Achievement Plan Data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST results from state; AYP reporting from state, Achievement Plan Data

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

The fundamental goals of the mathematics instruction program are to ensure that all students will be able to think competently in the language of mathematics, apply mathematical thinking in original ways to solve complex problems and describe the historical and ethnic roots of mathematics. To ensure alignment of Mathematics instruction with Common Core content standards, Community Outreach Academy will provide: A. Standards-based core math program through Scott Foresman materials (K-6) and Prentice Hall (7-8). B. A remediation process which involves students working online with the Math Whizz Intervention math program. This program is based on an innovative visual approach that teaches math concepts independent of language constraints. This program is offered after school in an extended day program and also to low performing students as a pull out during the school day. C. K-8 grade level meetings to discuss beginning of the year assessments and subsequent assessments. These meetings ensure discussion of best practices and focus students. This will ensure consistent assessment tools in all grades and recognition of deficiencies. D. Screening assessments to				(ASES) General Fund Lottery: Instructional Materials	
			B. Salaries and program costs	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES) General Fund Title III	60,000
			C/D. Training costs, assessment materials	5000-5999: Services And Other Operating Expenditures	General Fund	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: A. Standards aligned, scientific research based math materials will be in place in classrooms, including replacement of consumable materials on an annual basis. B. Teacher plans reference standards being taught each trimester.	Ongoing	Curriculum coaches, Teachers	A. Math materials	4000-4999: Books And Supplies	After School and Education Safety (ASES) General Fund Title III	62,000
			B. Printing costs	5000-5999: Services And Other Operating Expenditures	General Fund Title III After School and Education Safety (ASES)	250
Extended learning time and Course Offerings: A. COA encourages math Universal Access/centers time in all classrooms to give individual support to all students B. COA offers an extended learning day by way of an after school math program, Math Whizz C. COA has received funds for a more extensive after school program through the After School Educational and Safety Grant (ASES.) Programs (including online programs) are being researched that would give the correct support for our after school students. D. COA will offer additional instructional time for all students by increasing instruction by 2 days. E. Offer STEM and Project Lead the Way Classes (7-8) F. Offer leveled math classes (7-8)	Ongoing	Site Administrator, Curriculum Coaches, teachers	A. UA training, computers in classrooms, additional materials for group work	5000-5999: Services And Other Operating Expenditures	General Fund After School and Education Safety (ASES) Title III	15,000
			B/C. After school instructors salaries	2000-2999: Classified Personnel Salaries	General Fund After School and Education Safety (ASES)	15,000
			C. Math Whiz subscription, supplies, various materials for after school activities	4000-4999: Books And Supplies	General Fund	200,000
			D/E/F. Para Salaries, Teacher Salaries and training Costs	1000-1999: Certificated Personnel Salaries	LCFF - Base	200,000

A.Technology is incorporated into the use of state-adopted textbooks and/or standards-aligned and supplementary materials B. Multimedia is integrated into standards-based instruction including TVs, SMART boards, document cameras, LCD with remotes, etc. C. Internet will be used to locate and access information D. ABI will be used to access information and analyze data to monitor student needs E. Technology in-services will be provided to teachers and support staff F. The school will provide technology information, training and support via Parent nights. G. The students will have access to computers, tablets, electronic books, etc, in the classroom. Various programs will be used on these electronic devices. H. Teachers will have web pages available for parent and student use by June 2014. I. Safari Montage is a program that can support math instruction in the classroom with wide video resources for all subjects, including math (K-6). J. Color printers need to be purchased and remain filled with ink to ensure teachers can print visual resources for math (realia development.)		Coaches	B. Associated multimedia costs C. Internet costs D. Beacon costs and training costs E. Training costs F. Partial parent liaison and web master service H. Training costs I. Safari Montage program and training costs J. printer and ink costs	Expenditures		
					Title III	
					Title II Part A: Improving Teacher Quality	
			G. Computer and program costs	4000-4999: Books And Supplies	After School and Education Safety (ASES)	250,000
					Title III	
					General Fund	

based instructional materials: A. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss implementation of adopted curriculum programs. The focus of these discussions will be lesson planning, delivery, and pacing. B. At least every 6 weeks, K-8 teachers will meet in grade level groups to discuss curriculum-embedded assessment collaboration using information input on Beacon when possible. C. There are two lead teams of teachers (School Leadership Teams) which meet once every four weeks and go over best practices and other school related items and shares them at the grade level/department meetings. D. Provide in-service opportunities throughout the year to ensure that teachers' instructional strategies reflect an understanding of content standards. These will be conducted by the curriculum coaches and other staff to reinforce strategies set forth by the curriculum. Other PD will also be provided by outside sources. Teachers will be encouraged to observe other high performing successful teachers. E. The school provides support for teachers in the SCOE Beginning Teacher Support and Assessment (BTSA) program. F. The school provides a variety of social and psychological tools and			B. Printing costs D/K. Training costs G. Printing costs I. Professional Development costs	Expenditures			
			C. SLT stipends E. Costs associated with BTSA program F. Counselor salary H. Curriculum coach salary	1000-1999: Certificated Personnel Salaries	Title I	300,000	
					General Fund		
					Title III		
			J. Printing Costs	5000-5999: Services And Other Operating Expenditures	Title I	250	
					Title III		
			L. Hiring New Staff		LCFF - Supplemental	50,000	

procedures, parent outreach, and interpretation of student assessment results to parents): A. Parents will serve on COA School Site Council, ELAC/DELAC and Advisory Committees, participating in the school's educational program, budget and governance. B. Parents will receive a revised Parent/Student Handbook each year to keep them abreast of current academic, social, community programs and the code of conduct. C. Community Outreach Academy conducts regular meeting with parents to discuss academic achievement. In addition to one-on-one communication we send home regular progress reports and report cards are generated three times a year. The report card format is standards based, narrative, quantitative and qualitative. D. COA sends home regular communication through out school newsletter, which is produced monthly. E. Parents are asked to volunteer 12 hours annually to assist teachers, chaperone field trips and special administrative staff, and support fundraisers and after school activities. F. Parents participate in the Parent/Teacher Organization where they are kept abreast of current issues. G.COA has hired a parent liaison, who is available to parents as a resource		Students, Families	B. Printing costs C. Printing costs F. Refreshment costs for meetings H. Cost of radio time J. Refreshment costs for meetings	Expenditures		
					General Fund	
					After School and Education Safety (ASES)	
			E. Office supplies and salaries to track hours for parents G. Parent liaison salary and stipends	2000-2999: Classified Personnel Salaries	General Fund	60,500
					Title III	
			I. Materials for parent center K. Costs for prizes	4000-4999: Books And Supplies	General Fund	3,700
				None Specified	LCFF-EL	

preschool, elementary, and middle school): A. Community Outreach Academy will provide a holistic environment addressing students' academic, social, ethical, and emotional needs and providing exercise and highly nutritious meals and snacks through the district food services program. B. COA will infuse character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service. C. Parents will serve on COA School Site Councils, ELAC/DELAC and Advisory Committees, participating in the school's educational program, budget, and governance. D. Student progress will be discussed in student-teacher-parent conferences, held throughout the year. Short and long term goals will be set and criteria that specify goal attainment in behavioral terms will be determined. Students, parents, and teachers will discuss specific steps students will take to progress further as well as the types of support they will receive from teacher and parents to help them attain their goals. E. Community Outreach Academy offers Physical Education and a second language course, as well as art, music and drama electives as special classes for our students.			B. character education materials C. Cost of refreshments for meetings	4000-4999: Books And Supplies	General Fund	1,000
			D. Printing costs and goal training for teachers, parents, and students	5000-5999: Services And Other Operating Expenditures	General Fund	5000
					Title III	
			E. Specialty teachers, salaries adn materials	2000-2999: Classified Personnel Salaries	General Fund	320,000
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program effectiveness: A. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled in-services as well as staff meetings and quarterly data meetings that center around data. B. Community Outreach Academy will use assessments to design learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regular grade level meetings at least four times per year using Beacon results and analysis. C. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments. D. Extra curricular programs and activities will be planned with the purpose to provide support in core curriculum areas.	Ongoing	Principals, SLT, Curriculum Coaches, Site Administrator, Teachers, Parents	A/B. Data analysis and other training. Printing costs	5000-5999: Services And Other Operating Expenditures	General Fund	2,000
					After School and Education Safety (ASES)	
					Title II Part A: Improving Teacher Quality	
					Title III	
			D. Costs associated with extra curricular programs and activities	4000-4999: Books And Supplies	General Fund	6,000
					After School and Education Safety (ASES)	

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: A. COA will provide assessments to determine which intervention level is appropriate for each student. Based on placement data, teachers will use various strategies and programs (such as small groups, Math Whiz, etc) to deliver targeted intervention. i. Diagnostic assessments are given when a student is identified as working below standard and is not responding well to instruction. ii. Beacon benchmarks will be used to track progress of students throughout the year. B. Community Outreach Academy will then create a learning plan as a tool to best serve the needs of the lowest performing students. C. COA will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results. D. Differentiated instruction will be utilized, and formative assessments will guide this instruction. E. Pull out ESL instruction will be used to help our newcomers in grades K-8 to adjust and acquire the language necessary to be successful. F. If a student continues to struggle with academic content, he/she will begin a Student Achievement Plan (SAP), then be referred to the Student Study Team (SST) to ensure meeting student needs.	Ongoing	Principals, Curriculum Coaches, Site Administrator, Teachers,	A. Training and materials (including computers and computer programs)/assessment costs B. Training/printing costs C. Training costs D. Training costs for teachers	5000-5999: Services And Other Operating Expenditures	Title I	30,500
					After School and Education Safety (ASES) General Fund Title III	
			E. ESL teacher salaries and Rosetta Stone softwareF. SST coordinator stipend	1000-1999: Certificated Personnel Salaries	General Fund	92,800
					Title II Part A: Improving Teacher Quality	

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 Learner
LEA GOAL:
Provide an academic program aligned with the Common 'Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #3:
Continuously working toward 100% of students in the EL subgroup at COA performing at grade level or higher in ELA and math.
Data Used to Form this Goal:
CELDT results; CST results; AYP reports
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CELDT and CST results from states; AYP reporting from state

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

administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 The teaching staff has aligned curriculum, instruction and materials to Common Core content and performance standards. We are currently using Treasures reading, Scott Foresman mathematics, Scott Foresman science, and McGraw-Hill history/social studies in K-6 and Holt in 7-8 grades. All teachers use standards-based, state approved curriculum material. Bilingual paraprofessionals assist teachers through an intervention program to meet the needs of ELL students. Additionally the ELL curriculum and special EL teachers provide transitional language support for the academic program. The site also provides second language instruction to increase the language acquisition skills and increase comprehension of content knowledge. The staff uses data to identify the academic needs of each subgroup and plans for programs to address those needs. COA is also implementing the use of Accelerated Reader, Lexia Core 5 Reading, Math Whizz and other computerized programs. We seek to train all teachers (K-8) on GLAD (Guided Language Acquisition Design) which promises to be very useful with our student population.		teachers, para-professionals	training costs, assessment costs (booklets/data analysis program), Core curriculum, textbooks, and supplemental materials, printing/copying costs, leveled Library costs, instructional materials, internet connections and hardware, data management software , computer costs		General Fund Title II Part A: Improving Teacher Quality Title III
			Parent liaison salary and Web master service, GLAD and data management training	5000-5999: Services And Other Operating Expenditures	General Fund 75,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: • meeting the annual measurable achievement objectives described in Section 3122 • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B) • 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)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
How the SSD will promote parental and community participation in LEP programs The staff at COA is committed to increasing parental involvement for the purpose of improving student academic achievement. Since over 80% of our students are English Language Learners, bilingual staff and translators are provided to offer assistance in the school office and at evening meetings. An annual meeting explaining Title I and NCLB thoroughly apprises parents of the Title I program at COA. Additionally, at Back to School Night parents meet face to face with teachers for classroom information. The Parent/Teacher/Student Contract is thoroughly explained and signed. Regular newsletters, notices, and meetings also inform parents of important events and information. A complete written explanation of the COA Parent Involvement Plan is included as part of this document. A weekly local radio broadcast informs parents about school events and provides parental education.	Ongoing	Principals, curriculum coach, teachers, para-professionals, parent liaison, office staff	Costs of curriculum, salaries, and supplies (specifics identified in ELA and math plans)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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: • English proficiency • Academic achievement in the core academic subjects Community Outreach Academy provides an English language development program for English Learners. The program consists of daily English language development instruction provided by BCLAD, SB1969, or CLAD certified teachers incorporating SDAIE and SIOP strategies. Students who are at the early stages of English proficiency receive the content curricula overwhelmingly, but not exclusively, in English. The primary language support is offered to access the core curriculum by teacher assistants who speak the primary language reflected on the Home Language Survey. Bilingual teacher assistants (para-professionals) will call parents to report student progress, discuss attendance issues, and set up parent/teacher conferences.	Ongoing:	Principals, curriculum coach, teachers, para-professionals	Costs of curriculum, salaries, and supplies (specifics identified in ELA and math plans)			

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. Professional Development focuses on developing effective strategies for teaching the core academic subjects to a community with a high percentage of EL students while using State adopted textbooks and materials. Teachers attend workshops for the specific curricula, offered by experts in the instructional programs and the state or county offices of education. Specific trainings include Treasures and SIOP trainings and writing workshops to improve core subject teaching and implement SDAIE and other EL strategies. COA is training all		teachers, para-professionals	salaries, and supplies (specifics identified in ELA and math plans)

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, if applicable						
Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
How programs for English Learners are coordinated with other relevant programs and services In grades K-2, external EL services are offered mainly through a push in program. A certificated bi-lingual teacher meets weekly with classes to reinforce and extend understanding of vocabulary and concepts from the curriculum in both English and Russian. In grades K/1 teachers are using GLAD to help our students. COA has planned to train all primary grade teachers in GLAD in the upcoming year. In grades 3-6, powerpoint presentations that reinforce vocabulary from the curriculum in both English and Russian are shown by the classroom teachers. In addition, small groups are pulled out and work with a certificated teacher in the Treasures EL program. At the middle school, students are pulled according to language and reading ability for leveled instruction and vocab/comprehension support classes. MS also offers sheltered science and history classes.	Ongoing	Principals, curriculum coach, teachers	EL curriculum Hi Point curriculum Any additional materials or supplies	4000-4999: Books And Supplies	Title I General Fund Title III After School and Education Safety (ASES)	25,000
Any other activities designed to improve the English proficiency and academic achievement of LEP children						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children The staff at COA is committed to increasing parental involvement for the purpose of improving student academic achievement. Since over 80% of our students are English Language Learners, bilingual staff and translators are provided to offer assistance in the school office and at evening meetings. An annual meeting explaining Title I and NCLB thoroughly apprises parents of the Title I program at COA. Additionally, at Back to School Night parents meet face to face with teachers for classroom information. The Parent/Teacher/Student Contract is thoroughly explained and signed. Regular newsletters, notices, and meetings also inform parents of important events and information. A complete written explanation of the COA Parent Involvement Plan is included as part of this document. A weekly local radio broadcast informs parents about school events and provides parental education.	Ongoing:	Principals, parent liaison, curriculum coaches, teachers, para-professionals	Costs of curriculum, salaries, and supplies (specifics identified in ELA and math plans)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Efforts to improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs In the 2009/2010 school year, COA acquired the Rosetta Stone program to support our students learning and mastering the English language. Every classroom teacher has access to the English programs, and teachers have access to some of the Russian programs. COA believes access to technology is crucial for implementation of curriculum and retention of subject matter. Additionally, COA is installing SMARTboards, etc. in all classrooms (including resource rooms) to ensure full access to our curriculum and subject material. More classroom and roving computers, as well as tablets, chrome books, and other electronic devices are needed.	Ongoing	Principals, curriculum coaches, teachers, para-professionals	Rosetta Stone program and trainings	5000-5999: Services And Other Operating Expenditures	General Fund After School and Education Safety (ASES) Title II Part A: Improving Teacher Quality Title III	2,000
Other activities consistent with Title III or EIA/LEP funds						

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: Title III Services for Immigrants
LEA GOAL:
Provide an academic program aligned with the Common 'Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #4:
Continuously working toward 100% of students in all significant subgroups at COA performing at grade level or higher in ELA and Math.
Data Used to Form this Goal:
CELDT and CST results, AYP results
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CELDT and Smarter Balanced results from state, AYP reporting from state

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. A. COA has hired two full time parent liaisons. These liaisons organize parent workshops, set up our parent center, host our weekly radio program, and are resources for parents to call on for any questions. These liaisons also advise parents on adult education opportunities. B. COA has at least one parent workshop per trimester. These workshops vary slightly year to year, but are planned to help support parents understanding of the school and what is necessary for children to succeed.	ongoing	Parent liaison, principal, teachers, parents, staff	A./B. Parent liaison salary,	2000-2999: Classified Personnel Salaries	Title III After School and Education Safety (ASES)	60,000
			A./B. Various supplies/refreshments for parent center and workshops	4000-4999: Books And Supplies	General Fund Title III After School and Education Safety (ASES)	10,000
			A./B. Radio time	5000-5999: Services And Other Operating Expenditures	General Fund Title III	10,000
Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. A. Most of the para-educators and office support staff at COA are bi-lingual, are trained, and are used regularly for translation, one on one tutoring etc. to support the parents, students and teachers. B. Our parent liaison is a support for personnel and an intermediary for teachers, parents and staff. This liaison organizes informal training for teachers and parents through workshops (ie. cultural respect, etc)		A. Para-educators, office support staff B. Parent liaison	A./B. Para-educator, office support staff, parent liaison salaries	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program After School and Education Safety (ASES) General Fund	100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. A. COA Middle School has hired a counselor to assist students. B. COA has worked with staff and parents to target youth in need of mentoring. Staff members have been asked to work with and support these students throughout the day and year.		A. Counselor B. Staff members, parents	A. Counselor salary B. No additional costs.	1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program General Fund	75,000
Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. A. COA works with teachers, para-educators, and the curriculum coach to order necessary classroom supplies for students. This includes textbooks, software (such as Math Whiz licenses) computers, etc. B. COA works with teachers to ensure they have access to fully functioning color printers to print items needed for GLAD or other strategies that require printed pictures as realia.		A. Curriculum Coaches, teachers, paraeducators B. Principals, Curriculum Coaches, teachers	A./B. Costs of supplies (including printers, ink and paper)	4000-4999: Books And Supplies	Title III Immigrant Education Program General Fund After School and Education Safety (ASES)	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services. A. COA provides transportation to school and field trips through an MOU with Twin Rivers USD. B. COA works with teachers, para-educators, and the curriculum coaches to order necessary classroom supplies for students.		A. Principals, Twin Rivers representatives B. Curriculum Coaches, teachers, paraeducators	A. Costs outlined in MOU B. Classroom supplies	4000-4999: Books And Supplies	General Fund Title III	100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education. A. COA hired ESL teachers and para-educators at each site. These teachers pull out newcomer students (who have come to the country within 1-2 years) frequently to teach language and other skills necessary for students to work and succeed in the school system. B. COA works within the class to scaffold instruction for our newcomer/immigrant children. Our ESL teacher at the K-2 levels comes into the classroom to teach and clarify connections between languages. Our teachers also emphasize cultural education and civics through our selected curriculum.		A. ESL teachers, para-educators B. ESL teachers, classroom teachers	A. Para-educator salaries B. Teacher salaries	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	General Fund Title III General Fund Title III	75,000 100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. A. Our parent liaison and other staff help parents connect to community services as needed throughout the year. i. Hire a part time parent liaison for Middle School campus. B. COA coordinates opportunities for community involvement through activities such as: i. Junior Achivement program ii. International Children's Festival involvement iii. Guest presenters at Parent Workshops (ie: health representatives) iv. Partnership with Sheriff's Department v. College and Career Fair C. COA connects with the community and has outside speakers in on varied subjects speak on the weekly radio program.		A. Parent liaisons, principal, staff, parents B. Parent liaisons, principal, staff C. Parent liaisons, principal, staff	A. Various staff salaries B. Various incidental expenses for set up (ie: refreshments, etc.) C. Costs of radio time	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	General Fund Title I Title III General Fund Title III General Fund	80,000 10,000 25,000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Professional Development
LEA GOAL:
Provide an academic program aligned with the Common 'Core Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #5:
Staff will receive training necessary to improve teaching strategies to help students attain proficiency in all necessary subject areas.
Data Used to Form this Goal:
CELDT, CST data, parent and staff surveys, AYP
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CELDT, CST data, parent and staff surveys, AYP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The administrative team will conduct a yearly professional development needs assessment of teachers and administrators in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to Common Core 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. Professional development opportunities will also be available to administration and/or the curriculum coaches, including qualifications for furthering or completing related credentials (ie. Course fees and materials for classes.)		Annually; Principals, Curriculum Coaches, teachers	Clerical support	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality General Fund	80,000
			Supplies	4000-4999: Books And Supplies	General Fund Title II Part A: Improving Teacher Quality	20,000

team reviewing research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State and academic achievement standards. The administrative team, with teacher input, will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students in the lowest performing groups. They will design a system of professional development that is coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Teachers and administrators will support one another through coaching and mentoring and the curriculum coaches will assist in each step of the process and remain a resource for teachers and administration. B. Site Leadership, conferences/workshops or external consultants provide the site with data and professional development aligned to Common Core Standards, assessment, and research-based instructional practices. C. All stakeholders (employee organization, parents, and administrators) work collaboratively to achieve COA's educational goal of raising the level of student		Curriculum Coaches, SLT, teachers, BTSA coordinator, Support providers (BTSA), Sacramento County Office of Education (SCOE)	workshops, conferences, consultants, and cost of ASCD subscription	General Fund Title II Part A: Improving Teacher Quality Title III

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. The school leadership team and the school site council ensure data analysis to analyze formative data to provide information for professional development B. Professional development provided to beginning teachers reflect a focus on targeted students in an effort to close the achievement gap. C. COA will hold school in-service planning meetings to understand assessment data and to develop a plan to address weaknesses. This plan will include identifying appropriate professional development opportunities and establishing goals relative to such training. Furthermore, the school leadership team and Principals will regularly assess the quality of professional development activities. D. Classroom teachers use a data management system to create standards-based assessments to measure student growth. At this time, COA is using Beacon Amplify. E. COA is one of seven direct-funded ('independent') charter schools and these schools work collaboratively to share expertise, resources and provide sites with best practice professional development activities.	Annually; Principals, Curriculum Coaches, SLT, teachers, SCOE/BTSA		A./C./E. Training	5000-5999: Services And Other Operating Expenditures	Title I	3,500
					After School and Education Safety (ASES)	
					Title II Part A: Improving Teacher Quality	
					General Fund	
					Title III	
			B. BTSA trainings at SCOE	5000-5999: Services And Other Operating Expenditures	General Fund	20,000
			D. Data management system	5000-5999: Services And Other Operating Expenditures	General Fund	7,500
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The school leadership team, including the principals will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state academic standards.	Annually	Principal, SLT, teachers	Training costs	5000-5999: Services And Other Operating Expenditures	General Fund After School and Education Safety (ASES) Title II Part A: Improving Teacher Quality Title III	2,500
A. COA hired curriculum coaches who will provide trainings on a monthly basis that reinforce the standards, curriculum and well researched instructional strategies. B. Teachers will continuously learn how to maximize their collaboration time. C. Some teacher collaboration and school leadership team meeting time will be dedicated to selecting benchmark assessments for key standards, joint review of student work on those assignments and planning for revising/reviewing/next steps. D. At times, teachers may have input on professional growth opportunities, including outside trainings.	Ongoing:	Principals, curriculum coaches, SLT, Teachers	A./B. Training costs including supplies	4000-4999: Books And Supplies	General Fund After School and Education Safety (ASES) Title II Part A: Improving Teacher Quality Title III	5,500
			C. SLT stipends D. PD costs	5000-5999: Services And Other Operating Expenditures	General Fund Title II Part A: Improving Teacher Quality Title III	42,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
COA will develop a technology plan. Based on this plan, COA will acquire the updated hardware and software to ensure that all students and teachers have access to technology to facilitate learning. COA has a technology coordinator who facilitates trainings for various technological needs.	Annually	Principasl, SLT, teachers	Training materials	4000-4999: Books And Supplies	General Fund	5,000
			Training materials		LCFF-ED	
			Training materials		Title I	
			Training materials		Title III	
			Training materials		After School and Education Safety (ASES)	
			Stipends	1000-1999: Certificated Personnel Salaries	General Fund	5,000
			Stipends		Title I	
			Stipends		Title III	
			Stipends		LCFF-ED	
			Stipends		After School and Education Safety (ASES)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): Teachers must receive staff development training to facilitate the effective use of technology to enhance instructional quality. COA will be actively working to identify more software that can facilitate standards-based instruction and learning for all students. At this time, COA has acquired Rosetta Stone, Lexia Core 5, Math Whizz and Accelerated Reader (7/8) for student use. Teachers will be trained on these programs to ensure students get the maximum benefits offered by the programs. COA is also working with the Beacon Amplify. This program assists teachers and administration in tracking and analyzing data.	Annually	Principals, SLT, teachers, trainers	Cost of Rosetta Stone and Accelerated Reader and Data management system	5000-5999: Services And Other Operating Expenditures	General Fund After School and Education Safety (ASES) Title II Part A: Improving Teacher Quality Title III	25,000
The administration has consulted with teachers and parents (through the School Site Council, ELAC/DELAC and School Leadership Team.) COA expects that teachers, parents and administrators will be involved in monitoring the plan and updating it annually.	Annually	Principal, SSC, SLT, parents, teachers	Training Printing costs	5000-5999: Services And Other Operating Expenditures	General Fund After School and Education Safety (ASES) Title III	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. General and Special Education teachers collaborate regularly to improve instructional practice, room environment, data analysis and strategies to meet the needs and increase achievement for students with specific needs. B. Teachers attend professional development that address best practices to meet the needs of students with limited English proficiency. C. All teachers evaluated annually D. Annual Back To School, Open House, Spelling Bee, Math Competition, Science Fair, Family Reading and Movie nights and Parent workshop events that involve parents, students and teachers E. On-going communication between school site, home and community through progress reports, report cards, newsletters, and parent teacher conferences . F. Teachers utilize data to assess student progress and, when appropriate, refer students to SST for assistance G. Curriculum coaches will be available for modeling and other support. H. Teachers will be encouraged to take time for observations of successful educators and programs (peer observations, etc). I. Due to increasing enrollment, COA is working to better meet the needs of our students with special needs.	Ongoing	Supt/CEO, Principals, Site Administrators, Teachers, Coaches, Paraprofessionals, Psychologist, Counselor	A. No extra cost B. Training D/C. Cost of refreshments, supplies, etc in ELA & Math plans E. Printing costs F. Data management system	5000-5999: Services And Other Operating Expenditures	Title I	30,000
				4000-4999: Books And Supplies	General Fund	
					Title III	
					After School and Education Safety (ASES)	
			G. Salaries H. Substitute and traveling costs I. Salaries, etc	1000-1999: Certificated Personnel Salaries	General Fund	5,000
					Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. COA will provide ongoing professional development support and share research updates to support standards-based instruction practices. B. Collaborations with the County Office of Education and institutes of higher learning in order to ensure teachers' subject matter competency C. Where appropriate, technology will be used to provide professional development for teachers and paraprofessionals. D. COA will work with the collaborative teams available at GCC, such as the Academic Excellence Committee, etc.	Ongoing:	• Supt/CEO • Principal • Site Administrators • Teachers • Coaches • Paraprofessionals • Sacramento County Office of Education	professional development for teachers and para-professionals	5000-5999: Services And Other Operating Expenditures	Title I Title II Part A: Improving Teacher Quality Title III After School and Education Safety (ASES)	30,000

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

<u>Centralized Service Goal #2</u>

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

<u>**Centralized Service Goal #5**</u>

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**
After School and Education Safety (ASES)	545,000.00
General Fund	2,486,250.00
LCFF - Base	280,000.00
LCFF - Supplemental	50,000.00
LCFF-EL	482,000.00
Title I	7,079,850.00
Title II Part A: Improving Teacher Quality	115,000.00
Title III	60,000.00
Title III Immigrant Education Program	195,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	50,000.00
1000-1999: Certificated Personnel Salaries	1,992,800.00
2000-2999: Classified Personnel Salaries	1,110,500.00
4000-4999: Books And Supplies	7,116,000.00
5000-5999: Services And Other Operating Expenditures	943,800.00
None Specified	80,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	60,000.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	370,000.00
5000-5999: Services And Other Operating	After School and Education Safety (ASES)	115,000.00
1000-1999: Certificated Personnel Salaries	General Fund	797,800.00
2000-2999: Classified Personnel Salaries	General Fund	610,500.00
4000-4999: Books And Supplies	General Fund	587,200.00
5000-5999: Services And Other Operating	General Fund	490,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	200,000.00
5000-5999: Services And Other Operating	LCFF - Base	80,000.00
	LCFF - Supplemental	50,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	302,000.00
2000-2999: Classified Personnel Salaries	LCFF-EL	100,000.00
5000-5999: Services And Other Operating	LCFF-EL	80,000.00
1000-1999: Certificated Personnel Salaries	Title I	518,000.00
2000-2999: Classified Personnel Salaries	Title I	200,000.00
4000-4999: Books And Supplies	Title I	6,138,800.00
5000-5999: Services And Other Operating	Title I	143,050.00
None Specified	Title I	80,000.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	80,000.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	35,000.00
2000-2999: Classified Personnel Salaries	Title III	60,000.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	175,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,028,300.00
Goal 2	1,884,800.00
Goal 3	352,000.00
Goal 4	665,000.00
Goal 5	363,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Larissa Gonchar	X				
Yuliya Hall	X				
Carrie Androlowicz		X			
Felipe Avalos		X			
Megan James			X		
Pavel Yefremov				X	
Aleksandr Midasov				X	
Anna Kalinyuk				X	
Dmytro Konstantinov				X	
Irene Chekrygin				X	
Numbers of members of each category:	**2**	**2**	**1**	**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)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:

Larissa Gonchar
_____
Typed Name of School Principal   Signature of School Principal   Date

Irene Chekrygin
_____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date