The Single Plan for Student Achievement

School: Higher Learning Academy

CDS Code: 34765050113878

District: Higher Learning Academy

Principal: David Patterson

Revision Date: 3/14/15

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

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

Contact Person: David PAtterson

Position: Principal

Phone Number: (916) 286-5129

Address: 5726 Dudley Blvd
McClellan, CA 95652

E-mail Address: david.patterson@gcccharters.org

The District Governing Board approved this revision of the SPSA on 4/21/2015.

Table of Contents

School Vision and Mission

Higher Learning Academy's Vision and Mission Statements

School Profile

The mission of the Higher Learning Academy (HLA), operating under the umbrella vision and mission of Gateway Community Charters (GCC), is to offer residents of the North Sacramento and Del Paso Heights communities an educational choice at grades K-8 based on Core Knowledge Curriculum Sequence, and a high school (9-12) based on the Early College High School model, that will enable at-risk students to achieve outstanding academic success. The charter was adopted with the following foci:

- Master the rich and comprehensive curriculum provided through the Core Knowledge curriculum sequences (Grades K-8), meeting and exceeding state standards.
- Support and enable parents so they are able to support high educational expectations for their children.
- Earn up to two years of college credit concurrent with graduation from high school.
- Instill in students the skills, confidence and civic values needed to be successful in college and as productive citizens.
- 100% of students scoring at grade level or above by the end of grade four.
- Meet or exceed Adequate Yearly Progress targets.
- Expand in a plan to offer all grades K-8 by 2011-2012; open upper school starting with grade 9 by 2012.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to Appendix for data and analysis.

Surveys

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Staffing and Professional Development

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

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

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	112	129		24	20		63	73		4	3	
Growth API	668	724		691	750		653	715				
Base API	676	669		680	692		673	654				
Target	6	7					6	7				
Growth	-8	55					-20	61				
Met Target	No	Yes					No	Yes				

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	20	29		14	13		81	122		9	10	
Growth API	684	726		658	762		679	724				
Base API	668	684			658		679	679				
Target							6	6				
Growth							0	45				
Met Target							No	Yes				

Conclusions based on this data:

1.

School & Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	33	46		7	8		17	26		--		
Percent At or Above Proficient	29.5	35.7		29.2	40.0		27.0	35.6		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes		--	--		No	Yes		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	8	10		5	5		28	43		--		
Percent At or Above Proficient	40.0	34.5		35.7	38.5		34.6	35.2		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		No	No		--	--	

Conclusions based on this data:

1.

School & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	40	51		11	8		17	29		--		
Percent At or Above Proficient	35.7	39.5		45.8	40.0		27.0	39.7		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		--	--		No	Yes		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	10	12		5	7		30	48		--		
Percent At or Above Proficient	50.0	41.4		35.7	53.8		37.0	39.3		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

Conclusions based on this data:

1.

School & Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
2			********	***							********
3	********	***									********
4			3	75	1	25					4
5	********	***									********
6	********	***	********	***							********
7					********	***					********
8			********	***							********
Total	3	25	7	58	2	17					12

Conclusions based on this data:

1.

School & Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			********	***	********	***	********	***			********
2			********	***							********
3	********	***			********	***					********
4			3	60	1	20			1	20	5
5	********	***									********
6	1	25	2	50			1	25			4
7					********	***					********
8			********	***							********
Total	3	17	8	44	4	22	2	11	1	6	18

Conclusions based on this data:

1.

School & Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	13		12
Percent with Prior Year Data	100.0%		100.0%
Number in Cohort	13		12
Number Met	--		--
Percent Met	--		--
NCLB Target	56.0	57.5	59.0
Met Target	*		--

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	14	3			9	8
Number Met	--	--			--	--
Percent Met	--	--			--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*			--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1.

School & Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	6,122	5,784	5,713
Percent with Prior Year Data	98.8	99.2	98.8
Number in Cohort	6,048	5,735	5,645
Number Met	3,564	2,853	3,005
Percent Met	58.9	49.7	53.2
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	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	4,576	2,783	4,231	2,616	4,177	2,651
Number Met	1,012	1,253	719	1,114	799	1,172
Percent Met	22.1	45.0	17.0	42.6	19.1	44.2
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on this data:

1.

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 HLA performing at grade level or higher in English Language Arts. This goal will be pursued in a manner consistent with the HLA LCAP. This includes LCAP Goal 1 - Professional Development, Goal 2 - Curriculum. Goal 3 - RTI, Goal 4 - parental involvement and Goal 6 - School Climate.
Data Used to Form this Goal:
California Standardized Test(CST) results; Adequate Yearly Progress (AYP) reports; Developmental Reading Assessment (DRA) results, Renaissance and SuccessMaker assessments
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, DRA at grades K-3, grade level equivalence data from Renaissance and SuccessMaker

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• All textbooks and supplemental materials are part of scope and sequence to ensure alignment with State Standards • Administrators will receive training on standards and how to coach, supervise and evaluate teachers • Researched-based instructional strategies will be used (CKLA), and other California state adopted materials) • Local assessments, curriculum embedded assessments to ensure mastery of standards-based content and conducting analysis through Zoom: Data Director • Beginning teachers will participate in a Beginning Teacher Support Assessment (BTSA) induction program which focuses on standards • SuccessMaker online intervention support program	Ongoing	• Supt/CEO, Coordinators • Principal • Teachers • Coaches • Consultants	•Stipends for coaches and/or training • Instructional Supplies • Consultants	None Specified None Specified	General Fund Title I	3,500 2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Standards and rubrics will be posted in classrooms for teachers and students to use • Instructional program will be aligned to standards, assessment and student outcomes • Every student has access to core materials and support • Standards aligned, scientific research-based language arts materials will be in place in classrooms, including replacement of consumable materials on an annual basis. • Teacher lesson plans (as much as is practical) will make explicit reference to standards that are being taught.	Ongoing	• Principal • Coordinators • Teachers	Curricular materials	4000-4999: Books And Supplies	General Fund	7,500
Higher Learning Academy has philosophically already built into their regular school day significantly more minutes than mandated. In addition HLA will offer an extended learning day by way of supplemental hourly instruction and an after school program.	Ongoing	Principal, teachers, volunteers and other tutors	A. Salary for teachers, tutors and mentors that are not volunteers of the community.	None Specified	General Fund	5,000
			B. Salary for teachers and instruction materials.	None Specified	General Fund	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Technology is incorporated into the use of state-adopted textbooks and/or standards-aligned and supplementary materials • Multimedia is integrated into standards-based instruction • Internet will be used to locate and access information • Zoom! Data Director will be purchased and teachers trained on the program to conduct data analysis and monitor student needs • Technology in-services will be provided to teachers • The students have access to technology in classrooms • Computer lab with 32 computers, teacher and classroom computers updated to keep hardware current • If funding permits, computers will be accessible to Accelerated Reader	Ongoing	Teachers, Parents, Consultants	Training costs Data Management software and training Computer Lab and Educational Software	None Specified None Specified	Title I Title I	15,000 20,000

		teachers, Staff	B. No extra costs			
development meetings to stay abreast of the latest teaching strategies, community development and psychosocial practices. The Principal serves as the head of curriculum, coaching teachers on best practices and other areas of need. The vice principal and other teachers contribute to the staff meetings based on their own expertise. B. There is an Academic Excellence Team which meets the first Tuesday of the month and consists of representatives from each school who review and discuss best practices and share them at the monthly meeting. C. Six times a year we will hold "Data-Step-backs" to assist teachers to analyze individual student literacy data and differentiate their teaching according to the Individualized Learning Plan (ILP) for each student in need. D. Provide in-service opportunities throughout the year to ensure that teachers' instructional strategies reflect an understanding of content standards. These will include professional development workshops and conferences. E. The school provides support for teachers in the Sacramento County Office of Education (SCOE) BTSA			D. Cost of conference fees and associated travel costs	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000
			E. Costs associate with BTSA program.	None Specified	General Fund	6,000
			F. Professional Development allocations	None Specified	Title II Part A: Improving Teacher Quality	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Parents serve on HLA School Site Council and Parent Faculty Organization (PFO), 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. Copies of the handbook are also available on the HLA Website. C. Higher Learning Academy conducts regular meetings with parents to discuss academic achievement. In addition to one-on-one communication regular progress reports are sent home, along with The Wednesday Weekly school newsletter, and periodic parents surveys. Report cards are generated three times a year. The report card format is narrative, quantitative and qualitative. D. Parents are required to volunteer 30 hours annually to assist teachers, chaperone field trips, support fundraisers, after-school activities, and generally support the HLA program. F. HLA has an active PFO that focuses on fundraising, recruitment, school culture, etc.	Ongoing	Principal, Teachers, Students, Parents	A. No extra cost B. Copier Contract C. Copier Contract D. No extra costs F. No extra costs	None Specified None Specified	General Fund General Fund	2,500 2,500

academic, social, ethical, physical education, and emotional needs		Counselor, TRUSD Food Services	B. No extra costs			
			C. No extra costs			
B. The TRUSD food services program provides nutritious meals, and snacks during school and for the after-school program			D. Cost of PT counselor	None Specified	Title I	25,000
			E. No extra costs			
			F. No extra costs			

C. HLA has infused Wise Skills character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service. This curriculum includes family involvement opportunities such as discussion worksheets, presentation opportunities, and student dress-up days.

D. HLA provides students with intern counseling students and high school tutors who serve as role models and provide academic help and broader guidance and support. (If adequate funding exists; a part-time counselor will be hired)

E. Parents serve on HLA School Site Council participating in the school's educational program, budget, and governance.

F. Student progress will be discussed in student-teacher-parent conferences, held throughout the year in regular end of trimester conferences, S.S.T, 504, I.E.P. meetings, as appropriate. During conferences student short and long

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administrators and teachers will regularly analyze assessment data to inform instructional strategies through data step-back meetings held six times a year. Additional conversations around data will be accomplished as part of scheduled in-services as well as during weekly staff meetings. Throughout the year, staff will discuss assessment data in regularly scheduled data step-backs held six times a year. Staff will use Zoom! Data Director to help in the analysis of the information. B. HLA will use assessments to design learning plans and goals for each student, inform instruction, monitor student progress, monitor program progress, and drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regularly scheduled data step-back meetings held six times a year. C. Administrators, teachers, and parents will review the Single School District Plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.	Ongoing	Site Administrator, Teachers, Parents	A. Zoom! Data Director B. Zoom! Data Director C. No extra costs	None Specified None Specified	General Fund General Fund	1,000 1,000

of intervention program is appropriate for each student. Diagnostic assessments are given when a student is identified as reading below standard and is not responding well to instruction. B. If funding permits, HLA will hire a part-time reading specialist. The specialist will assist low performing students by individual tutoring or small group tutoring. C. HLA will create a learning plan as a tool to best serve the needs of low performing students. These Progress Monitoring forms will be shared with student families. D. HLA will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results. Classroom teachers will accomplish this through academic tutoring and intervention groups. E. Differentiated instruction will be utilized. Possible configurations include grade level teachers working together, one teacher instructing the struggling and low performing students, and the other teacher instructing the on and above grade level groups. F. Pull out instruction, as funds allow, for struggling and low performing		Interns/Tutors, Reading Specialists	B. Cost of reading specialist.	None Specified	Title I	20,000
			C. No extra Costs			
			D. Cost of extended day teachers and instructional materials.	None Specified	After School and Education Safety (ASES)	20,000
			E. No extra cost			
			F. Additional Teacher staffing (part time)	None Specified	General Fund	25,000

Planned Improvements in Student Performance

School Goal #2

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

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 HLA performing at grade level or higher in math. This goal will be pursued in a manner consistent with the HLA LCAP. This includes LCAP Goal 1 - Professional Development, Goal 2 - Curriculum. Goal 3 - RTI, Goal 4 - parental involvement and Goal 6 - School Climate.
Data Used to Form this Goal:
CST Results (Aeries database); AYP reports, Renaissance and SuccessMaker assessments.
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, grade level equivalence data from Renaissance and SuccessMaker

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

provides practice for mastery). This curriculum provides the continual looping for long term understanding and retention of mathematical concepts.					Quality	
			B. No extra costs			
			C. No extra costs			
			D. No extra costs			
B. Student intervention regarding the memorization of basic math facts (addition, subtraction and multiplication). Math facts will be emphasized in order to increase the pace of problem solving and create a foundation to support higher leveled skills and concepts.			E. No extra costs			
			F. Teacher Hourly Pay for after school	None Specified	General Fund	15,000
C. Teachers will administer beginning of the year diagnostic assessments to determine student ability levels. Teachers will share out this information during data step-back conversations. This will ensure consistent assessment tools in all grades and identification of gaps from the previous year.						
D. Professional development at staff meetings to support core math curriculum, differentiated instruction, integrating comprehension, technology use, and test taking strategies.						
E. Screening assessments to determine which type of intervention program was appropriate for which students.						
F. After-school tutoring by high school volunteers and, as funding						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 lesson plans will make explicit reference to standards that are being taught. C. Use of Math Worksheets as supplemental materials used for Mathematics.	Ongoing	Site Administrator, Teachers' Aids, Teachers	A. Cost of Materials B. No extra cost. C. Cost of Materials	None Specified None Specified	General Fund General Fund	2,000 2,000
A. Higher Learning Academy will offer an extended learning day by way of an after-school program. This will provide students with tutors during and after school. B. HLA also offers additional instructional time to accelerate learning.	Ongoing	Site Administrator, teachers, teachers' aids, tutors, mentors.	A. Salary for teachers, tutors and mentors that are not volunteers of the community. B. Salary for teachers and instruction materials.	1000-1999: Certificated Personnel Salaries None Specified	General Fund General Fund	2,500 5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Training teachers to use technology to support teachers

B. Train parents to use technology to support Math instruction.

C. The teachers and school site ensure that curriculum for each grade level integrates technology used for mathematics into regular classrooms.

D. The students have access to technology in a well equipped computer lab. | Ongoing | Teachers, Parents, Consultants | A. Training costs | 5000-5999: Services And Other Operating Expenditures | General Fund | 1,000 |
			B. Training costs	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
			C. No extra costs			
			D. Computers and Educational Software	4000-4999: Books And Supplies	Title I	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. All teachers and instructional staff will participate in weekly staff development meetings (Friday early release weekly) to stay abreast of the latest teaching strategies, community development, and psychosocial practices. The Principal and Vice-Principal serves as the head of curriculum, coaching teachers on best practices and other areas of need. B. The teachers share best practices at weekly meetings. C. Regular coaching will be offered on site to assist teachers to analyze individual student math data and differentiate their teaching according to the learning plan created for each student in need. D. Provide in-service opportunities throughout the year to ensure that teachers' instructional strategies reflect an understanding of content standards. These will include professional development workshops and conferences as funding permits. E. The school provides support for teachers in the SCOE Beginning Teacher Support and Assessment (BTSA) program.	Ongoing	Site administrators, Principal, lead teachers, Staff	A. No extra costs B. No extra costs D. Cost of conference fees and associated travel costs E. Costs associate with BTSA program.	None Specified None Specified	General Fund Title II Part A: Improving Teacher Quality	5,000 6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Parents will serve on the HLA School Site Council and Parent Faculty Organization, 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. The Higher Learning Academy conducts regular meeting with parents to discuss academic achievement. In addition to one-on-one communication we send home regular progress reports, The Wednesday Weekly school newsletters, and periodic surveys to parents to gather more information. Report cards are generated and shared out three times a year during parent/teacher conferences. The report card format is narrative, quantitative and qualitative D. Parents are required to volunteer 30 hours annually to assist teachers, chaperone filed trips, support fundraisers, and after-school activities. F. Higher Learning Academy has an active parents group in Parent Faculty Organization (PTO) that focuses on fundraising, recruitment, school culture, etc.	Ongoing	Principal, Teachers, Students, Families				

academic, social, ethical, physical education, and emotional needs; providing nutritious meals, and snacks through the district food services program. B. HLA has infused Wise Skills character education throughout the core curriculum with the goal of creating leaders and responsible citizens sensitive to community service. This curriculum includes family involvement opportunities such as discussion worksheets, presentation opportunities, and family dress-up days. C. When available HLA provides students with intern counseling students and tutors who serve as role models and provide academic help and broader guidance and support. (If adequate funding exists, a part-time counselor will be hired.) D. Parents will serve on School Site Council and Advisory Committees, participating in the school's educational program, budget, and governance. E. Student progress will be discussed in student-teacher-parent conferences, held throughout the year in regular end of trimester conferences, S.S.T., 504, I.E.P meetings as appropriate. During conferences student short and long term goals will be set along with		Counselor	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administrators and teachers will regularly analyze assessment data to inform instructional strategies through data step-back meetings held six times a year. Additional conversations around data will be accomplished as part of scheduled in-services as well as during weekly staff meetings. B. Higher Learning Academy will use assessments to design learning plans and goals for each student, to inform instruction, to monitor student progress, monitor program progress and to drive ongoing, program improvements. Throughout the year, staff will discuss assessment data in regularly scheduled data step-back meetings held six times a year. 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.	Ongoing	Site Administrator, Teachers, Parents				

intervention program is appropriate for each student. Formative assessments will be given throughout the year to identify students performing below 80% mastery of grade level standards and identify who is not responding well to instruction. B. Higher Learning Academy will create an individualized learning plan as tools to best serve the needs of the lowest performing students. These individualized learning plans will be shared with student's families. C. HLA will re-teach concepts and skills students have not mastered, using different learning modalities according to the individual assessment results. Classroom teachers will accomplish this through academic tutoring and intervention groups. D. Differentiated instruction will be utilized, possible configurations include, but are not limited to, where grade level teachers work together, one teacher instructing the struggling and low performing students and the other the grade level and middle group. E. Pull out instruction, which is a remedial program designed for struggling and low performing students to improve their math skills, as funds allow.		Mentor/Tutors	instructional materials.

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Limited English Proficient Students
LEA GOAL:
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 all significant subgroups at HLA performing at grade level or higher in English Language Arts and Mathematics. This goal will be pursued in a manner consistent with the HLA LCAP. This includes LCAP Goal 1 - Professional Development, Goal 2 - Curriculum. Goal 3 - RTI, Goal 4 - parental involvement and Goal 6 - School Climate. in ELA and math.
Data Used to Form this Goal:
CST, CELDT, DRA Benchmarks K-3, CKLA, EnVisions and Renaissance and SuccessMaker assessments, and teacher created assessments.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST, California English Language Development Test (CELDT), DRA Benchmarks, ZOOM! Data Director Benchmarks, EnVsions Math Assessments, CKLA Assessments, Renaissance and SuccessMaker assessments, and teacher created curriculum-embedded assessments.

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

		Para-professionals.	
administrators work with the classroom teachers to identify EL students. B. A Primary Language Assessment is sent home to every EL student in their primary language. C. CELDT testing is administered by the HLA administrators during the CELDT testing window. D. Administrators will pre-score the CELDT results and communicate these results to the classroom teachers to ensure appropriate placement of EL students so services can begin immediately. E. Once the official CELDT results are received from the state, the results will be communicated to the teachers and parents. F. All teachers with EL students in their classrooms will complete a minimum of 20 minutes of ELD push-in teaching in addition to their core subject instruction. G. HLA teaching staff uses GCC Board approved and aligned curriculum, instruction and materials to cover the California State content and performance standards including but not limited to: • CKLA English Language Arts with English Learner Support • Envsions Math with English Learners Handbooks • Core Knowledge History and Geography • Core Knowledge Science • Delta Education FOSS Kits for Science			• Folders for organization of EL groupings • Picture Cards for EL support • Games for EL support • Supplemental materials for EL support

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Test EL students once a year using the CELDT. • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B) B. Ensuring through various assessments (named below) that students advance one CELDT level per year. • 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) C. Test EL students once a year using the CELDT.	A- Once per year B- On-going C- Once per year	teachers and administrators.	-Cost of CELDT testing booklets and examiner's manuals.	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. HLA is committed to increasing parental involvement in the school community and for the purpose of promoting academic achievement in the following ways: • Parent Faculty Organization (PFO) meets once a month. The PFO consists of HLA parents/guardians, community members, classroom teachers, paraprofessionals, and administrators. The PFO is an important vehicle to demonstrate support for HLA programs, share ideas and voice any concern to the site administrators. The PFO plans and implements events and fundraisers to support educational projects and programs which are vital to the success of the school.	• The first Thursday of the month from 6:00- 7:00 and special meetings as needed to plan events.	Parents, staff, students, and community members.	• Administrative Costs • Copying Costs • Binder Costs for PFO and SSC	None Specified	Title I	75
• School Site Council (SSC) assists the school in determining the educational program through active parent, student, and staff participation. Each meeting allows opportunity for parent/public input regarding items of interest.	-The first Thursday of the month from 5:00-6:00.	Parents, staff, students, and community members.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Family Nights are hosted on the HLA campus in the evenings to increase knowledge of the school's expectations, literacy, science, cultural awareness and build relationships between parents, students, and staff. These events are held every other month and include: Orientation, Chuck E Cheese Family Night (2 per year), Black History Month Program, Read Across America Night, and the Science and Invention Fair.	- Every other month.	Parents, staff, students, and community members.				
• Back to School Night and Open House. The families are invited to come and learn about the educational program	- In August and May.	Parents, staff, students, and community members.				
• Translations for formal Parent/Teacher conferences in the parent's primary language.	- On-Going	Parents, staff, students, and community members.				
• Translations for informal conversations between staff and parents in the parent's primary language.	- On-Going	Parents, staff, students, and community members.				
• Written translations for recruitment materials in parent's primary language.	- On-Going	Parents, staff, students, and community members.				

• Academic achievement in the core academic subjects A. English Language Arts: SRA Imagine It! with English Language Support Guide. The objectives of this support guide is to make reading lessons as comprehensible as possible for students learning English, while also providing opportunities for oral and written responses. B. Mathematics: Saxon Math with Confidence and Success for EL Students. Saxon focuses on best teaching practices in EL instruction. The Saxon Math program follows a predictable daily routine and a stable schedule that helps create a sense of security and reduces the anxiety English learners may have towards school and/or math. EL students know what is expected of them every day. • Saxon Math Primary program begins every day with a class meeting which gives students the opportunities to preview, review, and master real-world math skills while communicating their reasoning and math understandings. Every day math time is broken up into The Meeting, Fact Practice, New Concept, and Written Practice. This helps EL learners to know what is expected of them as difficult concepts are introduced. • The Saxon Math Intermediate program also provides the predictable routine		• Curriculum costs • Paraprofessional costs • Supplies for small group EL instruction • Copying costs depending on curriculum adoption

		paraprofessionals, parents	• Administrative costs	
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 • HLA has weekly professional development meetings on Fridays. During these meeting we discuss best teaching practices for all students. We discuss SDAIE strategies and instructional techniques to ensure our EL students are getting the most valuable instruction available. • Grade level cohorts discuss EL strategies frequently depending on progress monitoring results. • EL strategies are discussed in Data Step Back meetings every 6 weeks. • Differentiated flexible groupings according to students' abilities formulated from progress monitoring results. This differentiated instruction is given				

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 A. Reviewing EL strategies, procedures, and teaching practices for progress monitoring of EL students.	On-going	Teachers	- Administrative costs			
a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction • Teacher push-in at least 20 minutes per day, pull-out at least 60 minutes per week, After School Program intervention tutoring and homework assistance. As funding permits.	On-going	Teachers, administrators, paraprofessionals	• Administrative costs • Tutoring costs for teachers @ $40/hour	None Specified	Title I	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• On-going assessments in math and reading at least every six weeks, more for under achieving students. • Using Data Director ZOOM! to upload and analyze assessment data. • Intervention pull-outs. • Assessing all student needs through Data Step Back Meeting with each teacher and the administrators. The purpose of these meetings is for each teacher to bring the data they have collected through various assessments. The teacher, vice principal, and principal go over the data and target students who are falling behind in the areas of reading and math. A SMART goal is set for the next six weeks for these students. Six weeks later, the teacher, vice-principal, and principal meet again to see if the reading and math goals were met and set a new one. This is a time for individual student data analysis, including EL students to ensure they are making appropriate progress. If they are not, the school works as a team to develop strategies to ensure all students are reaching their academic goals.	At least every six weeks.	Teachers, administrators, paraprofessionals.	• Administrative costs • Copying costs • Cost of ZOOM!	None Specified	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Parent/Student Orientation Night • Back to School Night • Academic Family Nights • School Site Council • Parent Faculty Organization • Community liaison who communicates with feeder pre-schools • Verbal translations of report cards during Parent/ Teacher Conferences • Verbal translations for informal conversations between staff and parents • Recruitment material in parent's primary language • Home language survey in parent's primary language • Various materials from the CDE website in parent's primary language • Open House	There is an event at least once a month.	Teachers, other staff, students, parents	• Administrative Costs • Copying costs • Mailing costs	None Specified	Title I	75

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 • 29 station computer lab • Extra computer time for EL students on various technological resources such as: Rosetta Stone, www.starfall.com, www.learn360.com, variety of phonics and math websites, Leap Frog interactive books, listening centers, and CD's.		Teachers, and students.	New software, updated.	None Specified	General Fund	800
• Consortia of GCC schools participate in ELAC meetings; HLA is a member of this consortium • Implementation of GCC EL Master Plan		Administrators of many GCC sites, GCC Director of Categoricals				

		paraprofessionals, parents	• Administrative costs
placement in a language instruction educational program
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child
h. information pertaining to parental rights that includes written guidance			

Planned Improvements in Student Performance

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

SUBJECT: Services for Immigrants
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. We are not receiving Title III immigration funding at this time.						
Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.						

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.						
Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.						
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.						
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.						
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.						

Planned Improvements in Student Performance

<u>**School Goal #5**</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: Professional Development
LEA GOAL:
Provide Professional Development for 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. This goal will be pursued in a manner consistent with the HLA LCAP. This includes LCAP Goal 1 - Professional Development, Goal 2 - Curriculum. Goal 3 - RTI, Goal 4 - parental involvement and Goal 6 - School Climate.
Data Used to Form this Goal:
Report from GCC Human Resources, input from teachers and teacher observations.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Report from GCC Human Resources, sumative information from teacher observations

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 status and identify trends in data from formative and summative assessments of student progress in relation to state content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.	annual	Supt/CEO, Coordinator, Principal and teachers	Supplies, Clerical support			

team reviewing research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content 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. The school leadership team, staff, and the School Sit Council evaluate data to assist in the identification, selection, and planning of staff development activities. Site leadership, conferences, workshops or external consultants provide the site with data and professional development aligned to State Content Standards, assessment, and research-based instructional practices		Principal and teachers	workshops, conferences, consultants

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school leadership and the School Site Council ensure data analysis to analyze formative and summative data to provide information for professional development

Professional development provided to beginning teachers reflects a focus on at-risk students in an effort to close the achievement gap.

The administrative team reviews and analyzes data in regard to program accountability to determine next steps in order to improve achievement. This is accomplished through ongoing meetings between Supt/CEO, the Supt/CEO's designees, the principal, and site staff.

Classroom teachers are in the process of implementing the use of the Zoom: Data Director systems to store and analyze standards-based assessments to measure student growth.

HLA is one of six direct-funded ('independent') charter schools and these schools work collaboratively to share expertise, resources and provide sites with best practice professional development activities. | | School Site Council, BTSA support provider, Principal and Teachers | Supplies, Clerical support | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The staff development scope and sequence is based on the six categories of the California Standards for the Teaching Profession. Professional development sessions are designed to meet or exceed the State academic content standards and scaffold coverage of the CSTP objectives. Activities are designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the individual mastery of students in their class. The focus of professional development sessions is to improve the knowledge, skills, and mindsets of teachers and administrators concerning instructional practices that meet the needs of all students with a particular focus on ELD and Special Education populations. In addition staff members are actively trained on the use of student data to information instructional strategy.		Principal, lead teacher, and BTSA support provider	Supplies, Clerical support			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be taught protocols for the use of collaboration time. These sessions will be focused on the analysis of student data and close analysis of expected instructional outcomes as defined by state standards. The sessions will be aligned to State academic standards and pedagogical strategies backed by research. Further, the specific content of these sessions will be strategically determined as school wide analysis of data is conducted. Reinforcement of these practices will be provided by a comprehensive observation and feedback cycle that focuses on the co-investigation of classroom realities. Beginning teachers will receive additional support through the BTSA program		Principal, lead teacher, and BTSA support provider	Supplies, Clerical support			
The CSTP is the organizational framework for new and veteran staff development and, as such, there is a concerted focus on meeting the technological needs of teachers. Teachers will have access to individual laptops, internet, and necessary technology for the incorporation of multimedia into classroom instruction. There is a school wide rubric regarding the expectations around the use of instructional technology which helps guide professional development planning.		Administrative team and teachers	Supplies for portfolio project			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A technology specific rubric was created outlining the expectations around the use of technology in the classroom. Specific professional development around technical skill building and instructional strategies are pulled from the needs outlined within the technology rubric. Upon the successful development and completion of a technology portfolio teachers will be awarded a stipend.		Administrative team and teachers	Supplies for portfolio project			
Higher Learning Academy has formed a School Site Council that will be looking at school wide trends and data to determine the most strategic approach possible for professional development and the appropriate allocation of professional development budgets.		School Site council	Supplies, Clerical support			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers evaluated annually • General and Special Ed. teachers collaborate regularly to improve instructional practice, room environment, data analysis and strategies to meet the needs and increase achievement for students with specific needs. • Teachers attend professional development that address best practices to meet the needs of targeted students. • Annual "Back To School" and "Open House" events along with monthly events designed to bring families on campus after hours (ex. Black-History Month Performance, Winter Performance, and the Science and Invention Fair) • On-going communication between school site, home and community (ex. One-on-One meetings, and a weekly school newsletter) • Paraprofessionals will be evaluated regularly • Teachers utilize data to assess student progress and, when appropriate, refer students to SST Process	Ongoing	• Supt/CEO • Site Administrators • Teachers • Paraprofessionals	Professional Development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• The school will create a plan for every teacher to become Highly Qualified, as necessary • Assistance will be provided to teachers in order to become Highly Qualified, as necessary • Collaborations with the Sacramento County Office of Education and institutes of higher learning in order to ensure teachers' subject matter competence, as necessary • Where appropriate technology will be used to provide professional development for teachers and paraprofessionals.	Ongoing	• Supt/CEO • Site Administrators • Teachers • Paraprofessionals • Sacramento County Office of Education	professional development for teachers and paraprofessionals			

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

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	20,000.00
General Fund	128,300.00
Title I	122,250.00
Title II Part A: Improving Teacher Quality	25,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,500.00
4000-4999: Books And Supplies	27,000.00
5000-5999: Services And Other Operating Expenditures	7,000.00
None Specified	259,050.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	After School and Education Safety (ASES)	20,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,500.00
4000-4999: Books And Supplies	General Fund	7,500.00
5000-5999: Services And Other Operating	General Fund	2,000.00
None Specified	General Fund	116,300.00
4000-4999: Books And Supplies	Title I	15,500.00
None Specified	Title I	106,750.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	4,000.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	5,000.00
None Specified	Title II Part A: Improving Teacher Quality	16,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,500.00
Goal 2	93,500.00
Goal 3	8,050.00
Goal 5	7,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Numbers of members of each category:					

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

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 May 27,2010.

Attested:

David Patterson
_____
Typed Name of School Principal

_____
Signature of School Principal

_____
Date

Brandy Nunes
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date