

# The Single Plan for Student Achievement

**School:** Golden Gate Community School  
**CDS Code:** 07 10074 0730614  
**District:** Contra Costa County Office of Education  
**Principal:** Edward Brown  
**Revision Date:** October thru December 2016

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

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

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

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## School Vision and Mission

### Golden Gate Community School's Vision and Mission Statements

#### School Vision and Mission

The mission of the CCCOE Court and Community School is to ensure academic improvement and successful transition while promoting pro-social skills.

The goal of the Court and Community School Program including two Independent Study classes is to achieve the following Expected Student Learning Results (ESLRs):

Every student will be an/a:

- Academic Achiever
- Effective Communicator
- Technologically Literate Learner
- Responsible Citizen
- Self Directed Learner

## School Profile

The Golden Gate Community School is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. All students are considered "at risk" and are either expelled from their local school district or have behavioral or attendance issues. Classes are located in Martinez, Rodeo, Pittsburg, and Brentwood. Golden Gate Community School is a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities to at risk students.

The Golden Gate Community School is located at four sites throughout Contra Costa County. During the 2015-16 school year, 173 students were enrolled (61 fewer students than last year: a 34% drop). The average length of enrollment was 79 days. The student ethnicity groups included 45% percent African American, 13 percent White, and 35 percent Hispanic. Special education students made up 23 percent of the population and 19 percent were English language learners.

This school year, 2016-17, at the Golden Gate Community School, there is one class located in Martinez, one class in Rodeo, two classes in Pittsburg, and one in Brentwood. We have 1.0 FTE Independent study teacher who serves all of the Golden Gate sites. Each classroom has a 1 FTE certificated teacher and 1 PTE classified instructional assistant. In addition, the program has: 1 FTE certificated special education teacher, 1 PTE classified special education instructional assistant, 1 FTE classified Administrative Assistant, 1 FTE Social Worker, and 1 FTE Contra Costa County Probation Officer as well as 1.0 FTE principal.

The instructional day is 255 minutes with a focus on providing curricular and academic opportunities while modifying behavior. Our ultimate goal is to successfully transition students back to their home districts. Students take grade appropriate academic courses. Those in high school work on earning credits which are applied toward graduation. Students take the four core classes: English, math, science, and history. Students also participate in PE, art, and computer science.

We are in the process of aligning curriculum to the Common Core Standards with a focus our new math text: Big Ideas. We recently adopted the Big Ideas text and the teachers have been through multiple trainings on the curriculum. Additionally, we have on going training as part of implementation of the new curriculum. For those students who are below grade level, we use the Catch Up Math computer program as a supplemental resource to help improve their skills.

The ELA/ELD curriculum is directly linked to the Common Core standards for achievement, basic skills remediation, and the completion of credits. In our attempt to meet the needs of all learners, our program has a reading intervention program at each site called Reading Horizons. Reading Horizons is research based and proven effective in advancing struggling readers and English Language Learners. For the 2016-2017 school year, we are in the process of adopting a new English text book/curriculum. We are currently piloting the Prentice Hill text.

In an effort to address the students social and emotional needs, we have adopted the evidence based character development curriculum: Positive Action. This program has been demonstrated to reduce behavioral suspensions and increase attendance.

The Golden Gate Community School is in year five of Program Improvement. We revised our Local Educational Agency Plan (LEAP) and have correlated this plan to our WASC, Single Plan and LCAP in order to increase student engagement and learning.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **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).

During the 15-16 school year, multiple focus groups were conducted to help formulate our school goals for the Local Control Accountability Plan. Teachers, students, parents and stakeholders were surveyed. The goals that were formulated were in the area of behavior, curriculum and instruction, student attendance and school culture. These goals are aligned to WASC as well as the LCAP.

### **Classroom Observations**

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

Principals include classroom observations at least bi-monthly as a part of regular supervision. In addition, it is a required part of the teacher evaluation process.

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

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

In the 2015-16 school year, GGCS participated in the CAASPP test in English and math. In English, only 18% of our students met the standard, which is a 13% decrease from the previous year. In math, only 7% of our students nearly met the standard. Besides the CAASPP, we also use the Renaissance pre and post tests in reading and mathematics for initial placement and to measure progress in Reading and Math. In Reading we had a 21% increase and in Math, we had an 16% decrease. Additional information was gleaned from data disaggregated from the CA English Language Development Test (CELDT) for English learners. Our CELDT scores show that 63% of the students are advanced or early advanced.

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

We purchased Edmonds (testing assessment software) and are implementing the program this year. We will be developing new assessments as new State Standards aligned materials are adopted.

### Staffing and Professional Development

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

The state is transitioning to the requirements of the newly authorized Every Student Succeeds Act. (ESSA). Golden Gate teachers meet all current requirements.

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

All teachers have the appropriate credential. There are a variety of professional development opportunities that are offered throughout the year, including regularly scheduled meeting times for Professional Learning Community work, other workshops and staff training based on identified need.

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

Staff development has been based upon the Arts Integration curriculum and the implementation of said curriculum. All staff members participate in these trainings.

The agency requires trainings on Blood-Borne Pathogens, Emergency Procedures, Child Abuse Prevention, and Sexual Harassment.

All teachers have been trained on the use of Google Classroom and have been using it in their classrooms.

All staff had an overview training of Big Ideas last year and all teachers have had multiple training on the Big Ideas Curriculum.

On going Big Ideas training is scheduled throughout the year.

Trauma informed training is scheduled for spring

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

The County Office has content experts in math and English. These experts do training with our staff as the need arises. Teacher Induction coaches and new teacher mentors are available as needed.

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

Teacher collaboration takes place at each site once a month so that teachers can review data and plan for intervention strategies.

## Teaching and Learning

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

Textbooks are being reviewed and adopted to be aligned with Common Core.  
New textbooks are chosen according to the California Textbooks Adoption.  
Adoption/pilot of a new ELA text is in the process (2016/2017)  
Utilizing the Big Ideas math text/curriculum (2016)  
On going use of Reading Horizons computer based curriculum (January 2015)  
On going use of Positive Action behavior intervention curriculum (October 2015)  
On going use of Arts Integration as our curriculum model (2015)  
On going Staff training of the Arts Integration model to increase student engagement.  
Course descriptions are being reviewed for alignment and revision to the Common Core.  
The Course of Study is Board approved.

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

NA

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

NA

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

Each student is provided grade and ability appropriate math and English textbooks that are CCCOE Board approved.  
Teachers also use various materials to supplement and individualize the program such as CBI (Character Based Instruction) novels in English and Catch up math for math.  
We are phasing out the Longman curriculum as our designated ELD support materials.  
We are in the process of adopting a new ELA text with embedded supports.  
In addition, we have the computer based reading intervention program: Reading Horizons.

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

All our programs use K-8 SBE adopted textbooks and all high school textbooks are approved by the CCCOE Board of Education.

## Opportunity and Equal Educational Access

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

Differentiated instruction.  
Arts Integration Curriculum  
One-to-one and flexible grouping instruction.  
Special Education staff, instructional assistants and tutors provide additional assistance to teachers and individual support to the students.  
Pullout small group or individual assistance in reading with Reading Horizons Program  
Catch Up Math computerized program  
Position Action behavior intervention curriculum  
Odyessyware digital based/self paced courses

#### 14. Research-based educational practices to raise student achievement

We use research-based educational practices to raise student achievement such as small group instruction, integrated learning habits of mind, 3,2,1 bridge, thinking for understanding, observe reflect connect, and individualized instruction via Odesseyware.

#### Parental Involvement

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

Concurrent enrollment programs in community colleges and adult education.  
Work Ability services for job placement and training for all special education students  
Community Service hours available on Community School sites  
Program Probation Officer provides support and assistance to classroom setting.  
Counselor/Social Worker once a week at each school site  
At intake, all students must attend a teacher/parent conference to set up an individualized school program.  
Available Foster/homeless liaison at the County Office

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

Our School Site Council presently includes 2 students, 2 community members/parent, 2 teachers, one staff member and the principal;.

#### Funding

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

Behavior Intervention  
Reading Intervention  
Math intervention  
Tutoring  
Para-educators  
Social Worker/counselor  
Field trips  
Incentive programs  
College to Career Counselor

#### 18. Fiscal support (EPC)

The funding for this program comes from the Local Control Funding Formula, based on ADA and the number of targeted subgroups, and supplemented by Title I Part A, TUPE (Tobacco Use Prevention Education), the CPT2 grant which provides a career/college counselor, and Title II A (Teacher Quality), as needed.

### **Description of Barriers and Related School Goals**

Major barriers include:

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Prior adjudication, subject to gang influences, and often dealing with substance abuse issues  
Histories of truancy and academic failure  
Responsibility and demands of teenage parenting  
Lack of parent involvement  
High student mobility/transiency  
Multiple age, grade and ability levels in each classroom

Low self esteem/Inadequate socialization skills  
Lack of social skills and negative behavior issues in classrooms

School goals to address these barriers include:

Increasing academic proficiency in math and English  
Reading Horizons computer based program (Reading Intervention)  
Implementation of new math curriculum: Big Ideas  
After school tutoring by classroom teacher  
Positive Action (Behavior Intervention)  
Incentive and social skill programs: Golden Gate Challenge / Student of the Month / Attendance Awards program / Field trips  
Parent education and outreach available  
Staff development: Arts Integration Curriculum/program, Google classroom  
Computer teacher once a week at each site  
Art teacher once a week for 6 weeks twice a year  
Increase student engagement with use of Art Integration and technology  
Program Probation Officer  
Program Social Worker/Counselor  
Program College to Career Counselor



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	1	2	1	1	1	1	100.0	
Grade 7	14	10	14	10	13	9	100.0	
Grade 8	23	18	22	16	21	16	95.7	
Grade 11	31	24	22	17	22	17	71.0	
All Grades	69	54	59	44	57	43	85.5	

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	2458.5	*	0	*	7	*	21	*	64	*
Grade 8	2434.0	2424.8	0	0	0	0	23	13	73	88
Grade 11	2477.1	2452.4	0	0	14	6	27	24	59	71
All Grades	N/A	N/A	0	0	7	2	24	16	66	81

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	*	*	*	*	*	*	
Grade 7	0	*	46	*	54	*	
Grade 8	0	0	33	25	67	75	
Grade 11	5	6	45	35	50	59	
All Grades	2	2	40	28	58	70	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	31	*	69	*
Grade 8	0	0	19	19	81	81
Grade 11	5	0	32	12	64	88
All Grades	2	0	26	14	72	86

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	54	*	46	*
Grade 8	0	0	33	31	67	69
Grade 11	5	0	36	41	59	59
All Grades	2	0	40	30	58	70

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	46	*	54	*
Grade 8	0	0	38	25	62	75
Grade 11	5	0	50	41	45	59
All Grades	2	0	46	28	53	72

**Conclusions based on this data:**

1. Reading scores are more encouraging than math. 18% of students met or nearly met the standards in ELA. Our students traditionally do better in ELA. Our curriculum is reading intensive with supports for struggling readers.
2. Writing continues to be a challenge with 86% being below standard and 14% coming in above, at or near proficiency on the standard. Our students write every day but struggle with their writing skills because of their large gaps in school attendance.
3. Research/Inquiry has 72% below standard and 28% above, at or near proficiency. Research is something new to our students with the adoption of common core standards. As the years progress, our students should improve.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	1	2	1	1	1	1	100.0	
Grade 7	14	10	13	10	11	10	92.9	
Grade 8	23	18	22	16	21	16	95.7	
Grade 11	31	24	22	17	18	17	71.0	
All Grades	69	54	58	44	51	44	84.1	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	2375.7	*	0	*	0	*	15	*	69	*
Grade 8	2391.4	2387.8	0	0	0	0	5	6	91	94
Grade 11	2400.6	2407.1	0	0	0	0	0	6	82	94
All Grades	N/A	N/A	0	0	0	0	7	7	81	93

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	9	*	91	*
Grade 8	0	0	5	6	95	94
Grade 11	0	0	0	6	94	94
All Grades	0	0	4	7	94	93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	45	*	55	*
Grade 8	0	0	24	25	76	75
Grade 11	0	0	22	18	72	82
All Grades	0	0	29	20	69	80

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*	*	*	*	*	*
Grade 7	0	*	9	*	91	*
Grade 8	0	0	10	19	90	81
Grade 11	0	0	22	6	72	94
All Grades	0	0	16	11	82	89

**Conclusions based on this data:**

1. 93% of our students have not met the standards in math. Part of the reason is the new testing model and part of the reason is that our students historically struggle with math. We are implementing a new math curriculum which is aligned to the common core state standards.
2. Our students struggled with Concepts and Procedures with 93% testing below standard.
3. Problem Solving and Modeling/Data Analysis was a relative strength with 20% of students scoring At or Near Standards.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7						***	***		***						
8						***	***		***	***					
9	10			30		***	60					***			
10						57	75		43	25					
11	***		***	***		***									
12	***														
<b>Total</b>	14		5	19		58	57		32	10		5			

#### Conclusions based on this data:

1. 58% of our students fall into the Early Advanced range and 32% fall into the Intermediate proficiency level
2. Only 5% of our students are Advanced and 5% are Early Intermediate.
3. We have no students in the Beginning proficiency level.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7						***	***		***						
8						***	***		***	***					
9	10			30		75	60	***				25			
10						57	75		43	25					
11	***		***	***		***									
12	***														
<b>Total</b>	14	12	5	19	36	60	57	100	30	10	16	5			

#### Conclusions based on this data:

1. 90% of the students scored Intermediate or Early Advanced.
2. There are no ELL students scoring in the beginning range.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Increased student learning</b>
<b>LEA GOAL:</b>
Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>SCHOOL GOAL #1:</b>
Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>Data Used to Form this Goal:</b>
Graduation rates SBAC/CAASPP data Local pre and post test data CELDT data
<b>Findings from the Analysis of this Data:</b>
The number of students completing high school graduation requirements decreased from 9 to 6. The second year of SBAC/CAASPP data revealed that only 18% of students met or nearly met the standards in ELA. The most difficult area was writing with 86% of students below standards. In math only 7% of the students nearly met the standard while 93% did not. Local data pre to post test learning gains show that 21% of students increased scores in Reading. In Math there was an 16% drop. CELDT data reported that 63% of students scored Advanced or Early Advanced a 15% increase. There were no beginning English learners.
<b>How the School will Evaluate the Progress of this Goal:</b>
Summative assessment (CAASPP) data will be reviewed yearly. Formative assessment data will be reviewed at regular teacher meetings throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development for all staff on effective strategies to improve learning and Arts Integration	July 2016 - June 2017	Ed Brown	Conferences and staff development activities 323	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	29432
			Instructional Materials & Supplies to support the implementation of new strategies 323	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	17500
Field Trips to local Community Colleges to expose students to higher education / training opportunities twice per year	Aug 2016 - June 2017	Ed Brown	No Cost	None Specified	None Specified	0
Instruction supplies and technology to increase learning and enrich the academic program.	July 2016 - June 2017	Ed Brown	Computer technology, software, and instructional supplies to include IS software	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10000
Support staff to provide additional educational support in the classroom and after school	July 2016-June 2017	Alina Grace Andrew Keel James Sowers Laurel Nicholson Elmer Utal	Six instructional Assistants	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	67544
			Benefits	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	61608



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate ongoing Program Improvement activities, trainings, meetings, etc.	July 2016 to June 2017	Ed Brown	5% of salary 327	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	6319
			Benefits 327	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	1900
Implement Google Classroom at all sites	Sept 2016 - June 2017	Ed Brown	No Cost	None Specified	None Specified	0
Provide after school tutoring and/or enrichment services to increase student engagement and achievement	Aug 2016-June 2017	Ed Brown	Supplemental Educational Service (SES) provided by our teachers after school, students activities and/or other intervention or enrichment services	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	30000
			Classified salaries	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	10000
			Benefits for staff	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	10000
			Supplies and postage	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	6313
			Contracts for services with outside agencies	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	15000

## 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:

<b>SUBJECT: School Culture and Engagement</b>
<b>LEA GOAL:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.
<b>SCHOOL GOAL #2:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.
<b>Data Used to Form this Goal:</b>
Number of students who meet the district requirements of their transition plan. Number of students who meet the personal goals of their Individual Learning Plan. Decrease in the number of truant students. Reduction in the number of suspension and behavior referrals.
<b>Findings from the Analysis of this Data:</b>
Suspensions were reduced by 7% from 23% to 16%.. Behavior Referrals decreased from 12% from 33% to 21%. Attendance rate increased by 4% from 76% to 80% Truancy rate decreased by 1% from 56% to 55% Chronic Absenteeism rate went down by 6% from 71% to 65%
<b>How the School will Evaluate the Progress of this Goal:</b>
Review state tests results yearly and local tests quarterly. Create individual lessons for students by need. Monitor suspension/attendance rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training and support for instructional staff regarding the identification and use of alternatives to suspension/classroom removals and to better engage the students.	November 2016 to June 2017	Trainers TBD	Training for staff 323	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional supplies and technology to enrich life skills/social skills and transition program	July 2016- June 2017	Ed Brown	Computers and instructional supplies	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5000
Continue to use Pro Social Skills Curriculum	July 2016-June 2017	Ed Brown	Purchase Positive Action	None Specified	None Specified	0
Music/Art workshops	Sept 2016 -June 2017	Ed Brown	Art/Music classes at each site twice a week	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4200
Attendance awards and incentives program	July 2015-June 2016	Ed Brown	Incentives for student achievement	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	4000
Provide Social Worker to help students transition, and help with social emotional issues.	August 2016- June 2017	Administration	Social Worker	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected	89229 46243
Educational Field Trips	July 2015-June 2016	Ed Brown Teachers	Field trips to colleges, art exhibits and events, historical locations and other points of interest	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	5000

## 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:

<b>SUBJECT: Parent Involvement</b>
<b>LEA GOAL:</b>
Foster respectful and collaborative school cultures that promote student's social emotion well-being and increased engagement.
<b>SCHOOL GOAL #3:</b>
Promote parent involvement and build the skills and capacity of parents.
<b>Data Used to Form this Goal:</b>
Percent of parents who participate in student meetings and school events. Percent of positive feedback from the annual survey and evaluations from parent trainings.
<b>Findings from the Analysis of this Data:</b>
Attendance by parents recorded at transition meetings Satisfaction of parents on training activities for parents
<b>How the School will Evaluate the Progress of this Goal:</b>
Attendance records will be kept for transition meeting attendance throughout 2016-2017 Satisfaction surveys and evaluation will be given to parents and the outcomes recorded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate with parents in order to have them involved in their student's education	July 2016 - June 2017	Ed Brown	Mailings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent workshops / trainings to increase parent knowledge and participation.	July 2016 - June 2017	Ed Brown	Parent trainings on improving parenting skills 326	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3000
School Events to promote a sense of community	July 2016 - June 2017	Teachers and Administration	School functions, such as school athletic and academic challenges as well as parent/student events like our pancake breakfasts.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1500

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement</b>
<b>SCHOOL GOAL #1:</b>
Provide district office coordination to the school sites and to the principals, in order to assist with the implementation of identified school goals and to ensure that all accountability requirements are met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Test materials ordered and disseminated to school sites  Training provided to all site test coordinators and principals  Oversight of Title I Budgets and authorization of all expenditures  Provide assistance to each TI school in the development of their Single Plan for Student Achievement (SPSA)  Compilation and dissemination of accountability reports  Submission of Consolidated Application and all other required reports  Assistance with the development of each School's Accountability Report Cards (SARCS)	July 2016 - June 2017	Lindy Khan	Administrator 3% set-aside          Benefits	1000-1999: Certificated Personnel Salaries       3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected       Title I Part A: Basic Grants Low-Income and Neglected	6604          1982

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Oversight of Teacher Support Budgets and dissemination of funds to assist with teachers becoming highly qualified	July 2016 - June 2017	Lindy Khan	Funds to access VPSS Training	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5694
Coordinate with McKinney-Vento Homeless and Foster Youth Liaison to ensure services are provided to eligible youth	July 2016 - June 2017	Lindy Khan	Homeless 1% set-aside	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4141
			Employee benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2459
			Foster Youth 2% set aside	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	9744
COE indirect support	July 2016 - June 2017	Lindy Khan	Indirect costs	7000-7439: Other Outgo	Title I Part A: Allocation	55530

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	125,548.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	77,544.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and	119,751.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	25,313.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	24,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,500.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	3,500.00
4000-4999: Books And Supplies	Title I Part A: Professional Development (PI	17,500.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	2,500.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	29,432.00



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	372,356.00
Title I Part A: Parent Involvement	5,000.00
Title I Part A: Professional Development (PI Schools)	49,432.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	125,548.00
2000-2999: Classified Personnel Salaries	77,544.00
3000-3999: Employee Benefits	119,751.00
4000-4999: Books And Supplies	44,313.00
5000-5999: Services And Other Operating Expenditures	30,200.00
5800: Professional/Consulting Services And Operating	29,432.00
None Specified	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	265,616.00
<b>Goal 2</b>	156,172.00
<b>Goal 3</b>	5,000.00

## 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
Ed Brown	X				
Tera Upstad -GGCS		X			
Rhonda Dunning		X			
James Sowers			X		
Ariane Sackheim				X	
Mr. Crane					
Jasmine Garcia					X
Shanice Wingfield					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 21, 2016 via e-mail. .

Attested:

Edward Brown

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Terra Upstad

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date