

Bowling Green Charter School

School Name



2014-15 School Development and Improvement Plan

**Sacramento City Unified School District
Strategic Plan Framework**

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

Proficiency for all students by:

- Nurturing critical thinkers with a passion for learning.
- Guiding students to be caring and culturally aware.
- Developing confident individuals who apply Lifeskills and become well rounded, proactive members of society.

Mission:

Staff will reach our vision by:

- Providing a rigorous, standards based curriculum that includes thematic, project based learning.
- Ensuring all teachers are delivering highly effective instruction which includes, but not limited to, data driven planning and instruction, differentiated strategies, high levels of engagement, consistent use of academic language, incorporating a variety of learning modalities.
- Reflecting on data and collaborating to plan effective strategies that provide consistent instruction within and across grade levels.
- Developing a culture of high expectations for student learning and accountability for all staff members.
- Supporting and encouraging a culture of showing respect, making good decisions, and problem solving.

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	Indicator	Metric	Measurement			
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST "proficiency" in ELA		2012-13	2013-14	2014-15 Target
			Schoolwide	41%		
			Black or African American	44%		
			American Indian or Alaska Native	25%		
			Asian	45%		
			Filipino	71%		
			Hispanic or Latino	39%		
			Native Hawaiian or Pacific Islander	5%		
			White	52%		
			Two or More Races	67%		
			Socioeconomically Disadvantaged	41%		
			English Learners	30%		
Students with Disabilities	30%					

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
				2012-13	2013-14	2014-15 Target	
		CST “proficiency” in Math		56%			
			Schoolwide	56%			
			Black or African American	42%			
			American Indian or Alaska Native	50%			
			Asian	69%			
			Filipino	71%			
			Hispanic or Latino	56%			
			Native Hawaiian or Pacific Islander	37%			
			White	63%			
			Two or More Races	58%			
			Socioeconomically Disadvantaged	56%			
			English Learners	54%			
		Students with Disabilities	42%				
		“Proficiency” in Science			2012-13	2013-14	2014-15 Target
			Schoolwide	27%			
			Black or African American	27%			
			American Indian or Alaska Native				
			Asian	50%			
			Filipino	67%			
			Hispanic or Latino	21%			
			Native Hawaiian or Pacific Islander	0%			
			White	20%			
Two or More Races	100%						
Socioeconomically Disadvantaged	27%						
English Learners	19%						
Students with Disabilities	67%						

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			2012-13	2013-14	2014-15 Target	
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*		N/A		
K-2 Literacy Assessment (Team desires to move to PK-12)			N/A			
3. 21st Century Skills	Student Guide to Success (pending)		N/A			
ENGAGEMENT	4. Attendance	Chronic absenteeism		3.79%		
		Staff attendance	Certificated	96.58%		
			Non-Certificated	90.32%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
	5. School Connectedness	School Environment (staff, students, families)	N/A
		School Communication (staff, students, families)	N/A
		School Achievement (staff, students, families)	N/A
	6. Social-Emotional Learning	Information on the five indicators	
		Suspension Rate	suspension rate per 100 students Percent of school year missed (in days) from suspensions
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3 29.29%
			Grd. 4 76.92%
			Grd. 5 40.48%
			Grd. 6 48.19%
		CST "catch-up/keep-up" in Math	Grd. 3 51.52%
			Grd. 4 53.16%
			Grd. 5 50.00%
			Grd. 6 45.78%
		CST "catch-up/keep-up" in Science	
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3 29.17%
			Grd. 4 79.41%
			Grd. 5 40.00%
			Grd. 6 46.05%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	51.04%			
			Grd. 4	50.72%			
			Grd. 5	53.33%			
			Grd. 6	44.74%			
		CST Cohort Performance in Science (2+ consecutive years at site)					
		Achievement Gap Performance CST ELA			Number Taken	Percent Passed	Gap
			White	27	51.85%	N/A	
			African-American	78	43.59%	8.26%	
			Asian	74	45.95%	5.91%	
			Hispanic/Latino	332	38.55%	13.30%	
			American Indian	4	25.00%	26.85%	
			Filipino	7	71.43%	-19.58%	
			Pacific Islander	19	5.26%	46.59%	
			Two or more ethnicities	12	66.67%	-14.81%	
			Non-Special Ed	500	41.60%	N/A	
			Special Ed	53	32.08%	9.52%	
			Non-ELL	186	47.31%	N/A	
			ELL	319	30.41%	16.90%	
			Non-Foster Youth	586	40.51%	N/A	
			Foster Youth	5	60.00%	-19.49%	
Non-FRPL							
FRPL	553	40.69%	N/A				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	27	62.96%	N/A
			African-American	78	41.03%	21.94%
			Asian	74	70.27%	-7.31%
			Hispanic/Latino	333	56.16%	6.81%
			American Indian	4	50.00%	12.96%
			Filipino	7	71.43%	-8.47%
			Pacific Islander	19	36.84%	26.12%
			Two or more ethnicities	12	58.33%	4.63%
			Non-Special Ed	501	57.09%	N/A
			Special Ed	53	43.40%	13.69%
			Non-ELL	187	52.41%	N/A
			ELL	319	54.23%	-1.83%
			Non-Foster Youth	586	55.12%	N/A
			Foster Youth	5	40.00%	15.12%
			Non-FRPL			
			FRPL	554	55.78%	N/A
8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"					

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		AP/IB Courses "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Enrollment	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
			Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		UC/CSU On-Track Catch-up and Keep-Up		N/A	
		UC/CSU On-Track "Cohort Performance"		N/A	
		Achievement Gap UC/CSU On Track		N/A	
		Literacy "Catch-up and Keep Up"		N/A	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	767	774	5	7	Yes	773	764	5	-9	No					
Black or African American	749	741				740	736								
American Indian or Alaska Native															
Asian	809	805	A	-4	Yes	806	825								
Filipino		897				898									
Hispanic or Latino	754	768	5	14	Yes	767	757	5	-10	No					
Native Hawaiian or Pacific Islander		757				757	616								
White	780	780				780	813								
Two or More Races	812	752				753									
Socioeconomically Disadvantaged	763	774	5	11	Yes	773	764	5	-9	No					
English Learners	764	780	5	16	Yes	779	749	5	-30	No					
Students with Disabilities	703	717				715	702								

Adequate Yearly Progress (AYP) Components – Bowling Green Charter School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	100	Yes		99	Yes					100	Yes	SH	99	Yes				
Black or African American	100	--		99	--					100	--		99	--				
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes	ER	100	--					100	Yes	ER	100	--				
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes		100	Yes					100	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	92	--		94	--					92	--		94	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		99	Yes					100	Yes		99	Yes				
English Learners	100	Yes		100	Yes					100	Yes		100	Yes				
Students with Disabilities	97	--		97	--					97	--		97					

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Bowling Green Charter School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	44.1	No		42.4	No					59.4	Yes	SH	58.1	No				
Black or African American	44.3	--		46.5	--					54.1	--		43.7	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	49.4	Yes	SH	51.4	--					66.2	No		73.6	--				
Filipino	72.7	--		--	--					81.8	--		--	--				
Hispanic or Latino	40.6	No		38.6	No					58.4	Yes	SH	58.1	No				
Native Hawaiian or Pacific Islander	33.3	--		7.7	--					41.7	--		30.8	--				
White	57.1	--		58.3	--					57.1	--		70.8	--				
Two or More Races	63.6	--	N/A	--	--					63.6	--	N/A	--	--				
Socioeconomically Disadvantaged	44.1	No		42.4	No					59.4	Yes	SH	58.1	No				
English Learners	43.0	No		36.2	No					61.6	Yes	SH	57.8	No				
Students with Disabilities	42.6	--		32.1	--					51.9	--		53.2	--				

Adequate Yearly Progress (AYP) Components – Bowling Green Charter School (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010-11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	767	Yes		773	No						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Bowling Green Charter School

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets

ES: ELA: 100% / Math: 100%

MS: ELA: 100% / Math: 100%

HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

SDIP process was introduced to staff and parents through staff meetings and School Site Council meetings.

Joint Leadership Committee:

- Developed vision and mission statements
- Analyzed data
- Identified big ideas
- Determined priority goals
- Began writing action plans

Grade level teams met to determine needs and develop action plans

Joint Leadership Committee and administrators combined input from grade levels to finalize school wide action plans

SDIP with action plans and budget presented to School Site Council for review and approval

Parent Involvement Policy was drafted with input from School Site Council and presented to staff

Staff recommendations for revision to Parent Involvement Policy were presented to parent representatives of SSC for approval

Big Messages

From our analysis of current school context, the following BIG messages were identified:

CST and Site Data

3rd and 5th grades need support in both ELA and Math

In ELA, Reading Comprehension and Writing Strategies need improvement school wide

We need to better prepare students to be successful in number sense in intermediate, specifically 5th and 6th

We are gradually closing the achievement gap in ELA for our African American, Asian, and Latino students

We are not closing the achievement gap for our EL and Special Education students

Our attendance rate is 96%

Our suspension rate has remained minimal with only 5 suspensions for the 12-13 school year

We failed to meet API goals in overall and with subgroups

Priority 1:	Improve student achievement across all content areas and for all subgroups.
Priority 2:	To improve and standardize the quality of teaching and its impact on student learning through data analysis and collaboration.
Priority 3:	

Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
\$91,872 McCoy \$67,337 Chacon	\$591,408 McCoy \$449,448 Chacon	\$147,852 McCoy \$112,362 Chacon			

**Parent Engagement and Partnership Activities
To Reach School Priority Goal**

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track of graduate college and career ready.

Sub Goal 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.

Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD

Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

Whole School Priority #1

Priority Goal 1	Improve student achievement across all content areas and for all subgroups.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring		
Improve number sense across all grade levels by developing a strong conceptual understanding of math and ensuring mastery of skills. Including the use of small group intervention, supplemental materials, and i-Ready web based program.	Teachers, para-professional staff, after school program, training specialist, administrators, resource teacher	Chacon: LCFF F/R: \$210,870 LCFF EL: \$56,150 Title 1: \$28,761 McCoy: LCFF F/R: \$78,235	1.2	Int 1 B2 scores and classroom assessments designed to measure CCSS objectives.	Encourage participation in after school programs and tutoring. Communicate student progress in math during conferences. Provide strategies for assisting students at home with parent meetings, Connect-Ed, home visits, conferences, and newsletters. Provide information regarding opportunities to learn about CCSS.	Academic Conferences JLC and SSC Student work and interim assessments		
				Int 2 By December scores for NS will increase by 10% as measured by B2 or classroom assessments.				
				End By March scores for NS will increase by 20% over baseline as measured by B3 or classroom assessments.				

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Improve student literacy through the use of: differentiation, Project GLAD strategies, high interest materials such as science and social science, tutoring, after school / extracurricular opportunities, CSR, intervention specific materials, project based learning, small group instruction,structured ELD instruction, summer school, fluency instruction, a staffed library, and technology.	Teachers, administrators, paraprofessionals, intervention teachers, after school program, library media tech, Resource teachers, training specialists	Chacon: Title 1: \$28,759 LCFF F/R: \$230,578 LCFF EL: \$53,656 McCoy: Title 1: \$37,299 LCFF F/R: \$343,173 LCFF EL: \$116,852	1.1	Int 1 By December Benchmark 2 and Embedded assessments will improve by 10%	Provide locations of libraries to parents. Provide support to encourage reading at home. Provide information in primary languages as needed. Encourage participation in after school programs and tutoring. Provide information regarding opportunities to learn about CCSS.	Administrator observations. JLC and Steering Committees will monitor assessment data. Common planning time agendas and minutes. Grade levels will meet with administrator for academic conferences after each Benchmark assessment.
				Int 2 By March Benchmark 3 and Embedded assessments will improve by 20%		
				End By June data will be analyzed and new goals will be created.		
Improve student achievement by increasing family involvement in school events and support family engagement with student learning through the use of family handbooks, meetings, trainings, translations, interpreting,and social functions.	Teachers, paraprofessional staff, administrators, outside vendors.	Chacon: Title 1: \$3,083 LCFF/EL: \$650 McCoy: Title 1: \$2,842 LCFF F/R: \$15,000 LCFF EL: \$20,000	3.1	Int 1 Number of parents attending conferences and participating in family events.	Provide opportunities for parent leadership roles. Invite families to participate in school committees. Create a welcoming environment by allowing opportunities for social interaction with families and staff.	Agendas, minutes, and sign in sheets for meetings. Surveys Attendance at family events, and parent conferences

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 Number of family members volunteering at school events and in classrooms.		
				End 96% average attendance rate and increased participation in year end events.		
Improve student mastery of writing applications, conventions, and strategies by increasing opportunities for writing across all content areas, providing teacher coaching, and examining student work using common rubrics.	Teachers, paraprofessional staff, training specialists, and administrators, consultants	Chacon: LCFF EL: \$1.906 McCoy: Title 1: \$51,731	1.1	Int 1 By December improve WC and WS scores by 10% on B2	Provide feedback to families by sharing student work, rubrics, and exemplars. Communicate progress on Benchmark assessments in Written Conventions and Writing Strategies.	CPT and DI Academic Conferences JLC and SSC Student work and interim assessments
				Int 2 By March improve WC and WS scores by 20% on B3		
				End By June the data will be analyzed and new goals will be created.		
Provide social emotional support to increase student achievement as well as resources and training for staff to implement strategies that will increase engagement for struggling students in a positive learning environment.	Teachers, Youth and Family Center staff, Social Worker, district staff, and administrators	Chacon: McCoy: LCFF F/R: \$115,000	2.2	Int 1 By November, small groups will be organized and meeting with Social Worker.	Connect with families of students requiring additional support to provide resources to community services.	Number of students involved in group activities Referrals to SST meetings Discipline data Surveys

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 By March, student groups will be actively engaged in peer mediation.		
				End By June, discipline referrals will be decreased overall as compared to previous years' data.		

Whole School Priority #2

Priority Goal 2	To improve and standardize the quality of teaching and its impact on student learning through data analysis and collaboration.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Analyze Benchmarks, CELDT, CST, and formative assessment data, and student work to determine where improvement is most needed, using Data-Feedback-Strategy (D-F-S) in collaborative teams. Use the data to drive Common Planning agendas.	Teachers, training specialists, administrator	Chacon LCFF F/R: \$8,000	1.3	Int 1 By December hold Academic Conferences. Teachers will meet at least twice per month for CPT.	Grade level and school wide data shared with Steering Committee and ELAC. Individual student data communicated to families during conferences and home visits. Provide information in primary languages as needed.	Administrators will monitor CPT. JLC and Steering Committees will monitor assessment data. Grade levels will meet with administrator for academic conferences after each Benchmark assessment.
		McCoy LCFF F / R: \$10,000 LCFF EL: \$5,000		Int 2 By March second Academic Conferences will be completed and all grade levels will have analyzed student work using DI		
				End By June evaluation of DI process, and CPT. Use data to plan for 2014-15 action plan.		
Provide PD and leadership to support differentiated instruction, balanced literacy, thematic units, GLAD, planning for rigor with high levels of cognition, and transition to use of Common Core State Standards.	Teachers, training specialists, administrator, vendors, contractors.	Chacon Title 1: \$6,734 McCoy LCFF F/R: \$30,000 LCFF EL: \$6,000	1.1	Int 1 By November training specialists will begin working with teachers	Communicate to families the purpose and progress of PD and how it relates to improved student achievement. Provide opportunities for families to learn about CCSS.	CPT agendas JLC and Steering Committees will monitor student assessment data

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 By January teachers will have received training / coaching with GLAD as needed, training specilaists, and district CCSS.		
				End By June leadership will evaluate progress and plan for 2014-15		

Whole School Priority #3

Priority Goal 3	
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 1		

School Site Council Membership: Bowling Green Charter School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jack Kraemer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ricardo Martinez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrique Valladares	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teri Ha	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Torngren	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Araceli Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Enriques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yolanda Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Margaret Rund	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chuck Snyder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Susan Gibson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Phillips	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Fong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kia Vang	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Tell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lue Thao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tameshia Hayes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Von En	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Ngo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Porsche Bowens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	2	7	1	10	

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.

**Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Recommendations and Assurances**

School Bowling Green Charter
School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law
2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)
 - English Learner Advisory Committee (ELAC)
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (list)
4. This School Development and Improvement Plan is based upon 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
5. This School Development and Improvement Plan was adopted by the Schoolsite Council on:

Attested:

Susan Gibson (McCoy Academy)/ Jack Kraemer
(Chacon Academy)

Typed Name of School Principal



Signature of School Principal

6-11-14

6/11/14
Date

Ricardo Martinez(Chacon) / Cindy Day (McCoy)

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date
6/13/14

Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Bowling Green Charter
 School

Programs and Resources included in the School Development and Improvement Plan:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input type="checkbox"/> Title I (Targeted Assistance) (including carryover)
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner
<input type="checkbox"/> Program Improvement (PI)
<input type="checkbox"/> Discretionary Block Grant (Carryover) | <input type="checkbox"/> QEIA (Quality Education Investment Act)
<input type="checkbox"/> Art, Music and PE Grant (Carryover)
<input type="checkbox"/> Arts & Music Grant (Carryover)
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants: |
|--|---|

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Ricardo Martinez(Chacon) / Cindy Day (McCoy)

SSC Chairperson's Name Typed

6/11/14

Date

 Ricardo A. Montez

SSC Chairperson's Signature

Sara Gilbert (Chacon) / Amelia Zambrano (McCoy)

ELAC Chairperson's Name Typed

6/13/14

Date




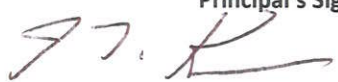
ELAC Chairperson's Signature

Susan Gibson (McCoy Academy)/ Jack Kraemer (Chacon Academy)

Principal's Name Typed

6/11/14

Date

Principal's Signature