

The Single Plan for Student Achievement

School: Bowling Green Charter School
CDS Code: 34-67439-6033799
District: Bowling Green Charter
Principal: Susan Gibson (McCoy Academy)/Jack Kraemer (Chacon Academy)
Revision Date: 1/28/15

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: Susan Gibson/Jack Kraemer (Chacon Academy)
Position: Principal
Phone Number: (916) 433-5426/(916) 433-7321
Address: 4211 Turnbridge Drive (McCoy Academy)/6807 Franklin Blvd. (Chacon Academy)
Sacramento, CA 95823
E-mail Address: Susan-Gibson@scusd.edu (McCoy Academy)/Jack-Kraemer@scusd.edu (Chacon Academy)



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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

The mission is proficiency for all children.

Enrollment at our charter school totaled 840 students for the 2014-15 school year. Bowling Green offers two small learning communities: Chacon Language & Science Academy and The McCoy Academy of Excellence. Students are admitted on a first come, first served basis and must complete a reservation form annually. The school's attendance area covers the entire state. Students enrolled in the Center for Physically and Health Impaired (PHI) need a Special Education IEP.

Bowling Green has been a charter school since 1993. The school's charter governs the school. As a charter school, Bowling Green is exempt from most state laws governing schools. Bowling Green, however, must still meet state academic standards and participate in the statewide testing program.

The Ken McCoy Academy for Excellence focus is on Looping and the Chacon Language and Science Academy focus is on an Immersion program and a conversational Spanish program. The Physically and Health Impaired will continue to serve students with special physical needs.

Both learning communities focus on the development of a balanced rigorous curriculum and the development of social character. The social skills curriculum includes teaching students how to resolve conflict, how to live by the five school rules, how to live by a set of Lifeskills, how to live by a basic set of Lifelong Guidelines, and how to believe that if you work hard you can get smarter. We believe that smart is something you become. It is not something you have when you are born. Teachers support students by providing them a safe learning environment. Students are expected to meet Common Core State Standards and 5th Grade California State Standards for science. The Brain Compatible approach takes into consideration different learning styles. Teachers use Blooms Taxonomy to plan instruction. Students are moved from knowledge to higher order thinking by having them prove and disprove their responses.

Having confidence is the first step in getting smarter. The next step is effective effort, which is more than just working hard. Working hard can get you nowhere. Effective effort, however, will get you somewhere. Effective effort is characterized by:

- 1) tenacious engagement with what you are doing,
- 2) use of feedback from a continuous data stream, and
- 3) ongoing strategizing based on the feedback.

Then you will get smarter! That's what our charter school is all about: getting smarter!

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	764	768	768
African American	736		
American Indian			
Asian	825		
Filipino			
Hispanic	757		
Pacific Islander	616		
White	813		
Socioecon Disadvantaged	764		
English Learners	749		
Students w/ Disabilities	702		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1			6	8	29	41	35	49	71
1	5	7	11	16	27	39	12	17	14	20	69
2			3	4	31	40	27	35	17	22	78
3	2	3	8	10	34	43	28	35	8	10	80
4	4	6	13	20	36	56	6	9	5	8	64
5	4	8	17	33	25	49	3	6	2	4	51
6	1	2	19	33	26	46	5	9	6	11	57
Total	17	4	71	15	185	39	110	23	87	19	470

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	340	340	340	340	340
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	340	357	72		
# Met AMAO	236	78	22		
% Met AMAO	69.4%	21.8%	30.6%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	365	365	365	365	365
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	365	358	102		
# Met AMAO	141	34	35		
% Met AMAO	38.6%	9.5%	34.3%		

Title III	2013 - 2014				
-----------	-------------	--	--	--	--

	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	388	388	388	388	388
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	388	344	123		
# Met AMAO	198	39	40		
% Met AMAO	51.0%	11.3%	32.5%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	764		749		764			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		9.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.94%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	0.5							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			9.3%					
	API	Maintain: ALL, EL, SES until API is revised	764		749		764			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

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

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

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

Action 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.

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

Action 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.

Action 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.

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

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

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	185355	0.00
LCFF F/R	417288	0.00
LCFF LEP	104322	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 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.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #1:
Improve student achievement across all content areas and for all subgroups.
Data Used to Form this Goal:
Content specific assessment, CELDT, i-Ready diagnostic and progress monitoring, SRI, and curriculum embedded assessment.
Findings from the Analysis of this Data:
Progress is uneven and inconsistent across content areas and across subgroups.
How the School will Evaluate the Progress of this Goal:
Re-assess to provide data regarding progress.
Parent Engagement Activities Related to this Goal:
Increase family involvement in school events using handbooks, parent meetings, translations, social functions, continue to support Student Support Center and focus on maintaining 95% attendance.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Supports the need for intervention and accelerated progress across all subgroups to reduce and eventually eliminate discrepancies in assessment data.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
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, technology, and i-Ready web based program.	Teachers, paraprofessionals, after school staff, training specialist, administrators, resource teacher, instructional aides	Chacon: Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	Title I Part A: Allocation	29,981	SWD	Success Criteria: Increase in mid-year scores for NS by 10%+ and year-end scores by 20%+ over beginning of year baseline from available benchmarks and classroom assessments in CCSS. Monitoring: Academic Conferences, JLC, SSC, CPT agendas, assessments data, student work, and administrator observations.
		Chacon: Teacher extended day, Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	LCFF F/R	87,200	SWD	
		Chacon: Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	LCFF LEP	20,300	EL	
Improve student literacy through the use of: differentiation, Project GLAD strategies, high interest materials such as science and social science, supplemental material, tutoring, after school / extracurricular opportunities, CSR, intervention specific	Teachers, administrators, paraprofessionals, intervention teachers, after school staff,	McCoy: Instructional aide support	Title I Part A: Allocation	3844	SWD	Success Criteria: Increase in mid-year scores by 10%+ and year-end scores by 20%+ over beginning of year
			LCFF F/R	30151	SWD	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
materials, project based learning, small group instruction, structured ELD instruction, summer school, fluency instruction, a staffed library, and technology.	library media technician, Resource teachers, training specialists, instructional aides	McCoy: EL Resource Teacher	LCFF LEP	55286	EL	baseline from available benchmarks and classroom assessments in CCSS. Monitoring: Academic Conferences, JLC, SSC, CPT agendas, assessment data, student work and administrator observations.
		Chacon: Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	Title I Part A: Allocation	29,979	SWD	
		Chacon: Teacher extended day, Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	LCFF F/R	87,200	SWD	
		Chacon: Instructional aide support, Supplemental textbooks and instructional materials, Instructional technology	LCFF LEP	20,300	EL	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
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, paraprofessionals, administrators, outside vendors, instructional aides	McCoy: Conference fees, duplicating costs, postage	Title I Part A: Allocation	3263	SWD	Success Criteria: Strong attendance at conferences, workshops, and family events, Monitoring: Agendas, minutes, sign in sheets, and surveys.
		McCoy: translators	LCFF LEP	4436	EL	
		Chacon: Translators, Parent Training, Conference Fees	Title I Part A: Allocation	3,422	SWD	
		Chacon: Parent Training, Conference Fees, Child Sitter	LCFF F/R	2,000	SWD	
		Chacon: Parent Training, Conference Fees, Child Sitter	LCFF LEP	2,000	EL	
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, paraprofessionals, training specialists, and administrators	McCoy: Literacy Coach and training fees	LCFF F/R	48270	SWD	Success Criteria/Monitoring: Student work, Observations, Academic Conferences, and Coaching and Training Specialist feedback
Provide social emotional support to increase student achievement as well as resources and training for staff to implement strategies that will increase	Student Support Center Staff, administrator, community	McCoy: School Social Worker	Title I Part A: Allocation	88635	SWD	Success Criteria/Monitoring: Behavior referrals, Outside counseling

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
engagement and attendance rates in a positive learning environment.	resources	McCoy: School Social Worker	LCFF F/R	9849	SWD	referrals, Observations, Student achievement data, and Attendance data
		Specialist II	LCFF F/R	105618	SWD	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time. Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
SCHOOL GOAL #2:
Improve and standardize the quality of teaching and its impact on student learning.
Data Used to Form this Goal:
Student achievement data, classroom work, observations, CPT agendas, staff surveys.
Findings from the Analysis of this Data:
Need to facilitate growth in teaching and learning with Common Core Standards.
How the School will Evaluate the Progress of this Goal:
Student achievement data, staff development records, staff surveys, CPT agendas, and observations.
Parent Engagement Activities Related to this Goal:
Provide information to parents regarding Common Core Standards.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Improve consistent and uniform use of targeted instruction and implementation of standards school wide to support increased student achievement.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Analyze Benchmarks, CELDT, summative 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, coaches, administrators	Chacon: Academic Conferences	Title I Part A: Allocation	7,695		CPT agendas Academic Conferences
Provide PD and leadership to support differentiated instruction, balanced literacy, thematic units, GLAD, planning for rigor with high levels of cognition, and implementation of Common Core State Standards.	Teachers, training specialists, coaches, administrators, outside vendors	McCoy: Staff development	LCFF F/R	45000	SWD	Student achievement data Record of teachers attending training Observation Feedback from coaches and outside vendors
		McCoy: Staff development	Title I Part A: Allocation	10638	SWD	
		Chacon: Staff development	Title I Part A: Allocation	7,898		
		Chacon: Staff development	LCFF F/R	2,000		
		Chacon: Staff development	LCFF LEP	2,000		

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	417,288.00
LCFF LEP	104,322.00
Title I Part A: Allocation	185,355.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	631,734.00
Goal 2	75,231.00

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
Jack Kraemer	X				
Rita Ultreras		X			
Mary Cisneros		X			
Mercedes Campa		X			
Maria Cervera			X		
Nora Barraza				X	
Patricia Enriques				X	
Yolanda Williams				X	
Raquel Medina				X	
Susan Gibson	X				
Katherine Phillips		X			
Tria Lo		X			
Kia Vang			X		
Melissa Tell		X			
Lue Thao				X	
Maria Ayon Martinez				X	
Virgillia Perez				X	
Claudia Ramirez				X	
Krishana Carlton				X	

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)**:

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 2/23/15 (McCoy) and 3/12/15 (Chacon).

Attested:

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

Typed Name of School Principal

Signature of School Principal

Date

Rita Ultreras (Chacon) / Cindy Day (McCoy)

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

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**):

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 **2/23/15**

Attested:



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

Typed Name of School Principal

Rita Ultreras (Chacon) / Cindy Day (McCoy)

Typed Name of SSC Chairperson

Susan Gibson

Signature of School Principal

Cindy Day

Signature of SSC Chairperson

2/23/15

Date

2/24/15

Date