The Single Plan for Student Achievement

School:	Kern County Community School
CDS Code:	15 10157 1530310
District:	Kern County Office of Education
Principal:	Karen Loucks
Revision Date:	10-15-15

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:

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School Vision and Mission

Kern County Community School 's Vision and Mission Statements
Kern County Superintendent of Schools
Community School Program

"Inspiring Today's Learners for Tomorrow's World"

ALTERNATIVE EDUCATION PHILOSOPHY
Alternative Education is a student-centered option that supports and embraces the diverse needs of students by providing an alternative method of delivering instruction and monitoring academic success. Rigorous curricula, intervention programs, extended learning opportunities, and safe environments are characteristics of Alternative Education programs. Collaboration with partner agencies and school districts is integral to providing available resources to the students of Kern County.

Vision Statement

We empower students to develop skills necessary for success in a 21st century global society. The Alternative Education program focuses on developing the "whole student" by emphasizing transferrable skills leading to academic success and productive citizenship.

Mission Statement

The mission of Alternative Education is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment so students may develop an enthusiasm for life-long learning and pursue post-high school opportunities.

School-wide Learner Outcomes (SLOs)
1. Effective communicators who…
- analyze and synthesize information in order to effectively communicate findings
- collaborate with peers to develop solutions for real-world challenges
- demonstrate effective and appropriate interpersonal skills in a variety of settings
- utilize technology proficiently in a 21st century culture

2. Invested learners who…
- actively work toward academic improvement and achievement leading to graduation
- take responsibility for their own academic success
- pursue college and career readiness opportunities

3. Responsible citizens who…
- make positive contributions to their families, communities, and society
- understand the importance of making healthy choices to promote personal well-being
- get along with peers and respect the ideas and cultural diversity of others
- know how to access appropriate resources when needed

School Profile

Description of KCSOS Community School Program

The Community School is operated by the Kern County Superintendent of Schools Office per Education Code 1980-1986. All Kern County Community School programs provide services through a single CDS number and are operational year-round. Community School is an educational option for all of the County's 47 school districts and approximately 250 schools, covering 8,161 square miles. The Community School programs include Auburn Community School, Blanton Student Education Center, Community Learning Center, East Kern Community School, Lake Isabella Community School, North Kern Community School, Sillect Community School, and West Kern Community School. In 2014-15, Community School served 7,589 students of which 3,686 were unduplicated enrollments with 1,102 enrolled on Fall Census Day. Community School is a short-term placement designed to support local families and school districts when other district options have failed or are not available. The average length of stay for Community School students in 2014-15 was approximately 77 school days.

Strong partnerships and interagency collaboration exists between the Community School program and the Kern County Probation Department, Kern County Mental Health, and other community-based organizations. This comprehensive approach is beneficial for students.

Alternate Governance Structure

Community School entered Program Improvement (PI) during the 2005-06 school year as a result of being assigned the county-wide graduation rate. In 2009-10, Year 4 of PI, an Alternate Governance Plan was created to be implemented the following school year. Community School chose Option 5 which states that the school must "Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement." Specifically, the plan outlines the Alternative Verification Process for Special Settings (VPSS) to ensure Highly Qualified Teacher status for all appropriate teachers, and the selection and purchase of newly adopted intervention mathematics and English Language Arts (ELA) materials. Due to the onset of LCFF/LCAP funding and significant attrition of staff, Community School has recently hired a number of new teachers. Currently, 85.19% of Community School teachers are Highly Qualified. The VPSS process remains available for those teachers still needing to become Highly Qualified. As required, Community School continues to send letters home at the beginning of each school year notifying all parents/guardians of our PI status and the options available to them. This Single Plan for Student Achievement was written with input from all stakeholders, including the Community School Site Council, and outlines the goals, related actions, and expenditures to be utilized to improve student performance in ELA and mathematics. Some of the actions being taken in 2015-16 are the purchase of new ELA intervention curriculum (Language! Live) which will be piloted in Spring 2016 and implemented program-wide in Fall 2016; the implementation and professional development for Discovering Algebra; professional development and a considerable number of coaching days to be provided for teachers on Step Up to Writing; technology integration in instruction through the use of student devices; the availability of Odysseyware for online core, elective, and CTE credtis; the hiring of a Program Specialist - Math and a Teacher - Technology Support; and the purchase of Flying Classroom, a STEM-based supplemental digital curriculum that is aligned to the CCSS and Next Generation Science Standards (NGSS).

Auburn Community School is located in northeast Bakersfield. This site provides classroom instruction and independent study for grades seven through twelve. This site also houses a transition counselor and a resource teacher for those students receiving Special Education services.

Blanton Student Education Center is the largest campus in the greater Bakersfield area, providing educational opportunities for students in kindergarten through grade twelve. The Blanton Student Education Center houses three different instructional programs including Blanton (CLC) Tech, Blanton Academy, and the Bridges Career Development Academy (Court School site). Instructional strategies available to students at this campus include classroom or independent study. Housed on the Bridges Academy site, but available to all Court and Community School students, is Kern Youth @ Work, which provides grant-funded career development activities for students such as pre-employment workshops, career interest and aptitude testing, referral to potential jobs, and paid work experience for Alternative Education students. Also located on the Blanton campus is the Career Plus Center which serves as the central location for the Special Education staff and student records. Pregnant and parenting teens who are enrolled at Blanton may be eligible to receive quality childcare and after school instruction in parenting skills through Cal-Safe. On-site Kern County Probation and Mental Health staff supports the needs of the students and provide a wrap-around system to promote success.

Community Learning Center is located in the greater Bakersfield area and serves students all throughout Bakersfield and outlying areas. This site provides daily classroom instruction for students in grades K-8 and independent study for students in grades 7-12.

East Kern Community School is located about 60 miles east of Bakersfield in Mojave. This smaller site is composed of two teachers and a school clerk. This site provides classroom instruction for high school students and independent study for grades K-12. and also houses a resource teacher for those students receiving Special Education services.

Lake Isabella Community School is located about 40 miles northeast of Bakersfield in Lake Isabella. This site is composed of two teachers and one instructional aide. This site provides classroom instruction for high school students and independent study for grades K-12.

North Kern Community School is located about 34 miles north of Bakersfield in Delano. Instructional services provided include classroom instruction, an independent study program, and also houses a resource teacher for those students receiving Special Education services. The site serves students in grades K-12 from the Delano Joint Union School District (K-8) and the Delano Joint Union High School District.

Sillect Community School is located in the greater Bakersfield area and primarily serves students from Southwest and Northwest Bakersfield. Sillect offers classroom and an independent study program for students in grades 7-12, a learning center for student receiving Special Education services, and an after school program for probation wards.

West Kern Community School is located about 40 miles west of Bakersfield in Taft. This smaller site is composed of one teacher and one school clerk. Independent study is provided for students in grades K-12.

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).

LCAP SURVEYS
The Alternative Education program made surveys available to stakeholders, in English and Spanish, in the Spring of 2015 to gather input for the LCFF/LCAP process and feedback on the program in various areas. Survey responses indicate that significant progress has been made in curriculum and instruction, student and parent engagement, and preparing students for future college and/or career paths.

Specific areas of need identified by the stakeholder groups include the following:

- Provide more and better food*
- Technology improvements*
- Continued improvements to campus safety*
- Restore 1:1 teacher/para ratio in Court School
- Address the needs of all students, not just the at-risk population
- Homework for classroom students
- Extend the school day
- More preparation for college/career (e.g., Fill out school and job applications, more career-oriented textbooks)
- Improve overall quality of instruction; provide more engaging and challenging instruction/more activities (e.g., More programs, provide more music/art/PE/classes/organized sports, field trips, afterschool activities)

(*Trends observed in survey data from previous year)

Classroom Observations

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

Classroom observations are conducted on a regular basis by administrators. The Teacher-Technology Support and Title I staff, including the Reading Specialist, Math Specialist, and EL Resource Teacher, also visit classrooms and meet with teachers regularly regarding
curriculum, instruction, assessment, and technology integration. In addition, BTSA support providers observe participating teachers and provide coaching and mentoring.

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)

Upon entry into Community School, an enrollment form is completed by the parent/guardian, staff member, and/or transition counselor. During this appointment, the parent/guardian and staff member identify all prior educational history and schools attended so that all transcripts can be obtained from these schools. An Individual Learning Plan (ILP) is developed, which outlines each student's educational needs. The ILP, used to guide student placement and instruction, includes the following information: current grade level, reading and math scores, credits earned, and CAHSEE passage status. Special Education and English Learner status are also identified at this time.

California Assessment of Student Performance and Progress (CAASPP)
Because 2015 is the first year of the new tests and because they are substantially different from their predecessors, the CAASPP results will serve as a baseline from which to measure future progress and will not be compared to results from the state's previous Standardized Testing and Reporting (STAR) program assessments.

California English Language Development Test (CELDT)
The CELDT is administered according to state requirements to identify English Learners based on proficiency levels in order to guide program placement and instruction. ELD learning plans are created specific to student needs and are utilized by both the intervention and general education teachers to guide instruction. EL students continuously receive ELD services in Court School for the duration of their stay in our program. To ensure effectiveness, program monitoring is conducted on a continual basis.

California High School Exit Exam (CAHSEE)
For 10th-12th graders, CAHSEE diagnostic assessments are used to determine program placement and test results are used to guide instruction. The Alternative Education program utilizes the standards-aligned Measuring Up CAHSEE curriculum to provide instruction and intervention for students who have not yet passed the CAHSEE. Intervention opportunities specific to passage of the CAHSEE are provided regularly, in addition to the preparation students receive in the regular curriculum. The Curriculum and Instruction Leadership Team continues to evaluate current practices and procedures for CAHSEE preparation and intervention program-wide. The Alternative Education program has identified a need for systematic preparation for the CAHSEE and will continue to focus our efforts on helping students to pass the CAHSEE while awaiting the final outcome of SB 725.

Special Education Individualized Education Programs (IEPs)
Special education students' IEP goals and objectives are used to identify academic needs and modify curriculum to support student achievement in the general curriculum. IEP team members collaborate to analyze student achievement and modify instruction to make grade-level curriculum accessible to special education students. Please see a more complete description of the Community School special education program in response #14.

Local Assessments
Community School will be focusing on local assessments in the 2015-16 school year, particularly STAR Renaissance and the Smarter Balanced Interim Assessments, due to having only baseline data from the Smarter Balanced assessments, the uncertain future of the CAHSEE, and the greater value of lead measures for the transient student population that we serve.

Upon enrollment in Community School, pre-assessments are conducted to determine current reading and math levels. The primary assessment tool used by Community School is the STAR Renaissance. In previous years, students have been reassessed on the STAR Renaissance every six months; beginning in 2015-16, STAR Renaissance assessments will be taken every 90 days. Community School is also in the process of identifying a schedule for the use of the Smarter Balanced Interim Assessments. Additional informal assessments include, but are not limited to: curriculum-embedded assessments, teacher generated tests, student portfolios, oral and written assessments, group assessments, and informal teacher observations. Teachers use the results of these assessments to modify instruction.

Standards-based writing rubrics exist for the following types of writing assignments: expository, narrative, persuasive, response to literature, and summary. The rubrics are utilized by teachers to evaluate student work as well as by students to evaluate their own or other student's writing. All rubric scoring is on a scale from 1-4, ranging from "below standard" to "advanced". When used in conjunction with direct instruction of the writing process, rubrics help students to clearly identify proficient versus substandard writing. Rubrics are aligned with the Alternative Education Course of Study (described later in this document) and will
be revised in the 2015-16 school year to be align with CCSS and Step Up to Writing. In addition, program-wide training in the research-based instructional strategy of using Thinking Maps as a visual and organizational tool for critical thinking and writing assists in the goal of improved writing for all students. During the 2010-2011 school year, the instructional strategy of Write to Learn was fully implemented in the Court School program. The use of this instructional strategy has also helped students in the development of their writing skills.

The Community School program implemented a Professional Learning Community (PLC) in the 2012-13 school year. Staff received training throughout the year on why and how to focus on learning, build a collaborative culture, and focus on results. Since then, our PLC teams have begun to examine our assessment data and make decisions on a schoolwide-level with regard to lesson design and delivery, instructional strategies, and common formative assessments. In 2015-16, the program is exploring contracting with Pivot Learning as an option to help teachers to build their leadership capacity to become effective members of the school's instructional leadership teams, and to support their peers in high-quality collaboration that engages in communities of practice to improve instruction.

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

Curriculum and Assessments
Curriculum-embedded assessments for all state-aligned curricula in the core subjects of English language arts, mathematics, social studies, and science guide instructional planning. These assessments are used to identify student achievement in the core curriculum, as well as to identify those students who are underperforming and require modifications to the core curriculum.

Intervention
Intervention opportunities are available in many forms to Community School students. Intervention strategies are implemented on a program-wide basis to promote student achievement. Students who are identified with low scores in reading and/or math are placed in intervention curriculum for improving academic achievement. Reading intervention is structured to offer support to intensive level students who are two or more grade levels behind. In the Spring of 2011, the Alternative Education program purchased the math intervention curriculum, California Math Triumphs. The Accountability Specialist, along with the Title I Specialists, support students and staff by helping to develop and implement effective reading, math, and ELD intervention strategies.

Staffing and Professional Development

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

The NCLB mandate is that 100% of classes are taught by Highly Qualified teachers in the four core subject areas of ELA, math, social studies and science. Having 100% NCLB compliant classes poses a challenge for Community School due to the alternative nature of our programs. This is explained further in the analysis below. Currently, 85.19% of Community school teachers are NCLB compliant in their teaching assignment. In instructional programs, such as independent study and self-contained high school classrooms, where it is more challenging to have teachers qualified in multiple areas, KCSOS Community School has aggressively pursued having those teachers qualified through the Alternative Verification Process for Specialized Settings (VPSS). This requires two full weeks of specialized training in one or more of the four core subject areas for both tiers. The Leadership Team feels that this aggressive effort to meet the NCLB standard for HQ, even in our challenging programs, is indicative of the commitment of Community School staff and administration, as well as the Kern County Superintendent of Schools, to ensuring that our students receive the highest quality education. In addition, all of our paraprofessionals are highly qualified.

Alternative Education participates in the KCSOS teaching recruitment activities which are organized by the KCSOS credential analyst. Teaching recruitment information and activities are included in the KCSOS website and in the local newspapers serving as an outreach strategy. Alternative Education brochures are available which highlight program curriculum and instruction. We form close partnerships with CSUB and private colleges in Bakersfield such as Point Loma Nazarene University, University of La Verne, etc. for hire of potential highly qualified teachers. The application and employment process is thorough to ensure high quality teachers are hired to be a part of the Alternative Education program.

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

96% of permanent full-time teachers in Community School are fully credentialed. Professional development provided to Court School teachers in 2014-15 includes, but is not limited to, California ELD Standards, think alouds, annotation, close reading, the 4 C's of Common Core, and differentiated instruction (Edge/Holt). In 2015-16 significant areas of focus for professional development are Discovering Algebra, Step Up to Writing, Language! Live, and various technology topics.

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

In the KCSOS Alternative Education program, needs assessments are conducted regularly to determine the professional development needs of all instructional staff including, principals, teachers, and paraprofessionals. In 2008, a comprehensive Master Plan for Professional Development was created for our program. Since its development, the plan is reviewed and updated annually as the needs of our program change. Input is gathered from a variety of sources and evaluated to help guide our planned professional development each year. Most recently, this input has come from LCAP surveys administered to our instructional staff during the spring of 2015. Results from the Academic Program Survey (APS), the PI Year 3 LEA Plan End-of-Year Report, and feedback from this year's PLC meetings were also included to help determine program professional development needs.

Professional development is conducted for Community School staff throughout every school year and include the Verification Process for Secondary Teachers in Special Settings (VPSS) workshops, workshops/trainings conducted by the KCSOS Curriculum, Instruction, and Accountability department, and Curriculum Specialist-led trainings. The Community School teachers also take advantage of workshops offered through the BTSA program and the Regional System of District and School Support (RSDSS). In addition, BTSA coaches provide support to new teachers throughout the year in the form of coaching and mentoring. In 2015-16, most of the professional development opportunities will be focused on supporting our teachers and other instructional staff on implementing the California ELD Standards, preparing for the Smarter Balanced interim and summative assessments, and utilitizing student devices.

Professional development scheduled for the 2015-16 year includes, but is not limited to:

- California English Language Development Test (CELDT)
- Thinking Maps
- Step Up to Writing
- Windows-based Tablets
- ELA/ELD Framework
- Differentiated Instruction
- Digital Citizenship
- Net Support
- Next Generation Science Standards
- 4 C's of Common Core
- Language objectives
- Discovering Algebra
- Interactive Whiteboards
- Language! Live
- Technology with Curriculum
- Positive Behavioral Interventions and Supports

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

The Curriculum and Instruction Leadership Team, along with the Focused Instructional Strategies Team (FIST), provides ongoing research-based coaching and mentoring to the instructional staff for reading and math intervention. Scheduled site visitations from specialists provide ongoing training and support for teachers, and paraprofessionals. Workshops are scheduled throughout the year to provide support in the core and intervention curriculum. Professional development workshops and ongoing consultation are available through the Curriculum, Instruction, and Accountability department of KCSOS. The EL Resource Teacher provides ongoing instructional assistance and support for teachers in ELD. This teacher supports the staff through peer coaching, creating and modeling lessons, and providing staff development. Curriculum teams provide input for the local adoption process and work diligently to implement the new curriculum in all settings. Professional trainers facilitate and lead the instruction for the VPSS process to ensure that all ELA and math teachers meet the Highly Qualified standard under NCLB. In addition, administrators make weekly classroom visits to monitor pacing, program implementation and instruction. Support is also provided to new teachers by the district through BTSA, and Peer Assistance Review (PAR) is available for veteran teachers in need of guidance.

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

As mentioned previously, Court and Community School teachers participate in PLCs. Additional collaborative opportunities include:

- Content Area Leadership Teams/Curriculum Committee
- Coaching/mentoring of new and probationary teachers
- New Teacher Workshops
- Regularly scheduled staff meetings
- Lead Teacher Committee

Teaching and Learning

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

As indicated in the Community School SARC report, textbooks and instructional materials are current, board adopted, standards-aligned, and sufficient. All courses are designated as open entry/open exit with variable credit for high school students. The Course of Study is layered to address content standards at five different ability levels. This includes college preparatory work in most subjects. The Course of Study is revised to include newly adopted curriculum, when applicable.

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

Community School offers both a K-6 program and several 7-8 programs; CLC Elementary serves K-6 students and Community Learning Center 34th Street and Sillect Community School provide educational services to junior high school age students. Both programs provide the appropriate amount of instructional minutes in language arts and math. Community School takes great pride in providing quality educational services in both the elementary and junior high settings.

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

The program-wide Sequenced Pattern of Instruction (SPI) is a pacing guide for all core subject areas that outlines instruction and curriculum on a month-by-month basis for all grade levels. In addition, school schedules allow for student participation in intervention courses/strategies whenever possible. Programs and schedules at several Community School campuses have been restructured to provide more opportunities for under-performing students to receive intervention opportunities. In the spring of 2013, work began on revisions to the ELA SPI, now called the Scope and Sequence, to include the new CCSS. The other content areas are also working to revise their Scope and Sequence documents.

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

    Community School has standards-based 9-12 and state board adopted K-8 textbooks sufficient for all students in social science, mathematics, language arts, and science. Curriculum is further supported by a variety of technology, including instructional software, online resources, interactive whiteboard technology, and other applications.

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 SBE-adopted and standards aligned curriculum is outlined in the Course of Study and Scope and Sequence, which are used throughout the program. Grade-level, core curriculum is supplemented with additional resources to help under-performing students access standards-aligned grade-level core courses. For the K-8 student population, Court School purchased and fully implemented Pearson Language Central, and Inside for reading intervention and ELD. Edge has also been implemented program-wide to provide reading language arts intervention and ELD for our 9th through 12th grade students. In math, California Math Triumphs is used for intervention and the Measuring Up curriculum is used to provide intervention for the CAHSEE. All of the above mentioned curriculum are SBE-adopted or standards-aligned.

Opportunity and Equal Educational Access

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

    The Community School program provides students the opportunity to meet proficient and advanced levels of student academic achievement. Initially, as students are enrolled, an Individual Learning Plan (ILP) is developed for each student to guide and support their instructional needs. The students who are performing below grade level are provided services both within and beyond the regular school program. These services include, but are not limited to, systematic ELD instruction, special education and 504 plan services. As we await the final outcome of SB 725, CAHSEE preparation also continues. Title I staff, including a reading specialist, math specialist, and an English learner resource teacher offer support to teachers and provide opportunities for tutoring. Paraprofessionals also provide instructional support for students who are more than two years below grade level in reading and math by offering one-on-one and small group tutoring. All students have access to services and resources to foster academic achievement in the regular school program in accordance with state standards.

    As mentioned in our LEA Plan, teachers use a variety of research-based instructional strategies and methods that strengthen the core academic program, increase the amount of learning time, and include strategies for helping underserved populations. Alternative Education teachers have received training on the following research-based instructional strategies: Explicit Direct Instruction (EDI), Fab Vocab!, Write to Learn, and Thinking Maps®. EDI utilizes specific lesson delivery strategies to increase student engagement and participation to teach the core content. Fab Vocab! is a strategy that focuses on explicit vocabulary instruction to help students read and comprehend text. Write to Learn also emphasizes vocabulary acquisition in addition to the development of students' writing skills across the curriculum. Thinking Maps® is a visual and organizational tool that builds students' fundamental thinking skills and integrates teaching, learning, and assessment. Teachers also use a variety of ELD/SDAIE strategies for language development for English learners. In addition, teachers provide individualized instruction, cooperative learning opportunities, and utilize technology to meet the needs of all students.

    Students who need additional support are always encouraged to work with their teachers to schedule extra time. In the fall of 2012, a new schedule utilizing a four-and-a-half hour block of time was implemented for the independent study instructional strategy to better meet the needs of lower achieving students, specifically in reading and math. If needed, students enrolled in independent study can attend additional days for more support. Students in the classroom program also have the opportunity to receive additional help either before or after school. The availability of additional learning time is initially communicated to parents during the enrollment process and reiterated students as needed. Subsequently, this information is communicated on a regular basis utilizing all forms of home-to-school communication.

    Alternative Education uses a variety of practices to assess learning and determine if student needs are being met. Teachers go beyond initial screening and placement tools and tests by using formative and summative assessments to continually monitor student progress. Teachers utilize the data from formative and summative assessments to check for understanding and guide instruction.

    Challenges to attaining grade-level proficiency for students in the Community School setting can be related to behavioral and/or attendance factors in addition to academic issues, so we make efforts to support students and provide assistance to students who are struggling in any of these areas as well. In Spring 2014, Blanton Academy piloted the Positive Behavior and

Interventions Supports (PBIS) approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. All of the Community School sites completed Tier I training and implementation of PBIS in 2014-15 and will complete Tier II in 2015-16. Additionally, in 2015-16 5 Community School sites will also have a mental health clinician onsite to provide Intensive Social Emotional Services (ISES). ISES service providers can offer individual, family, and/or group therapy, and can assist in connecting families to community resources.

Students receiving special education services who have behavioral issues that interfere with their education are provided with the support necessary as identified on the IEP or 504 Plan. Additionally, these students, and students who do not receive special education services, may be referred to the transition counselor on campus. Some of the interventions provided by our transition counselors are individual counseling, anger management strategies, de-escalation strategies, and/or substance abuse counseling. Additionally, as appropriate, transition counselors also refer students to the school nurse, Project 180 (a gang prevention program), Aggression Replacement Training (ART), and/or one of several mental health service providers (i.e., Kern County Mental Health, Clinica Sierra Vista, and the Henrietta Weill Memorial Child Guidance Clinic). Transition counselors also work with teaching staff on classroom management, conflict mediation, and de-escalation strategies.

Students with poor attendance are referred to our transition counselors. As necessary, transition counselors make referrals to outside agencies or programs including Parent Project, a parent training program designed specifically for parents of strong-willed or out-of-control children, other attendance workshops, School-Community Partnerships, or the Kern County Probation Department (if the student is on probation). The Alternative Education program also collaborates with the Truancy Reduction Attendance Coalition of Kern (TRACK). Upon referral, TRACK contacts students and parents to discuss the reasons for poor attendance and identify possible solutions such as transferring to a school site closer to home, transferring from one instructional strategy to the other, carpooling with another student, etc. The Educational Associate may also make contact with the Probation Department, if appropriate. Any staff member who makes a referral to the Educational Associate will receive follow up that details the steps that have been taken in an attempt to remediate the attendance problem. In addition, an Educational Associate regularly runs an attendance report from our student database system to identify students that have been referred to the Community School program, but have not yet enrolled.

The Community School English Learner Advisory Committee (ELAC) is also involved in attempts to make parents aware of the importance of regular school attendance. At the various parent events held at the Community School sites throughout the year, the ELAC distributes a brochure that discusses how parents can communicate the importance of education to their child and how to avoid unnecessary absences. The ELAC also reminds school staff throughout the year to maintain regular contact with parents if there are attendance issues, make referrals for intervention to other school staff as appropriate, reward good attendance, etc.

Community School Special Education Resource Program (RSP)
In 2013-14, a change was made to the structure of Special Education services offered in Alternative Education. In order to provide a more complete array of Special Education services to meet Individual Education Plan (IEP) needs, a learning center classroom model was implemented. Special education and general education teachers work collaboratively to provide the resources and instructional program needed to meet the objectives and service requirements of students' IEPs. Students receive instruction in a learning center under the direction of the special education teacher. The goal is to maximize student learning and provide students with the support they need.

14. Research-based educational practices to raise student achievement

Research-based educational practices include differentiated instruction, cooperative learning, culturally relevant pedagogy, technology literacy, small and whole group instruction, project-based learning, experiential learning, and direct instruction. Currently, the research-based instructional strategies implemented in Community School are Thinking Maps and Fab Vocab! Write to Learn, a program written by one of our former EL Resource teachers, is also implemented in daily instructional practices. Part of the 2011 Staff Development Day, held in August, was devoted to training the instructional staff in Explicit Direct Instruction (EDI) to help them design lessons aligned to the content standards and maximize learning. Teachers are expected to utilize Fab Vocab!, Thinking Maps, and Write to Learn daily in their instruction. These instructional strategies are also infused throughout certain courses. Community School leadership continues to target staff development in research-based instructional strategies and provide support for teachers during the implementation process.

Parental Involvement

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

Community School has an internal network of personal support services for students and a number of partnerships with outside agencies. There are seven transition counselors that service all Community School campuses. Career pathway development services are offered through Kern Youth @ Work, providing a variety of programs and services related to job training and placement, as well as work-based curriculum where students can earn academic credit while gaining valuable job skills. The focus of the program is to get students to complete their high school degrees while learning real-world construction and leadership skills. In addition, the Cal-Safe Program provides classes, supplies, and even maternity clothes to pregnant and teen parents who are students in our program.

A variety of resources are available to assist all students. Over several years, Community School has forged very strong partnerships with the Kern County Probation Department and Kern County Mental Health, along with other organizations that are vital to meeting students' needs. Extensive community partnerships have been formed and numerous activities and community involvement opportunities for students have been developed over many years.

The Community School campuses each host a Back to School Night each year. Parents are invited to meet with their child's teacher to discuss classroom procedures, expectations, and grade level curriculum and to visit the booths that provide information regarding the available resources. Some of vendors that attend Back to School Night/Open House include: Kern County Probation Department, Kern Youth @ Work, Bakersfield Police Department, Kern County Fire Department, Liberty Career College, and Reach for Greatness. Through our Community School ELAC, at these gatherings information is also made available to parents regarding the importance of student attendance, various topics of concern to English learners, and participation on our English Learner Advisory Committee. In addition, information regarding free tutoring is also available to under-performing students through Supplemental Education Services (SES).

Since the onset of the Local Control Funding Formula (LCFF)/Local Control Accountability Plan (LCAP) in 2013-14, Alternative Education has conducted LCAP Town Hall meetings at Community School sites in Bakersfield and outlying areas to explain the LCFF/LCAP process, share data, ask for feedback to inform our goals and action items, and to share progress made. Each spring, the draft of our LCAP has also been presented to an advisory committee comprised of our School Site Council, ELAC, community partners, and others.

A School-Parent Involvement Policy has been developed to ensure the involvement of parents/guardians in the educational process of students. A School-Parent Compact was also created for parents and students who are participating in activities, services, and programs funded by Title I. We are fortunate to have ongoing communication with our parents and guardians through frequent parent conferences to update them on progress made by their child. Parent communication occurs often through regular phone calls, postcards, and progress reports. Parents are also provided opportunities to participate in school activities with interpreters and written communication in Spanish.

In addition to the ELAC activities mentioned previously, the committee also regularly communicates with staff regarding successful attendance strategies such as staying in regular contact with parents and rewarding good attendance. The ELAC also conducts an annual needs assessment with parents/guardians and other stakeholders to review the effectiveness of the EL program and reviews and provides input on the SPSA and LCAP.

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)

To help support and promote the learning process, Community School works in collaboration with a number of outside agencies, ranging from law enforcement to mental health and local employers. School-to-family communication is both consistent and effective. Soliciting direct parent involvement on a more regular basis is an ongoing challenge for school leadership given the variance of student enrollment periods. An enrollment period of a student can range anywhere from one week to ten months. A number of programs and strategies are in place to increase parent involvement: school sites host an annual parent night, and EL and bilingual staff make every effort to connect with the families of EL students. Parents who participate on the SSC and/or ELAC receive training each year on the Single Plan for Student Achievement. These parents then are included in all of the committees' discussions and decisions regarding our goals and action items. The SSC meets on a regular basis and the ELAC meets quarterly.

The School Site Council is responsible for ongoing program evaluation. The School Site Council is comprised of participants at every level: teachers, administrators, parents, and students. Community School leadership has identified strategies to encourage more parental and community involvement as it relates to the design, implementation, and evaluation of the Parent Involvement Policy, School-Parent Compact, and schoolwide plan. In addition, parents are encouraged to participate in the Community School English Learner Advisory Committee (ELAC). Voting members are elected for a one year term. Notices of SSC/ELAC meetings are posted and sent to members 72 hours in advance. The school community is notified of meetings through a school notice and postings of notices on the school marquee and in the front office. Meetings are open to the public. As part of the annual evaluation process, all parents are provided their students' assessment results (e.g. CAHSEE, CAASPP, etc.) along with an explanation of the results. Assessment results are available in Spanish, when needed.

The Community School Site Council reviews and approves the school plan and proposed expenditures and recommends them to the local governing board for adoption in accordance with the District's governing board policy and State law. Community School's meeting agendas include, but are not limited to, the following topics: Election of officers, bylaws, Uniform Complaint Procedures, SPSA adoption, plan revisions and implementations, updates and approvals, parent input, parent involvement and activities, Leadership Team meeting updates, WASC updates, on-going evaluation of educational programs, School Safety Plan, importance of school attendance, and needs assessment results. Each year, the SSC evaluates the implementation of the SPSA and the student outcomes achieved. Results of the annual evaluation of the effectiveness of the school plan are shared with all stakeholders and used to help plan and guide program improvements. Each year the plan is revised to ensure continued improvement of student achievement in the Community School program.

Funding

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

Title I funding is the most substantial of the categorical funds that is received by the Community School program. The following describes specific efforts being made to meet the needs of underperforming students across the program utilizing Title I, Part A funding.

The Title I Reading Specialist, Math Specialist, and EL Resource Teacher provide support to staff and students. The Reading Specialist and EL Resource Teacher facilitate coaching in core content areas, including CAHSEE, ELD and new teacher support. These specialists provide ongoing, high-quality professional development in research-based strategies to improve instruction. The Reading Specialist and EL Resource Teacher may also provide direct services to students identified as needing additional help. A reading intervention teachers also provide services to students identified as needing intensive intervention in the Court School program. A Technology Support Teacher hired in the summer of 2015, will also provide training to our instructional staff on the use of student devices, digital citizenship, net support, interactive whiteboards, and incorporation technology into the curriculum.

Transition counseling services are offered to all Court School students and an additional transition counselor was hired at the beginning of the 2015-16 school year. Counselors serve as liaisons between the Alternative Education program and other school districts. They also provide post-graduation planning services to those students who will be graduating from Court School. Students with emotional or drug-related issues may initially be seen by the Transition Counselors and then connected with mental health counselors.

18. Fiscal support (EPC)

See attached budget

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	245	237		54	45		33	27		1	1	
Growth API	448	470		481	561		338	431				
Base API	453	463		475	492		421	345				
Target	17	17		16								
Growth	-5	7		6								
Met Target	No	No		No								

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	149	159		60	84		224	216		32	23	
Growth API	460	443		431	436		441	463		287	274	
Base API	443	480		430	456		449	457		300	300	
Target	18	16		19	17		18	17				
Growth	17	-37		1	-20		-8	6				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. School-wide: API score increased from 2012 to 2013.
2. Due to implementation of the new assessment system, in 2014 a 3-year average API report was generated-- 3-year API average is 461.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**
Participation Rate	92	90		90	89		92	91		100	100	
Number At or Above Proficient	11	8		3	2		0	1		--		
Percent At or Above Proficient	8.7	6.4		11.1	11.1		0.0	4.5		--	--	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**
Participation Rate	93	90		93	90		92	90		92	91	
Number At or Above Proficient	7	5		1	3		7	8		1	0	
Percent At or Above Proficient	9.5	6.0		3.6	7.5		6.0	6.8		5.0	0.0	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		--	--		No	No		--	--	

Conclusions based on this data:

1. No AYP Report was generated in 2014 due the implementation of the new assessment system.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	89	87		85	88		87	87		100	100	
Number At or Above Proficient	6	5		1	0		0	0		--		
Percent At or Above Proficient	4.9	4.4		3.7	0.0		0.0	0.0		--	--	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	91	87		93	87		89	87		84	87	
Number At or Above Proficient	4	5		2	4		5	5		0	0	
Percent At or Above Proficient	5.5	6.5		7.1	10.8		4.4	4.6		0.0	0.0	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		--	--		No	No		--	--	

Conclusions based on this data:

1. No AYP Report was generated in 2014 due the implementation of the new assessment system.

School and Student Performance Data

California Standards Test (CST)
Science

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
5	0	8	*	0	8	*	20	8	*	80	75	*
8	3	4	16	16	9	14	23	17	24	58	70	39
10	5	8	6	21	22	27	25	27	27	48	43	36

Conclusions based on this data:

1. The percentage of 8th grade students who scored in the At or Above Proficient range increased from 2013-14 to 2014-15; the percentage of students scoring in the Far Below Basic range decreased from 2013-14 to 2014-15.
2. The percentage of 10th grade students who scored in the Basic range increased from 2013-14 to 2014-15; the percentage of students scoring in the Far Below Basic range decreased from 2013-14 to 2014-15.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 3	2	2	100.0	2	*****	*	*	*	*
Grade 4	6	4	66.7	4	*****	*	*	*	*
Grade 5	13	10	76.9	10	*****	*	*	*	*
Grade 6	15	12	80.0	12	**2346.8**	0	0	0	100
Grade 7	61	48	78.7	47	**2399.3**	0	0	6	92
Grade 8	98	71	72.4	71	**2428.4**	0	4	7	89
Grade 11	422	332	78.7	332	**2460.8**	1	5	26	69
All Grades	617	479	77.6	478		0	4	20	76

Grade Level	**READING**			**WRITING**			**LISTENING**			**RESEARCH/INQUIRY**		
	Demonstrating understanding of literary & non-fictional texts			**Producing clear and purposeful writing**			**Demonstrating effective communication skills**			**Investigating, analyzing, and presenting information**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	0	17	83	0	8	92	0	25	75	0	8	92
Grade 7	0	13	87	0	4	96	0	34	66	0	17	83
Grade 8	1	23	76	0	13	85	1	39	59	0	21	76
Grade 11	3	42	55	1	23	76	0	43	57	2	52	47
All Grades	3	35	63	1	19	80	0	41	59	1	42	56

Conclusions based on this data:

1. Highest percentage of students are in the Below Standard range.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 3	2	2	100.0	2	*	*	*	*	*
Grade 4	6	4	66.7	4	*	*	*	*	*
Grade 5	13	7	53.8	7	*	*	*	*	*
Grade 6	15	12	80.0	12	**2327.5**	0	0	0	100
Grade 7	61	50	82.0	50	**2376.6**	0	2	8	90
Grade 8	98	69	70.4	69	**2385.3**	0	0	7	93
Grade 11	422	321	76.1	321	**2419.9**	0	1	3	96
All Grades	617	465	75.4	465		0	1	4	95

Grade Level	**CONCEPTS & PROCEDURES**			**PROBLEM SOLVING & MODELING/DATA ANALYSIS**			**COMMUNICATING REASONING**		
	Applying mathematical concepts and procedures			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0	0	100	0	0	100	0	8	92
Grade 7	2	4	94	0	34	66	0	40	60
Grade 8	0	1	99	0	36	64	0	14	86
Grade 11	0	6	94	0	24	76	0	39	60
All Grades	0	5	95	0	25	74	0	34	65

Conclusions based on this data:

1. Highest percentage of students are in the Below Standard range.

School and Student Performance Data

2013-15 California High School Exit Exam (CAHSEE) Results: English-Language Arts

2013-14 Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested						-1	
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

2014-15 Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested						+2	
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

1. Data shows Scale Score growth for students testing in consecutive administrations in 2013-14 or 2014-15.

2. Students' Scale Scores improved in 2014-15.

School and Student Performance Data

2013-15 California High School Exit Exam (CAHSEE) Results: Mathematics

2013-14 Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested						+3	
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

2014-15 Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested						**+3**	
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

1. Data shows Scale Score growth for students testing in consecutive administrations in 2013-14 or 2014-15.

2. Students' Scale Scores improved in 2013-14 and 2014-15.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
4					********	***					********
5							********	***			********
6			********	***							********
7			3	50	1	17	2	33			6
8			1	20	3	60	1	20			5
9	1	3			15	50	10	33	4	13	30
10	1	2	10	20	21	42	13	26	5	10	50
11	2	3	18	31	27	46	10	17	2	3	59
12	2	3	25	32	37	47	13	16	2	3	79
Total	6	3	58	25	105	45	50	22	13	6	232

Conclusions based on this data:

1. Majority of ELs scored in the Intermediate range, followed by Early Advanced.

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:

SUBJECT: Basic Services, Implementation of State Standards, Course Access
LEA GOAL:
Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics. Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Goal 3: All students will be taught by Highly Qualified Teachers. Goal 4: All students will be educated in environments that are safe, drug-free, and conducive to learning.
LCAP GOAL:
Goal 1: Fully implement academic content and performance standards to provide learning environments that result in increased academic achievement and ensure quality instruction for all students, including support systems which meet the needs of English Learners, Low Income, Foster Youth, and Students with Disabilities. Goal 2: Increase the language proficiency of English learners.
SCHOOL GOAL #1:
(A) Increase student performance and academic achievement in ELA/literacy and mathematics. Expected Annual Measurable Outcomes (EAMO) for 2015-16: • Smarter Balanced: Baselines to be established based on analysis of 2014-15 CAASPP and 2015-16 Interim Assessment data • STAR Renaissance (Pre/Post): Baseline to be established based on analysis of 2015-16 assessment data (B) Increase English language proficiency of ELs. Expected Annual Measurable Outcomes (EAMO) for 2015-16: • CELDT: 35% of ELs will increase their English proficiency on the CELDT by at least 1 level over the 2014-15 administration

Data Used to Form this Goal:

CAHSEE test results
CELDT test results
Smarter Balanced Assessment results
Classroom observations
Survey data

Findings from the Analysis of this Data:

CAHSEE:
In 2013-14, there was an average scale score growth of 3 points in ELA and a decrease of 1 point in math. In 2014-15, the average growth in CAHSEE scale scores did experience an increase as compared to the previous year. There was an increase in scale scores of 2 points in ELA and 3 points in math. While CAHSEE scores continue to fluctuate, the program continues to identify resources and strategies to provide targeted intervention to those students in need.

CELDT:
The percentage of ELs whose proficiency increased by at least one level on the CELDT from the 2013-14 to the 2014-15 school year experienced a significant increase in Community School. Factors contributing to this growth include familiarity with the curriculum, and professional development on the CCSS/ELD Standards and research-based instructional strategies that focus on developing students' literacy skills. In addition, CELDT testers were encouraged to talk with students prior to administering the test to explain its importance and how the results will be utilized to help guide their educational program.

Smarter Balanced:
Data obtained from the Smarter Balanced Assessments in the spring of 2015 will be used to establish baselines for next year.

Classroom observations/survey data:
Based upon classroom observation and survey data, approximately 40% of Alternative Education teachers are in the minimal (<50%) to partial (50% to 74%) range of implementing the CCSS.

How the School will Evaluate the Progress of this Goal:

Data analysis of local and state assessments
Analysis of data collected through the use of the C3 tool
Analysis of survey data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 1: Purchase and provide professional development and coaching for new CCSS-aligned ELD/reading intervention curriculum, Language Live! Purchase additional Step Up to Writing materials.	Fall 2015 (purchase of materials); Language Live! curriculum to be fully implemented by the Fall of 2016. Professional development to occur throughout the 2015-16 school year.	Directors, Accountability Specialist, C&I Leadership Team	Cost of materials and professional development/coaching (85%)	4000-4999: Books And Supplies	Title I Part A: Carryover	396,421.52
Action Item 2: Purchase additional CCSS-aligned Discovering Algebra curriculum and provide professional development.	Fall 2015	Directors, Accountability Specialist, Math Specialist	Cost of materials and professional development (75%)	4000-4999: Books And Supplies	Lottery: Instructional Materials	35,339.31
Action Item 3: Purchase additional (40) Odysseyware licenses.	2015-16	Directors, Site Administrators	Cost of licenses (75%)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	22,687.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 4: Reading Specialist will continue to design and coordinate reading programs and intervention strategies. Coordinate assessment and monitoring of student progress. Provide direct services to identified students. Develop a plan for improvement and enrichment of reading instruction, including the selection of instructional materials and curriculum adoptions.	2015-16	Reading Specialist, Accountability Specialist	Salary and benefits (75%)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	76,734.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	23,779.06
Action Item 5: Provide additional professional development specific to the CCSS strategies, ELD and SDAIE strategies, and CA ELA/ELD Framework in order to enable ELs to access the CCSS and the ELD standards.	2015-16	C&I Leadership Team, Site Administrators, Teachers	No cost to program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 6: EL Resource Teacher will continue to oversee the ELD program. This includes training of staff on instructional materials and various ELD and SDAIE strategies. The EL Resource Teacher is also responsible for helping to keep school sites in compliance with Federal and State mandates regarding the services and intervention that EL students receive, training and coordination of California English Language Development Test (CELDT) administration throughout each school year, and coordinating all aspects of the English Learner Advisory Committees (ELACs) and District English Learner Advisory Committee (DELAC).	2015-16	EL Resource Teacher, Accountability Specialist	Salary and benefits (75%)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	62,493.75
				3000-3999: Employee Benefits	Title I Part A: Allocation	21,866.99
Action Item 7: Systematically implement an assessment schedule for pre/post testing for Community School students using STAR Renaissance.	Fall 2015-ongoing	Directors, Teachers, Site Administrators	No cost to program			
Action Item 8: Research and implement a web-based platform to allow instructional staff to collaborate and share instructional materials and resources (e.g. SharePoint).	2015-16	Directors, Site Administrators, C&I Leadership Team, Teacher-Technology Support	Cost of licenses (75%)	5900: Communications	Title I Part A: Allocation	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 9: Provide professional development on the use of the C3 tool that will be implemented through the use of learning walks by teachers and administrators to increase CCSS implementation. Tablets (11) will be purchased for the administrative team to utilize during walkthroughs.	2015-16	Directors, Site Administrators, Teachers	Cost of professional development and tablets (75%)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,312.50
Action Item 10: Ensure the implementation of adopted curriculum, research-based instructional strategies, and use of technology in teaching and learning.	Ongoing	Site Administrators, Teachers	No cost to program			
Action Item 11: Teachers will meet at a minimum of one time a month in PLC teams to collaborate on lessons, share best practices, and analyze assessment data and use results to inform instruction.	Ongoing	Site Administrators, Teachers	Cost for mileage (75%)		LCFF - Base	9,600
Action Item 12: Teachers will post content and language objectives to help guide instruction and support student learning.	Ongoing	Teachers, Site Administrators	No cost to program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 13: Purchase graphing calculators	Fall 2015	Math Specialist, Directors, Accountability Specialist	Cost of calculators (75%)	4000-4999: Books And Supplies	Title I Part A: Allocation	18,000
Action Item 14: Purchase 520 additional tablets for instruction/SBAC administration.	Fall 2015	Directors, Educational Associates (Technology)	Cost of equipment (75%)		LCFF - Base	243,750
Action Item 15: Transition from ABI to Aeries.net which will include Aeries Analytics, a web-based testing and data-analysis system. Explore opportunities to expand use of Aeries.net.	2015-16	Site Administrators, C&I Leadership Team, Technology Team	Cost of license and professional development (75%)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	8,250
Action Item 16: Provide professional development for instructional staff to utilize hardware and effectively implement educational software and technology-based curriculum resources.	2015-16	Accountability Specialist, Teacher-Technology Support, C&I Leadership Team	Cost of professional development (75%)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	18,750
Action Item 17: Provide targeted instruction and intervention through a block schedule, enrichment period, and/or lab setting (e.g. Odysseyware, Rosetta Stone, etc.)	2015-16	Directors, Site Administrators	Salaries and benefits (75%)	1000-1999: Certificated Personnel Salaries	LCFF - Base	75,000
				3000-3999: Employee Benefits	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 18: Develop and implement a systematic plan for allowing teachers to participate in learning walks.	Fall 2015 - ongoing	Directors, Site Administrators, C&I Leadership Team	(75%)		Title I Part A: Allocation	3,750
Action Item 19: Provide CCSS-aligned Thinking Maps Trainer-of-Trainers training for assigned staff. Provide program-wide training for Thinking Maps.	2015-16	Directors, Site Administrators, C&I Leadership Team	Cost of professional development, travel expenses (75%)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	15,750
Action Item 20: Contract with outside expert to provide teacher-leader professional development.	2015-16	Directors, Site Administrators, C&I Leadership Team	Cost of professional development (75%)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,875
Action Item 21: Purchase (10) tablets for specialists and EL Resource Teacher to use while providing intensive intervention to ELs and lowest performing students.	2015-16	Directors, Accountability Specialist	Cost to purchase mobile devices (75%)		Title I Part A: Allocation	8,862
Action Item 22: Purchase Flying Classroom supplemental digital curriculum. The Flying Classroom is a STEM-based supplemental curriculum designed to help students excel in math, science, reading, and other core subject areas and is aligned to the CCSS and the Next Generation Science Standards (NGSS).	2015-16	Directors, Accountability Specialist	Cost of online curriculum, professional development/training (for 5 teachers), travel/expenses for creator of the program (50%)		Title I Part A: Allocation	10,577

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 23: Purchase English 3D curriculum to supplement instruction in ELD and reading intervention classes. The English 3D curriculum is aligned to CCSS and focuses on the development of students' vocabulary, writing, speaking, and listening skills.	2015-16	Directors, C&I Leadership Team	Cost of student materials, teacher resource materials, regional training, and on-site training for up to 20 additional teachers (75%)		Title I Part A: Allocation	30,000
Action Item 24: Provide professional development and support to teachers on language proficiency levels and language objectives to provide EL students with full access to the academic content and performance standards to help ensure improved English proficiency.	2015-16	C&I Leadership Team	No cost to program			
Action Item 25: Revise the master schedule to allow for designated ELD time for identified ELs.	Fall 2015	Directors, EL Resource Teacher	No cost to program			
Action Item 26: Purchase/renew Rosetta Stone licenses.	2015-16	EL Resource Teacher	Cost of licenses (75%)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,725
Action Item 27: Continue to maintain EL Share program-wide	2015-16	EL Resource Teacher	No cost to program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 28: Continue to monitor re-designated fluent English proficient (RFEP) students for a minimum of 2 years.	2015-16	EL Resource Teacher	No cost to program			
Action Item 29: The Program Specialist - Math will design and coordinate mathematics programs and intervention strategies. Coordinate assessment and monitoring of student progress. Provide direct services to identified students. Develop a plan for improvement and enrichment of mathematics instruction, including the selection of instructional materials and curriculum adoptions.	2015-16	Program Specialist - Math, Accountability Specialist	Salary and benefits (75%)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	78,660.75
				3000-3999: Employee Benefits	Title I Part A: Allocation	24,061.77
Action Item 30: Transition Counselors will continue to provide academic, personal, and career counseling services to students to help them successfully transition within and outside of the Alternative Education program.	2015-16	Transition Counselors, Site Administrators	Salary and benefits (5 counselors) at 85%	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	301,664.15
				3000-3999: Employee Benefits	Title I Part A: Allocation	117,556.70

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 31: Provide support for Special Education Learning Centers. Two Program Specialists (Curriculum &Instruction/Behavior) in place to assist with Special Education Learning Centers and provide professional development for Learning Center teachers.	2015-16	Special Education Principal, Program Specialists	Salary and benefits (50%)	1000-1999: Certificated Personnel Salaries	Special Education	94,175
				3000-3999: Employee Benefits	Special Education	30,518
Action Item 32: Provide Thinking Maps Path to Proficiency for English Language Learners training for assigned staff.	Spring 2016	Directors, Site Administrators, EL Resource Teacher	Cost of professional development, travel expenses (68.75%)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,767.50
Action Item 33: Administer Clarity technology survey to staff, students, and parents. Based on analysis of survey results, develop professional development plan to address the areas of need or improvement identified.	2015-16	Directors, Site Administrators, Staff	(75%)		LCFF - Base	3,750
Action Item 34: Establish content area teams to align curriculum to CCSS and complete Scope and Sequences for their content areas.	2015-16	Accountability Specialist	Cost of extra duty/substitutes (75%)		Title I Part A: Carryover	75,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Math 180 for students needing math intervention.	2015-16	Accountability Specialist, Program Specialist - Math	Cost of curriculum.	4000-4999: Books And Supplies	Title I Part A: Carryover Title I Part A: Allocation	70,000 20,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Pupil Achievement, Pupil Outcomes
LEA GOAL:
Goal 5: All students will graduate from high school
LCAP GOAL:
Goal 3: Increase the percentage of students who are college and career ready.
SCHOOL GOAL #2:
Increase the percentage of students who are college and career ready. 2015-16 Expected Annual Measurable Outcomes (EAMO): • CAASPP/CELDT/AMAO 1 and 2/STAR Renaissance Pre/Post-Test: See Goal 1 • Credit Recovery: Collect and analyze 2015-16 data to establish baseline
Data Used to Form this Goal:
LCAP survey data State and local assessment data (see Goal 1, pp. 18-19)
Findings from the Analysis of this Data:
A vast majority of the LCAP survey respondents agree that the Alternative Education program provides students with a high quality education. An area of need that was identified through analysis of the survey responses included preparing students to be college and career ready. Specifically, a significant percentage of student and staff responses indicated a need to provide more resources and opportunities to help students prepare for the future. See pp. 18-19 for details regarding analysis of state and local assessment data.
How the School will Evaluate the Progress of this Goal:
Analysis of LCAP survey data Data analysis of state and local assessments (see Goal 1, pg. XX)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 1: Increase student access to Odysseyware that provides students with access to finishing grades in progress, CTE, credit recovery, and elective coursework.	2015-16	All Staff	See Goal 1/Action Item 17			
Action Item 2: Expand post-secondary opportunities for students (e.g. completion of job applications, registering for Bakersfield College, etc.).	2015-16	Directors, Site Administrators, Teachers, Transition Counselors	(75%)		LCFF - Base	7,500
Action Item 3: Utilize PLCs to analyze state and local assessments .	Ongoing	PLC Teams, Site Administrators	No cost to program			
Action Item 4: Develop and provide promotional materials for state and local assessments.	2015-16	Directors, C&I Leadership Team, Teachers	(75%)	5900: Communications	LCFF - Base	1,875
Action Item 5: Establish criteria and implement credit recovery program.	Fall 2015	Directors, Accountability Specialist	No cost to program			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Engagement
LEA GOAL:
Goal 4: All students will be educated in environments that are safe, drug-free, and conducive to learning.
LCAP GOAL:
Goal 4: Increase the percentage of students and staff who feel safe at school. Goal 5: Increase attendance rates. Goal 6: Increase student and parent engagement.
SCHOOL GOAL #3:
Increase student and parent engagement. 2015-16 Expected Annual Measurable Outcomes (EAMO): • LCAP Survey data: Increase the percentage of respondents who feel safe at school by 5% over 2015 survey results • Attendance rates: 84% • Suspension rates: 8% • Positive Behavior Interventions and Supports (PBIS) implementation: Fully implement Tier 1 • Increase parent/guardian participation in school functions/activities by 5% *Back to School Night/Open Houses *LCAP Town Hall Meetings *Parent/guardian LCAP Survey respondents • Increase number of participants in Parent Project: 15
Data Used to Form this Goal:
Attendance rates Suspension rates LCAP Survey data PBIS data Parent/guardian attendance/participation in school functions/activities

Findings from the Analysis of this Data:
LCAP Survey Data Parent/guardian responses on the 2015 LCAP Survey indicated that more than 92% feel that the Alternative Education program values their input and acknowledges that they have been invited to plan, implement, and evaluate instructional materials, strategies, and programs. However, soliciting parent participation in school activities and advisory committees continues to be a challenge and the Alternative Education program recognizes an ongoing need to improve outreach to parents/guardians and increase their involvement in their students' educations. Suggestions for improvements made by parents/guardians and other stakeholder groups (students, staff, etc.) include the following: • Continued attention to student safety • Increased opportunities for parental involvement • Expansion of extended learning/enrichment opportunities that promote engagement (e.g. clubs, sports programs, music and art courses, more field trips - including trips to colleges/universities) Attendance Data Attendance rates have increased over the last three years due to the efforts the program has made to improve communication with students, parents, and partnering agencies including the implementation of a more effective method to track and monitor student attendance and the collaboration with the Truancy Reduction and Attendance Coalition of Kern (TRACK). PBIS/Suspension Data Currently, Community School campuses are at various stages of implementing Tier 1 of PBIS. Data will be collected throughout the school year to establish a baseline. Parent/Guardian Participation Student and parent participation on advisory committees remained stable throughout the 2014-15 school year. Parent/guardian attendance at Back to School Nights/Open Houses and Town Hall meetings increased. In addition, the total number of parent/guardian LCAP survey respondents increased. While improvements have been made in this area, there is still room for growth.

How the School will Evaluate the Progress of this Goal:
Analysis of the following data: Attendance rates Suspension rates LCAP Survey data PBIS data Parent/guardian attendance/participation rates in school functions/activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 1: Expand implementation of Positive Behavioral Intervention and Supports (PBIS).	2015-16	Site Administrators, Teachers		5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	3,750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 2: Continue to collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) to help ensure the parental involvement in students' regular attendance at school.	2015-16	Site Administrators, Teachers		5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	12,000
Action Item 3: Continue to coordinate with Foster Youth Liaison and Specialist to address attendance issues for Foster Youth.	2015-16	Foster Youth Liaison/Specialist, School Staff	No cost to program			
Action Item 4: Provide bus passes to students with extenuating circumstances.	2015-16	Site Administrators, Teachers	(75%)		LCFF - Supplemental	7,500
Action Item 5: Provide incentives to increase student engagement/improvement in the following areas: • CELDT • STAR Renaissance • School attendance	2015-16	School Staff	(75%)	4000-4999: Books And Supplies	LCFF - Base	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Action Item 6: Establish a program-wide intramural sports program.	2015-16	Site Administrators	Budgeted amount includes cost for mileage.	1000-1999: Certificated Personnel Salaries	LCFF - Base	10,000
				2000-2999: Classified Personnel Salaries	LCFF - Base	
				4000-4999: Books And Supplies	LCFF - Base	
Action Item 7: Expand the opportunities for field trips.	2015-16	Transition Counselors, Site Administrators	Budgeted amount includes cost for mileage (75%)	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,750
				2000-2999: Classified Personnel Salaries	LCFF - Base	
Action Item 8: Increase referrals to Parent Project through School-Community Partnerships.	2015-16	Transition Counselors, Site Administrators	No cost to program			
Action Item 9: Increase outreach to parents/guardians of students identified with exceptional needs, as Foster Youth, and/or as Low Income.	2015-16	Teachers, Site Administrators, Foster Youth Liaison/Specialist	(75%)	5900: Communications	LCFF - Base	3,750
Action Item 10: Purchase and implement School Messenger to improve and increase communication with parents/guardians.	2015-16	Directors, Site Administrators	Funded through Cal-Endow Grant (75%)			3,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	415,975.00
LCFF - Supplemental	7,500.00
Lottery: Instructional Materials	35,339.31
Special Education	124,693.00
Title I Part A: Allocation	845,873.67
Title I Part A: Carryover	541,421.52

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
Karen Loucks	X				
Ian Anderson				X	
Dinah Hester				X	
Kim Anaya				X	
T. Stone					X
M. Miramontes					X
A. Gomez					X
Ogden Kiesel		X			
Eric Rumbo		X			
Ronna Davis		X			
Amanda Robinson		X			
Amanda Cruz			X		
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 10-15-15.

Attested:

Karen Loucks		
Typed Name of School Principal	Signature of School Principal	Date
Ogden Kiesel		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date