

# The Single Plan for Student Achievement

Kern County Community School

15-10157-1530310  
CDS Code

Date of this revision: Fall 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of action to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Kern County Superintendent of Schools

The District Governing Board approved this revision of the School Plan on:  
June 14, 2011

# **KCSOS Community School Program**

**"Bringing Unity to Court and Community"  
2011-2012**

## **Mission**

The mission of Court and Community is to support the educational, social, and emotional needs for all its students and community members. We strive to empower our students to reclaim responsibility and become an active participant in their educational experience.

To support our mission we are committed to...

Providing a safe, secure, and orderly environment where students are eager to learn; requiring all students to perform at or above their anticipated achievement levels; selecting, developing, and supporting a competent and caring staff; and making learning a life-long process.

## **Vision**

The vision of Court and Community Schools is to ensure that every student thrives as a productive citizen in a changing world by providing challenging and innovative curriculum in partnership with quality staff, caring families, and supportive community members.

Court and Community Schools educate students to become complex thinkers who are able to apply learned skills to new situations. Our students will understand how their choices positively and negatively affect themselves, others, and the community as a whole. The ultimate goal is for our students to transition back to their school of residence with the tools they need for success.

## **Expected School-wide Learning Results or Goals** **Bringing UNITY to Court and Community**

As a result of being in our program, our students are becoming...

### **E**ducated Individuals who:

- Demonstrate effective communication skills.
- Read, write, and speak with proficiency.
- Develop and maintain positive relationships.
- Attain subject matter competency.
- Appropriately utilize technology to enhance personal and professional development.

### **I**ndependent Learners who:

- Think critically.
- Pursue lifelong learning.
- Implement and apply problem-solving skills.
- Employ multiple resources to conduct research.
- Effectively adapt to changing technology.

### **P**roductive Citizens who:

- Abide by the laws.
- Respect themselves and others.
- Strive to make positive contributions to the community.
- Develop workforce skills.
- Pursue career development opportunities.
- Utilize diverse media applications and programs for research purposes.

### **H**ealthy Students who:

- Effectively use information to make healthy lifestyle decisions.
- Possess a strong sense of self-worth and positive personal character traits.
- Exhibit conflict resolution skills through positive non-violent means.
- Display self-discipline and accept individual and group responsibility.
- Evaluate, monitor, and modify choices for the betterment of themselves and others.

**Each Individual Person Helps bring UNITY to Court and Community**

## 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. 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, Ridgecrest Learning Center, Sillect Community School, and West Kern Community School. Even though the annual attendance for 2010-2011 was 2,214, Community School served 5,561 students, with 1,718 students enrolled on CBEDS 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 2010-2011 was 82 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.

Community School entered Program Improvement during the 2005-2006 school year as a result of being assigned the county-wide graduation rate. For the 2011-2012 school year Community School continues to be in Program Improvement, Year 5. Letters were sent home at the beginning of the school year notifying all parents/guardians of our PI status and the options that were available to them. This Single Plan for Student Achievement was written with input from all stakeholders, including the Community School Site Council.

**Auburn Community School** is located in the northeast part of 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 Elementary, Blanton Academy, and Blanton (CLC) Tech. Instructional strategies available to students at this campus include classroom or independent study. Located on the central part of the campus is the Career Plus Center, which provides pre-employment workshops, career interest and aptitude testing, referral to potential jobs and paid work experience for Alternative Education Students. The Career Plus Center also 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 7<sup>th</sup> and 8<sup>th</sup> grade students 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. Independent study is the instructional strategy provided for students in grades K-12.

**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 and an independent study program. 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.

**Ridgecrest Learning Center** is located 120 miles east of Bakersfield in Ridgecrest, offering classroom and independent study services to students requiring Community School services. This site is composed of one teacher, one paraprofessional, and one juvenile correction officer. This site has one classroom, an open area for working with students, a work study area with student computers, and an area for physical education.

**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, as well as 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 two teachers and one school clerk. Independent study is provided for students in grades K-12.

## Part I: Analysis and Conclusions of Student Data

**Table 1: Academic Performance Index**

API	All Students			Hispanic			White			Socioeconomically Disadvantaged		
	Base	Growth	Difference	Base	Growth	Difference	Base	Growth	Difference	Base	Growth	Difference
<b>2008-2009</b>	612	470	-142	607	478	-129	644	460	-184	588	445	-143
<b>2009-2010</b>	469	577	108	479	599	120	466	545	79	444	558	114
<b>2010-2011</b>	575	465	-110	598	451	-147	544	492	-52	557	461	-96

**Conclusions indicated by the data:**

- Over last three years, only 2009-2010 school year saw growth- all 3 significant subgroups had growth
- In 2009-2010- Hispanic subgroup demonstrated greatest growth (120 pts.)
- In 2009-2010- White subgroup demonstrated least amount of growth (79 pts.) among subgroups
- In 2010-2011- Hispanic subgroup experienced greatest decline in points compared to other subgroups (-147 pts.)

## Academic Performance Index (API)

The Academic Performance Index is a score given to all schools as a way to measure performance on the Standardized Testing and Reporting (STAR) program and the California High School Exit Exam (CAHSEE). The API performance target for all schools is 800 with growth targets calculated annually. The student scores that are included in the API calculations include those students continuously enrolled on CBEDs day to the date of tests. Test scores used to calculate API include: CST in English/LA and math for grades 5, and 8-11, CST in History/Social Science in grades 8-11 and the California High School Exit Exam for grades 10-12. ASAM schools receive an API score for federal No Child Left Behind (NCLB) reporting only. ASAM is the California Alternative Schools Accountability Model recognized for use by alternative schools that serve highly mobile and high-risk students, such as those served in juvenile court and county community schools. The following table demonstrates that student scores for Community School have fluctuated since 2007.

<b>KCSOS Community School Academic Performance Index (API)</b>					
	<b>Community Schools</b>				
	2006-07	2007-08	2008-09	2009-10	2010-2011
<b>API Base Data</b>					
Percent Tested	N/A	N/A	N/A	N/A	N/A
API Base	489	607	612	469	575
Growth Target	B	B	B	B	B
Statewide Rank	B	B	B	B	B
Similar Schools Rank	B	B	B	B	B
<b>API Growth Data</b>					
Percent Tested	N/A	N/A	N/A	N/A	N/A
API Growth Score	607	611	470	577	465
Actual Growth	118	4	-142	108	-110
<b>API Subgroups</b>					
African American	12	18	18	20	22
American Indian or Alaska Native	0	4	3	0	1
Asian	0	2	1	0	3
Filipino	2	1	1	0	2
Hispanic or Latino	79	93	128	98	131
Pacific Islander	0	1	0	0	0
White	70	57	66	62	57
Two or More Races	N/A	N/A	N/A	5	2
Socioeconomic Disadvantaged	104	117	132	164	203
English Learners	19	30	37	32	64
Students with Disabilities	11	19	26	20	20

The Information Posted Above came from the California Department of Education/Dataquest.

N/A indicates that this school had fewer than 11 valid Standardized Testing and Reporting (STAR) scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

**Analysis of API:**

In 2010-2011, Community School did not meet its API growth target with a decrease of 110 points. However, in the previous year of 2009-2010, Community School did experience a dramatic increase in its API score (108). The Team could not find any significant differences in the program or instructional services to students that might have contributed to such a drastic decline in a single year. The Team feels strongly that, because API is a tool that is used predominantly to measure traditional school settings where students remain from year to year, it is not a good measure of the KCSOS Community School population due to student mobility. It continues to be a poor indicator of success for our students because it is largely based on standardized test scores

**Table 2: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	All Students			Hispanic			White			Socioeconomically Disadvantaged			ELL			SWD		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate	93	94	92	92	94	90	94	93	94	93	94	91	91	95	92	93	90	88
Met Participation Rate	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	-	-	-
Percent At or Above Proficient	8.2	17.1	11.8	5.1	7.1	6.8	16.7	33.3	24.0	4.9	12.3	11.4	0	6.7	5.0	-	0	-
AYP Target	44.5	55.6	66.7	-	-	-	-	-	-	-	-	-	N/A	-	-	-	-	-
Met AYP Criteria	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No

**Note:** Year 1: 2008-09/Year 2: 2009-10/Year 3: 2010-11

**Conclusions indicated by the data:**

1. School-wide, have not met AYP participation rate criteria for the last three years. EL subgroup met participation criteria in 09/10.
2. AYP target not met school-wide or by any significant subgroups over the last three years.
3. All subgroups demonstrated decrease in % at/above proficient in 10/11.

**Table 3: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	All Students			Hispanic			White			Socioeconomically Disadvantaged			ELL			SWD		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate	93	93	91	94	94	90	90	90	92	92	93	90	93	93	90	96	89	88
Met Participation Rate	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	-	-	-
Percent At or Above Proficient	6.4	9.6	3.4	6.8	4.5	2.2	10	21.4	7.1	5.2	8.1	2.4	5.3	5.9	0	0	0	-
AYP Target	43.5	54.8	66.1	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-
Met AYP Criteria	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	-

**Note:** Year 1: 2008-09/Year 2: 2009-10/Year 3: 2010-11

**Conclusions indicated by the data:**

1. Participation rate not met in last three years.
2. The percent at/above proficient is significantly lower in 10/11 school-wide and among subgroups.
3. None of the subgroups met the AYP criteria in the last three years.

**Adequate Yearly Progress (AYP)**

Participation rates, proficiency rates, API scores, and graduation rate measure Adequate Yearly Progress (AYP). AYP is the federal indicator required by No Child Left Behind. It should be noted that the number of valid scores for Community School represents about 13% of those tested. Please review the Community School AYP data on the following chart.

Table 12. Adequate Yearly Progress (AYP)								
Community School								
	2007-2008		2008-2009		2009-2010		2010-2011	
AYP Criteria	School	District	School	District	School	District	School	District
Overall	No	No	No	No	No	No	No	No
Participation Rate-English/Language Arts	No	No	No	Yes	No	Yes	No	No
Participation Rate-Mathematics	No	No	No	Yes	No	Yes	No	No
Percent Proficient-English/Language Arts	No	No	No	Yes	No	No	No	No
Percent Proficient-Mathematics	No	No	No	No	No	No	No	No
API	Yes	Yes	No	Yes	Yes	Yes	No	No
Graduation Rate	No	No	No	No	N/A	N/A	Yes	Yes
<b>Indicators</b>	<b>School</b>	<b>District</b>	<b>School</b>	<b>District</b>	<b>School</b>	<b>District</b>	<b>School</b>	<b>District</b>
Program Improvement Status	In PI	In PI	In PI	In PI	In PI	In PI	In PI	In PI
Years in Program Improvement	3	1	4	2	5	3	5	3
Number of Schools in the LEA Currently in Program Improvement	N/A	2	N/A	2	N/A	2	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.00%	N/A	50.00%	N/A	50.00%	N/A	20%
The information posted above came from the California Department of Education/Dataquest.								

**Analysis of AYP:**

Community School did not make AYP for 2010-2011. Community School is in Year 5 of Program Improvement.

Using 2010-2011 school year data, Community School served 5,561 students.

Results of 2010-2011 are below-

Participation rate met – No (ELA & math)

Percent Proficient – No (ELA & math)

API – No

Graduation Rate Criteria Met – Yes (Target was 74.81%; *actual* rate was 79.4%)

**Alternative Schools Accountability Model (ASAM)**

As previously noted, ASAM is the California Alternative Schools Accountability Model used by KCSOS Alternative Education. The Alternative Schools Accountability Model (ASAM) is the California State recognized accountability system for alternative schools that serve high-risk and highly mobile students. ASAM data only covers long-term enrollments that are continuously enrolled for at least 90 days.

Alternative Schools are to select three indicators from an approved list of indicators. Indicators from which to select include: student behavior, suspensions, punctuality, truancy, persistence, attendance, pre-and-post testing, promotion and course completions, credit completion rate, graduation rate, and GED completion rates.

Community School has selected three indicators to measure student growth: attendance rate, average credits per month/average courses completed per month, and graduation rate. These three indicators have consistently fallen in the *Sufficient* range.

2010-2011 ASAM: Community Schools School Report							
Total Unduplicated Count of Students Enrolled	5,561	Performance Standards for ASAM Performance Indicators					
Total Long-Term (90day) Students Served	1,497	Community	Performance Level Achieved	Commendable	Sufficient	Growth Rate	Immediate Action
Grades K-6	49						
Grades 7 & 8	106						
Grades 9 – 12	1,342						
<b>Indicator 6: Attendance</b>	89.3%	2011 Reported Attendance Rate: 89.3%	Sufficient	95 - 100	84 – 94.99	65 – 83.99	0 64.989
<b>Indicator 12C: Course Completion</b>	1.3 Courses/ Month	2011Reported Monthly Rate: 1.3 Courses Weighted Monthly Rate	Sufficient	Not Reported	0.7 to 2.0	Less than 0.7 Courses per Month	Not Reported
<b>Indicator 13B: Credit Completion</b>	6.3 Credits/ Month	2011 Reported Monthly Rate: 6.3 Credits Weighted Monthly Rate	Sufficient	9.5 Credits or More per Month	5.5-9.4 Credits per Month	4-5.4 Credits per Month	Less than 4 Credits per Month
<b>Indicator 14: High School Graduation</b>	79.4%	2010-2011 Reported Rate: 79.4%	Sufficient	96% - 100%	73% to 95%	50% to 72%	Below 50%
The Information Posted Above came from the California Department of Education/Dataquest and KCSOS.							

**Analysis of ASAM:**

Community School served 5,561 students in 2010-2011 and had only 1,497 (27%) students enrolled 90 days or more. Although we positively impact students every day, the enrollment and mobility trends make it difficult to track and demonstrate meaningful growth over time. This is clearly a challenge for our programs, administration, and staff.

## Student Achievement Data

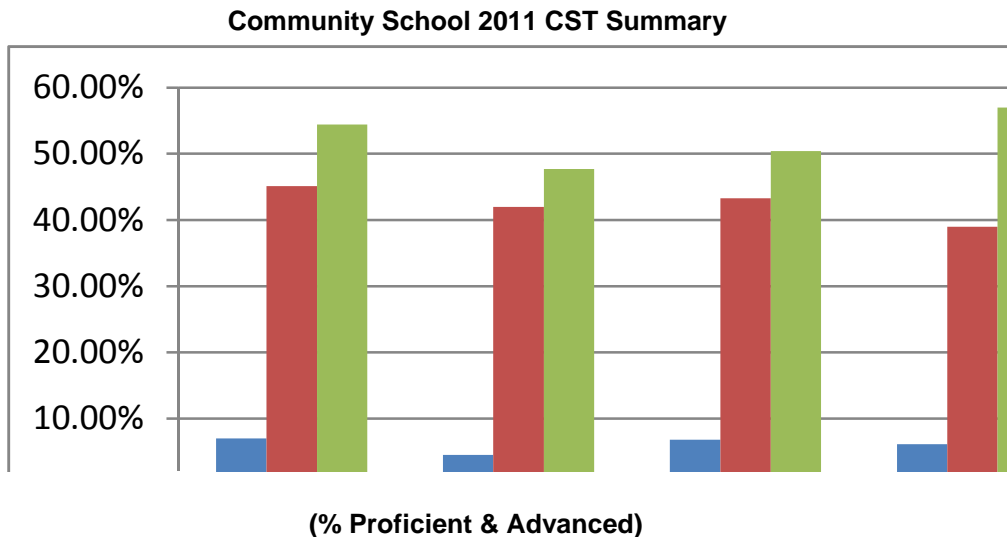
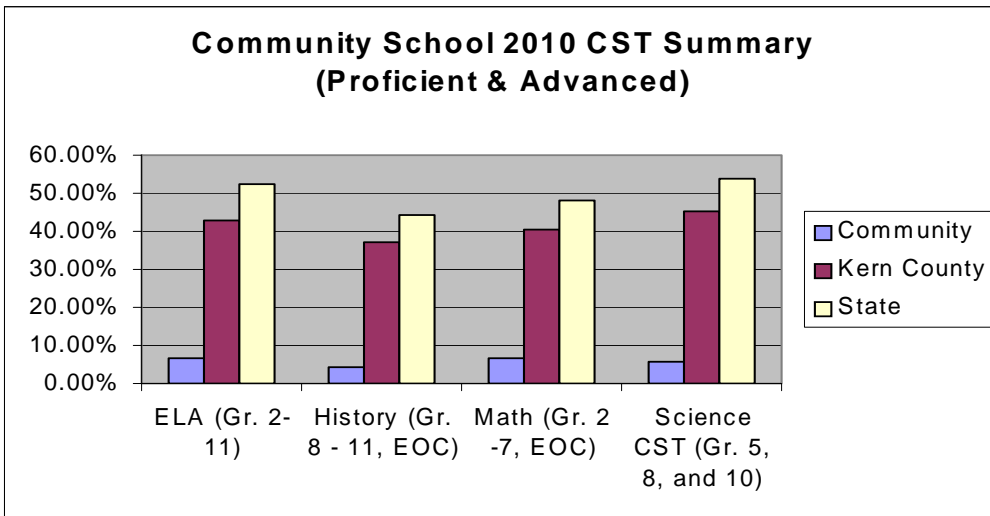
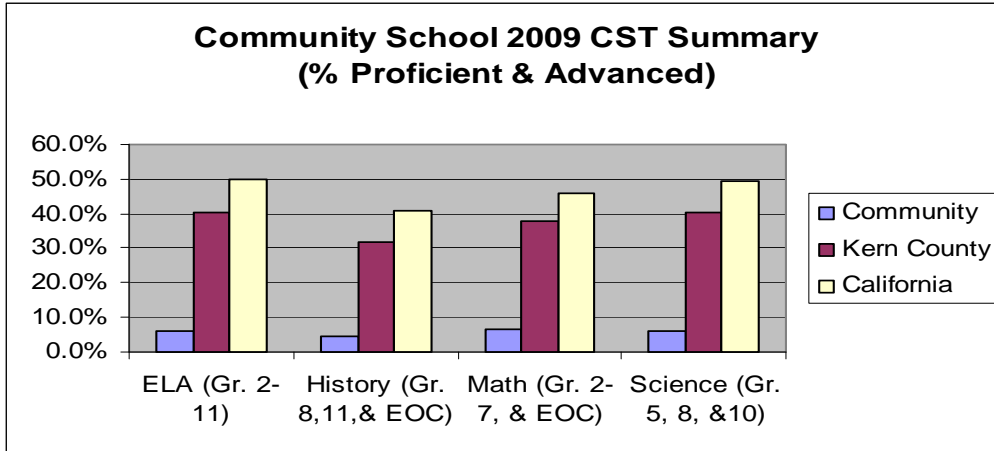
In evaluating the data there are several areas where the tracking of information is vital to the success and growth of our program. Our goal is to return our students back to their schools of residence equipped with the tools to achieve success, including graduation. Through consistently evaluating student data we hope to clearly define what tools our students will need to be successful once returning to their home districts or moving to post-graduation opportunities.

### **California Standardized Tests (CSTs)**

The following table and graph show the overall percent of Community School students who achieve Proficient or Advanced on the California Standardized Tests by subject area.

<b>2009-2011 CST SUMMARY (% Proficient &amp; Advanced)</b>			
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>ELA (Gr. 2-11)</b>	6.2%	6.5%	7.0%
<b>History (Gr. 8,11,&amp; EOC)</b>	4.7%	4.2%	4.5%
<b>Math (Gr. 2-7, &amp; EOC)</b>	6.5%	6.5%	6.8%
<b>Science (Gr. 5, 8, &amp;10)</b>	6.3%	5.7%	6.1%

The following three graphs show the overall percentage of students achieving Proficient or Advanced over a three-year period and compare them to overall County and State averages.



**Analysis of CSTs:**

The results are varied, and data does not clearly indicate improvement or decline in Community School student CST scores. CSTs have historically been a poor indicator of student achievement for our at-risk student population. There are many factors that contribute to this phenomenon. One major factor is the lack of student motivation to perform well on a standardized test that does not impact the student's ability to graduate or to move from one grade to the next. Other factors include short enrollment periods, a transient student population, and the reality that many students who prepare for tests while enrolled in Community School leave to take the test at other schools. For these reasons, annual standardized test scores are not a good indicator of student success; rather shorter term, local assessments designed to measure growth in shorter time periods would be a better way to measure progress.

**Table 4: California English Language Development (CELDT) Data Community**

Grade Spans	2011 California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K-2</b>	-	-	-	-	-	-	-	-	-	-	-	0
<b>3-5</b>	***	***	***	***	***	***	***	***	***	***	***	4
<b>6</b>	-	-	-	-	1	25%	-	-	3	75%		4
<b>7</b>	0	0%	4	33%	5	42%	3	25%	0	0%		12
<b>8</b>	1	5%	2	10%	14	67%	3	14%	1	5%		21
<b>9</b>	0	0%	9	24%	14	38%	13	35%	1	3%		37
<b>10</b>	2	3%	10	15%	38	58%	11	17%	4	6%		65
<b>11</b>	2	3%	11	16%	35	51%	14	21%	6	9%		68
<b>12</b>	3	4%	18	23%	39	50%	16	21%	2	3%		78
<b>Total</b>	8	3%	55	19%	145	50%	61	21%	20	7%		289

**Conclusions indicated by the data:**

- Half of ELs tested are classified as Intermediate
- Bell-shaped curve describes trend in EL CELDT scores, meaning mostly score Intermediate, then almost equal score above and below Intermediate level (Early Advanced & Early Intermediate)
- Majority of ELs in grades 10-12

**California English Language Development Test (CELDT)**

The CELDT test is provided to students in the Community School program according to the same state level guidelines as traditional schools. Students who are identified as non-native English speakers on the Home Language Survey and who have not taken the CELDT prior to being enrolled in Community School, take the CELDT within 30 days of enrollment. In addition, during the July to October annual testing window every year, students who need the CELDT test are retested in Community School; results are reviewed to determine program priorities. The following table shows proficiency levels of EL students over the last three years.

Community Schools Annual Assessment (Grades 9 - 12)			
	2008-09	2009-10	2010-11
Beginning	4%	6%	3%
Early Intermediate	28%	21%	19%
Intermediate	50%	49%	50%
Early Advanced	17%	21%	21%
Advanced	1%	3%	7%

**Analysis of CELDT Results:**

Data indicates that the majority of Community School ELL students are classified as Intermediate. Over the last three years, the percentage of students classified as Early Intermediate and Early Advanced go back and forth between being the next highest level. There were changes to the scale score calculations of the CELDT in 2006 which resulted in an overall lowering of students' achievement levels and the need for increased services to ELL's. Due to the alarming fact that, when averaged out for all grade levels, less than 1% of Community School English Learners score proficient or advanced on the CSTs, services to EL's remain a top program priority.

**California High School Exit Exam (CAHSEE)**

Passage of the California High School Exit Exam is a requirement to earn a high school diploma in the state of California. The first opportunity Students have to take the CAHSEE is in grade ten (as a sophomore). Sophomores must be credit-eligible (55 total credits before beginning their tenth grade year) to participate in the March Census examination. Grade ten students who are not credit eligible will be provided the opportunity to take the CAHSEE for the first time in May. Students in grade eleven are given two opportunities to take the CAHSEE, while grade twelve students are given four opportunities per year. After completion of their senior year, students who have not yet passed the CAHSEE are given up to two years to take and pass the test. The following table shows combined results for 10-12 grade CAHSEE results.

Grades 10-12 CAHSEE Passage Rates Combined – Single Year									
	2008-09			2009-10			2010-11		
	Community	Kern County	California	Community	Kern County	California	Community	Kern County	California
ELA: Percent Passed	30%	52%	61%	25%	54%	55%	26%	Not Available	Not Available
Math: Percent Passed	24%	52%	61%	24%	55%	64%	22%	Not Available	Not Available

**Grade 10 Administration Only:**

Every March, the CAHSEE is offered to credit-eligible 10<sup>th</sup> grade students for the first time. This administration, called the Census Administration, is reported to the State in an effort to establish a baseline of CAHSEE data for the school. The following table shows grade 10 CAHSEE Census pass rates for Community School students for the last three years:

Grade 10 CAHSEE March Census Administration Community School			
	2009	2010	2011
ELA: Number Tested	136	127	123
ELA: Number Passed	66	53	68
ELA: Percent Passed	49%	42%	55%
Math: Number Tested	137	125	121
Math: Number Passed	68	55	71
Math: Percent Passed	50%	44%	59%

Grade 10 CAHSEE March Census Administration Comparisons									
	2009			2010			2011		
	Community	Kern County	California	Community	Kern County	California	Community	Kern County	California
<b>ELA: Percent Passed</b>	49%	77%	80%	42%	78%	80%	55%	Not Available	Not Available
<b>Math: Percent Passed</b>	50%	79%	81%	44%	80%	81%	59%	Not Available	Not Available

**Analysis of CAHSEE:**

Generally speaking, the 10-12 combined CAHSEE passage rates have declined overall and are lower than those in 2008-2009. Passage rates for Community School tend to be significantly lower than those of the county and the state. Community School did experience a 4.0% growth in the ELA passage rate in ELA from the 09/10 to the 10/11 school year. It should be noted that Community School students who are credit-eligible (55 freshmen credits) and take the CAHSEE during the March census administration perform better on the test than those in Grade 11 and 12. Much attention has been paid to improve CAHSEE passage for Community School students, including CAHSEE tutorials and new intervention materials. Student motivation tends to be very high for the CAHSEE, as it is a requirement for a high school diploma. English Learners and Special Education students continue to struggle with passing the CAHSEE exam and continue to require extended learning opportunities to work toward passage of the CAHSEE. This demonstrates the importance of course and credit completion in order to do well on standardized testing. With over 90% of Community School students entering Community School in a credit-deficient status, it is clear we face unique challenges as we move students toward graduation or return to the comprehensive school. As we continue to work towards providing system CAHSEE preparation for our students.

## Demographic Data

The Community School SPSA Leadership Team, comprised of teachers, counselors, and administrators, examined the following student demographics data in order to gain a more comprehensive understanding of our students and ethnic, linguistic, and socio-economic backgrounds.

### Student Ethnicity

The table and graph below show the breakdown of the KCSOS Community School student enrollment by ethnic group, followed by a summary of the Team's findings.

Community School Student Enrollment by Ethnic Group						
Racial/Ethnic Category	2008-2009		2009-2010		2010-2011	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
African-American	244	14.90%	190	12.13%	228	13.27%
American Indian/Alaska Native	12	0.70%	13	0.83%	10	0.58%
Asian	7	0.40%	8	0.51%	14	0.81%
Filipino	3	0.20%	5	0.32%	9	0.52%
Hispanic or Latino	951	58.10%	914	58.33%	1046	60.88%
Pacific Islander	1	0.10%	4	0.26%	4	0.23%
White (Not Hispanic)	399	24.40%	431	27.50%	401	23.34%
Multiple/2 or more or No Response	19	1.20%	2	0.13%	6	0.35%
<b>Totals</b>	<b>1636</b>	<b>100%</b>	<b>1567</b>	<b>100%</b>	<b>1718</b>	<b>100%</b>

This information was obtained from CDE's DataQuest.

### **Analysis of Student Ethnicities:**

In 2010-2011, the three largest student populations in Community School continue to be Hispanic, White, and African-American. In 2011, the largest student ethnic group remains Hispanic, which comprises almost 61% of the Community School population, followed by White (23.34%) and African-American (13.27%). The Team noticed that the number of African-American students has fluctuated over the last three years and is lower than it was in 2008-2009. In 2009-2010, the White student population increased, but has returned to about what it was in 2008-2009. Recent patterns of Hispanic population growth have drawn increased attention from all stakeholders within Community School. The enrollment rate of Hispanics has gradually increased in the Community School programs. Even though Hispanics make-up more than 50% of the total student population, test scores are lower than other ethnicities in areas of assessment (i.e. CAHSEE and CST). In the process of evaluating causal factors for the low achievement scores within the Hispanic population, it was determined that English learner achievement data was included in the Hispanic population data and thus provided a skewed picture of the performance levels of Hispanic students who are not English learners. The Leadership Team concluded that improving outreach and bilingual communication to parents of Hispanic (and all) students could help provide further support for school success.

Outreach to parents continues to be a major focus for Community School staff. In addition, continued emphasis on culturally sensitive and relevant pedagogy will be important, given the high percentages of minority students we serve every year.

It is also important to understand the socioeconomic background of our students. Approximately 78% of Community School students receive Free or Reduced Lunch. This high rate of NFLP is an indicator of poverty or near-poverty. To better understand the unique needs of a high-poverty student population, the County Office hosted Ruby Payne, the author of [A Framework for Understanding Poverty](#), as a guest speaker for our staff development in August 2007.

**Enrollment by Grade**

The following table and graph shows a breakdown of enrollment by grade level on CBEDS reporting day, followed by a summary of the Team’s findings.

<b>Community School Enrollment by Grade</b>			
	<b>Community School</b>		
<b>Grade Level</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Kindergarten</b>	1	0	0
<b>Grade 1</b>	1	1	1
<b>Grade 2</b>	2	1	2
<b>Grade 3</b>	2	4	5
<b>Grade 4</b>	8	3	3
<b>Grade 5</b>	10	9	10
<b>Grade 6</b>	10	7	9
<b>Grade 7</b>	31	28	34
<b>Grade 8</b>	73	78	113
<b>Grade 9</b>	112	111	151
<b>Grade 10</b>	402	344	399
<b>Grade 11</b>	391	375	391
<b>Grade 12</b>	593	606	600
<b>Totals</b>	1636	1567	1718

The information was obtained from the CDEs DataQuest.

**Analysis of Enrollment by Grade:**

State data is typically derived from long-term enrolled students (90 consecutive days or more). KCSOS Community School served 5,561 students, but had only 1,497 long-term enrollments (27.0%). The short length of enrollments poses a unique challenge in showing meaningful growth over time. Community School programs serve students in all grade levels; however, over 90% of Community School students are in grades 9 through 12, which results in our programs being naturally geared toward providing services for high school students. The importance of such services as CAHSEE intervention take on even greater significance when looking at the large numbers of high school students served in our programs.

**English Language Learners**

The following table shows Community School student language proficiency by percentage compared to County and California, including the numbers of English Learners (EL), Fluent English Proficient (FEP) and Re-designated students (RFP).

Community Schools Language Proficiency by Percentage									
	2008-09			2009-10			2010-2011		
	Community	Kern County	California	Community	Kern County	California	Community	Kern County	California
English Learners	16%	22%	24%	13%	22%	24%	20%	18%	17%
Fluent English Proficient	20%	18%	19%	17%	18%	19%	20%	17%	14%
Re-designated	2%	12%	11%	0%	13%	12%	0.5%	12%	11%

This information was obtained from the CDEs DataQuest.

**Analysis of Language Proficiency:**

Since 2008-2009, the Community School EL population has continued to increase. There was a slight dip in EL enrollment last year, but overall the percentage of ELs has grown from 16% to 20% over the last three years. In 2010-2011, Community School had a higher percentage of ELs enrolled than the county and the state. This is the first time Community School has experienced this occurrence. Unfortunately, the number of ELs that are re-designated remains very low, as do those for the county and state. Because of this trend that is evident across California, and the responsibility we have to provide quality EL instruction, English language development remains a priority for Community School. As such, KCSOS Court and Community School have a Lead EL Resource Teacher and a well-developed network of support for ELs at the school sites, including EL Coaches at all campuses. The Lead Resource Teacher meets monthly with the EL Coaches t home will require that Specialist meet bi-monthly to review EL teaching strategies, review SDAIE teaching strategies, student work and EL learning plans, as well as compliance procedures for tracking and state reporting.

## Part II: Analysis of Current Educational Practice

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPCs). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

Schools should analyze current district and school policies, procedures and practices regarding instructional practice for each of the questions below.

### Standards, Assessment, and Accountability

Kern County Superintendent of Schools Alternative Education, which includes both the Court School and Community School programs, adheres to several State and Federal Program Mandates. State Program Mandates include the Academic Performance Index (API), Alternative Schools Accountability Model (ASAM), Categorical Program Monitoring (CPM), California Basic Educational Data System (CBEDS), and School Accountability Report Card (SARC). Federal Program Mandates include Adequate Yearly Progress (AYP), Program Improvement (PI), Single Plan for Student Achievement (SPSA), Local Education Agency Plan (LEAP), and No Child Left Behind (NCLB). Kern Community Schools are WASC accredited through 2014.

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

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.

##### Placement Assessments

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 newly revised *Star Renaissance*. This newer version allows students to take the test more frequently, without getting the same test questions, in an effort to more accurately track growth over time. Other assessment used to determine reading levels are the *San Diego Quick Assessment*, and the *Informal Reading Inventory*. Additionally, assessments used to identify low readers or English Learners for intervention purposes include the *Edge or Inside* diagnostic tests. If needed, Community School

students are additionally assessed in math using the *E-path Measuring Up* assessment. This assessment is utilized to help place students in the appropriate CAHSEE materials.

#### California Standardized Tests (CSTs)

Due to the transient nature of the Community School population and the short length of stay in some of our programs, it is difficult to design specific interventions and individualized programs based on this data. While CST data is useful in determining current trends in student performance for determination of overall program needs, CST data is not an appropriate measure of specific year-to-year comparisons of individual students to determine growth as most students are returned to their district of residence at the end of their expulsion term.

#### Alternative Schools Accountability Model (ASAM)

The Alternative Schools Accountability Model (ASAM) is the California State recognized accountability system for alternative schools that serve high-risk and highly mobile students. ASAM data only covers long-term enrollments that are continuously enrolled for at least 90 days. For the 2010-2011 school year long-term enrollments made up 27% of Community School enrollments.

Community School has selected three indicators to measure student growth: attendance rate, average credits per month/average courses completed per month, and graduation rate. The Community School ASAM averages for the last five years by indicator are:

Attendance Rate:	89.3%
Mo. Average Credits/Courses:	6.3 Credits/month (for grades 9-12)/1.3 Course Completion (for grades 7-8)
Graduation Rate:	79.4%

The Community School indicators have consistently fallen in the *sufficient* range. The Community School ASAM score is addressed in the Part I: Analysis and Conclusions of Student Data of this document.

#### 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 provided to intervention and general education teachers to guide instruction. EL students continuously receive ELD services in Community School for the duration of their stay with us. Program monitoring to ensure effectiveness is ongoing.

#### California High School Exit Exam (CAHSEE)

For 10<sup>th</sup>-12<sup>th</sup> graders, CAHSEE diagnostic assessments are used to determine program placement and test results are used to guide instruction. 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. At this time, Community School has an ELA/reading intervention teacher. In addition, the standards-aligned CAHSEE materials, *Measuring Up*, help the instructional staff provide intensive tutoring and instruction for students who have not yet passed the CAHSEE.

#### 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.

#### Assessments

Teachers use the results of both formal and informal assessments to modify instruction. Classroom and independent study assessments include, but are not limited to: textbook publisher assessments, teacher created tests, student portfolios, oral and written assessments, group assessments, and informal teacher observations. Course teaching tools are being created for all level two and three curriculum to include weekly assessments. It is a goal for the 2011-2012 school year to develop and implement a K-6 report card with key standards that will allow us to measure the progress of our elementary students.

#### Writing Rubrics

Standards-based writing rubrics are used for the following types of writing assignments: expository, letter, narrative, persuasive, response to literature, and summary. The rubrics are an excellent tool for teacher evaluation of student work as well as student evaluation of their own or a peer's writing. All rubric scoring is on a scale from 1-4, which ranges from below standard to advanced. When used in conjunction with direct instruction of the writing process, rubrics help students to clearly identify proficient versus below standard writing. All teachers have a copy of the writing rubrics, which are aligned to the ability levels in the *Course of Study* (described later in this document). In addition, program-wide training in the instructional strategy of using *Thinking Maps* as a visual and organizational tool for critical thinking and writing has aided in the goal of improved writing for all students. Program-wide training will also take place in the instructional strategy of *Write to Learn*. The use of this new instructional strategy will aid students in the development of their critical writing skills.

## **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction**

#### Curriculum and Assessments

Curriculum-embedded assessments for all state-aligned curriculum 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 with low reading and/or math scores are placed in intervention curriculum designed to improve academic achievement. Reading intervention is structured to offer support to intensive level students who are two or more grade levels behind. Spring of 2011, the Alternative Education program purchased the math intervention curriculum, *California Math Triumphs*. Specialists support students and staff by helping to develop and implement effective reading, math, and ELD intervention strategies. A new schedule is being considered to include a zero period for intensive intervention. Some classrooms have time for intervention built into the first 15 minutes of each class period. Many students in will also have the opportunity to attend intervention classes on an additional day.

## **Staffing and Professional Development**

### **3. Status of meeting requirements for highly qualified staff**

#### **NCLB Compliant Classes**

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, 97% 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, in ensuring that our students receive the highest quality education.

#### **Teachers with Full Credentials**

Community School makes every effort to hire credentialed teachers in the appropriate subject areas they will teach. Currently, 99% of our permanent teachers are fully credentialed, which is very close to the County and State averages

### **4. Principals' AB 430 training on State Board of Education (SBE) adopted instructional materials**

Administrators have the opportunity to participate in high quality staff development through the Principal's Network of Kern County and/or the AB 430 Principal's Training Program at the Kern County Superintendent of Schools Office. AB 430 consists of 80 hours of classroom and an additional 80 hours of practicum. A critical component of the training focuses on instructional leadership for site administrators, particularly in

the areas of adopted ELA and math curriculum. At this time, a majority of administrators have completed these trainings. In August 2011, a vice principal was hired for Community School and will need to complete the AB 430 training.

**5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to SB 472 training on SBE-adopted instructional materials)**

Currently, 99% of permanent full-time teachers in Community School are fully credentialed. Community School math teachers attended SB 472 Algebra Readiness training in the summer of 2009. Additional training opportunities are supported as staff development funding permits. In August 2011, all ELA teachers received training in the reading intervention curriculum, *Edge* and in the instructional strategy, EDI. In addition, curriculum specialists provide in-house curriculum trainings based on program needs.

**6. Alignment of staff development to content standards, assessed student performance, and professional needs**

The 2011-2012 Staff Development Day for KCSOS Court and Community School staff included training in the reading intervention program, *Edge*, for all independent study, special education, and ELA classroom teachers. All teachers also received training in the strategic instructional strategy, Explicit Direct Instruction (EDI) by DataWorks. In addition, staff development occurs throughout the year at EL Coaches' meetings, mini workshops (*Thinking Maps/Fab Vocab*, etc.), Verification Process for Secondary Teachers in Special Settings (VPSS) workshops, KCSOS Curriculum and Instruction workshops, math workshops and curriculum specialist-led trainings. Many of our Community School teachers also take advantage of workshops offered through the BTSA program and Regional System of District and School Support (RSDSS). Also, BTSA coaches provide support to new teachers throughout the year in the form of coaching and mentoring. Our Reading Specialist created a ten-year program-wide Master Plan for Staff Development. Staff development offered this year includes, but is not limited to:

- California English Language Development Test (CELDT)
- Woodcock-Munoz (Revised) primary language assessment
- *Thinking Maps*
- *Fab Vocab, part. II*
- Write to Learn
- Step Up to Writing
- EL/SDAIE strategies
- *Edge* (for grades 9-12)
- *Inside* (for grades 4-8)

- Holt *Literature and Language Arts*
- Explicit Direct Instruction (EDI)
- California *Math Triumphs*

#### **7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)**

The Curriculum and Instruction Leadership Team, along with the Title I Specialists, and Focused Instructional Strategies Team (FIST) provide ongoing research-based coaching and mentoring to teachers and paraprofessionals for reading and math intervention. Scheduled site visitations from specialists provide ongoing training and support for teachers, paraprofessionals, and instructional aides. The Intervention Teacher position provides ongoing support for teachers and students at all Community School campuses. Math workshops are scheduled throughout the 2011-2012 school year, to provide support in the core and intervention curriculum. Staff development workshops and ongoing consultation are available through the Curriculum and Instruction Division of KCSOS. The Lead ELD Resource Teacher provides ongoing instructional assistance and support for teachers in English Language Development. This teacher supports the staff through peer coaching, creating and modeling lessons, and providing some 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. The Administration also makes 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.

#### **8. Teacher collaboration by grade level (K-8) and department (9-12)**

Community School leadership has identified the need to expand the opportunities for collaboration within the program. Various curriculum teams have been formed with program-wide instructional representation. These leadership teams provide structured collaboration opportunities for teachers. Teacher collaboration opportunities have been expanded to include coaching/mentoring of new and probationary teachers. Regular meetings provide a forum for teachers to collaborate as professional educators on curriculum adoption, staff development, instructional strategies, and meaningful assessment.

### **Teaching and Learning**

#### **9. Alignment of curriculum, instruction, and materials to content and performance standards**

As indicated in the Community School SARC report, textbooks and instructional materials are current, 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 updated to include newly adopted curriculum each year.

**10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8)**

Community School offers both a K-6 program and several 7-8 programs; Blanton Elementary serves K-6 students and Community Learning Center 34<sup>th</sup> 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.

**11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses**

The program-wide *Sequenced Pattern of Instruction (SPI)* is a pacing guide for all core subject areas that outlines classroom 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 underperforming students to receive intervention opportunities. Pacing guides continue to be a goal for the outlying years.

**12. Availability of standards-based instructional materials appropriate to all student groups**

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, SMART Board technology, and other applications.

**13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses**

All SBE-adopted and standards aligned curriculum is outlined in the *Course of Study* and *SPI*, which are used throughout all programs. Grade-level, core curriculum is supplemented with additional resources to help underperforming students access standards-aligned grade-level core courses. For our K-8 student population, Community 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

9<sup>th</sup> through 12<sup>th</sup> 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**

### **14. Services provided by the regular program that enable underperforming students to meet standards**

The *Individual Learning Plan (ILP)*, created at enrollment, is developed to guide and support the instructional environment to sufficiently meet individual student needs. Those students who are performing below grade-level are provided services both within and beyond the regular school program. These services include systematic ELD instruction, reading specialist, special education and 504 plan services, CAHSEE tutorial services, and math and technology labs. Title I Paraprofessionals provide instructional support for those students who are behind three or more grade levels in reading and math by offering one-on-one and small group tutoring. In addition, instructional aides are in place to help provide support. All students have access to services and resources to foster academic achievement in the regular school program, in accordance with state standards.

Teachers use a variety of instructional strategies to differentiate instruction, including but not limited to: direct instruction, individualized instruction, cooperative learning, as well as video and computer technology in their classes. Differentiated instruction is provided to accommodate a diverse group of learners, thus allowing underperforming students greater access to the core curriculum.

#### Community School Special Education Resource Program (RSP)

RSP is an integrated model providing direct and indirect services to students to meet identified individual needs. Special educators and general educators work collaboratively to provide the resources and instructional program needed to meet the objectives and service requirements of the Individualized Education Program (IEP) in the least restrictive environment and least obtrusive manner. Under this model, whenever appropriate, eligible students will receive instruction in the general education classroom under the direction of the general education teacher. Students may also receive instruction in the learning/resource center under the direction of the special education teacher. The primary goals of the special education teacher are to serve students in the least restrictive environment, maximize learning, and enhance self-esteem on the part of all students. RSP functions optimally when special and general education work collaboratively to contribute to the skills and resources needed to enable the student to achieve the IEP goals.

### **15. Research-based educational practices to raise student achievement at this school**

Research-based educational practices include differentiated instruction, cooperative learning, culturally relevant pedagogy, technology literacy, small and large group instruction, project-based learning, experiential learning, and direct instruction. Examples of research-based

instructional strategies implemented in Community School are Thinking Maps, Fab Vocab, and CAHSEE intervention. 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. Community School leadership has identified a need for targeted staff development in research-based instructional strategies, which have begun to be fully implemented program wide. Fab Vocab and Thinking Maps have begun to be integrated in all the course outlines for our Level 2 and 3 curriculum. Students are required to create a Thinking Map of selected vocabulary words that pertain to the subject they are working on. In addition, Thinking Maps are required to be created for extension activities and focus questions that students will need to study for the assessment piece. As part of their teacher observations, teachers will be expected to utilize Fab Vocab and Thinking Maps in their lessons. These will be monitored throughout the year with general observations by administration.

## **Involvement**

### **16. Resources available from family, school, district, and community to assist under-achieving students**

Community School has an internal network of personal support services for students and a number of partnerships with outside agencies. There are six transition counselors that service all Community School campuses. Career pathway development services are offered through the CareerPlus Center, 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 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. In 2009, a family advocate provided by the Kern County Probation department, was stationed at Community Learning Center and Sillect Community School to assist students and their families with finding necessary resources for housing, food, parenting, behavior and medical needs.

The Community School campuses host a Back to School Night/Open House each year. Parents are invited to meet with their child's teacher and 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, Jobs Plus!, Bakersfield Police Department, Kern County Fire Department, Liberty Career College and Reach for Greatness. In addition, during the Open Houses, families take advantage of free haircuts or hairstyles by our own students who are attending Bakersfield Barber College. 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 during the 2008-2009 school year for 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.

**17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 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; the enrollment period of a student can range 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.

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 planning, implementation, and evaluation of school programs. 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 advanced. 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.

The Community School Site Council reviews and approves the school plan and proposed expenditures and recommends them to the District's governing board for adoption in accordance with the District's governing board policy and State law. Community School's meeting agendas include the following topics: Election of officers, Bylaws and Uniform Complaint Procedures, SPSA adoption, revisions and implementations, updates and approvals, parent input, parent involvement and activities, Leadership Team meeting updates, on-going evaluation of educational programs, Safe School Plan, importance of school attendance, review of the Master Plan for English Learners, and needs assessment.

**Funding**

**18. Services provided by categorical funds that enable underperforming students to meet standards**

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.

A team of Title I curriculum specialists 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. Some examples are Thinking Maps, and Fab Vocab.

Transition counseling services are offered to all Community School students. Counselors serve as liaisons between the Community School programs and other school districts. They also provide post-graduation planning services to those students who will be graduating from Community School. Students with emotional or drug-related issues may initially be seen by the Transition Counselors and then are connected with mental health counselors. An additional transition counselor was hired at the beginning of the 2011-2012 school year.

An additional reading intervention teacher was hired to work with students who are reading well below grade level. Some of the sites that provide independent study as an instructional setting have created a block schedule for intervention in order to meet the needs of those underperforming students. In the classrooms, intervention is provided prior to the start of regular class, or in an intervention block as well. Teachers use adopted intervention curriculum and supplemental materials to provide instruction. Lessons are also modified to meet individual student needs.

**19. Fiscal support**

*See attached budget*

## **Part III: Targeted Improvements in Student Performance**

### Standards-Based school Goals

The content of school plans must be aligned with school goals for improving pupil achievement. School goals must be based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and may include local measures of pupil achievement. The School Site Council analyzed data on the academic performance of all students, including English Learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community through Academic Program Surveys and Focus groups. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### **Summary of Conclusions from Student Performance Data**

Based on the 10-11 CST Scores and CAHSEE Scores, the Community School Site Council, Staff and Leadership Team concluded that the areas of academic improvement are English Language Development, English Language Arts, Mathematics and Writing.

### Student Groups Performing Below Performance Standards

All 2-12 student groups and significant subgroups such as English Language Learners, Hispanic students, and Socio-Economically Disadvantaged students are performing below the performance standards.

### Performance Gaps

Performance Gaps are evident in English Language Development, English language arts, mathematics, and Writing.

### **School Goals to Improve the Academic Performance of Student Groups listed above:**

#### **Goal #1 English Language Arts**

Sixteen percent of Community School students will score "at or above" proficient as indicated by AYP in English Language Arts and 30% of students will pass the ELA portion of the CAHSEE for all administrations by August 2012.

#### **Goal #2: Mathematics**

Eight percent of Community School students will score "at or above" proficient as indicated by AYP in Math and 25% of students will pass the math portion of the CAHSEE for all administrations by August 2012."

#### **Goal #3: English Language development**

Twenty-five percent of Community School English Learners will move up one proficiency level on the CELDT during the annual testing window of July 1–October 31 each school year.

**Part III (FORM A): Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 1 English Language Arts:</b> Sixteen percent of Community School students will score "at or above" proficient as indicated by AYP in English Language Arts and 30% of students will pass the ELA portion of the CAHSEE for all administrations by August 2012.</p>						
<p><b>Student groups and grade levels to participate in this goal:</b> Students in grades 2-11 (AYP) Students in grades 10-12 (CAHSEE)</p>		<p><b>Anticipated annual performance growth for each group:</b> - 16% students (grades 2-11) will score "at or above" proficient in ELA on AYP - 30% of students (grades 10-12) will pass the ELA portion of the CAHSEE for all administrations</p>				
<p><b>Means of evaluating progress toward this goal:</b> CAHSEE diagnostic assessment CST Results AYP Results Data Analysis Star Renaissance ELA Test Scores (Pre-Post)</p>		<p><b>Group data to be collected to measure academic gains:</b> CAHSEE Results CST Results AYP Results Findings of Data Analysis Star Renaissance ELA Test Scores (Pre-Post)</p>				
<p>Actions to be Taken to Reach This Goal<sup>1</sup>, Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date<sup>2</sup> Completion Date</p>	<p>Person Responsible</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>English Language Arts</b> 1. Community School will purchase additional core and intervention level K-8 SBE-adopted and 9-12 standards aligned curriculum and support the implementation process for all ELA learning environments. Holt <i>Literature &amp; Language Arts</i> (Additional 7 &amp; 8 TEs) Holt <i>Literature &amp; Language Arts</i> (Core-Grade 9) <i>Edge</i> [Intervention Grades 9-12, Level B (additional) and Level C] <i>Inside</i> (Intervention Grades 4-8) Phonics Kits</p>		<p>8/11-12/11</p>	<p>Directors, VP of Curriculum &amp; Instruction, Reading Specialist</p>	<p>Purchase of additional ELA core &amp; intervention materials</p>	<p>(Holt) 47,798  (Edge) 18,434 &amp; (Inside) 1,500</p>	<p>Lottery  Title I, Part A</p>

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

2. Two teachers will be selected for special assignment to provide support to the instructional staff in the reading intervention curricula, model lesson planning preparation and implementation, and support the VP of C & I with COS and SPI revisions.	11/11-5/12	Director, 2 teachers on special assignment	Salary and benefits	93,817	Program Improvement Corrective Action Grant
3. One intervention teacher will be hired to teach at selected site(s) to work with students that have been identified as needing intensive reading intervention.	7/11-7/12	Director	Salary and Benefits	100,000	Title I, Part A
4. The Reading Specialist will provide intervention services to targeted students and/or provide support to teachers in the ELA/reading intervention curricula.	Ongoing	Director, Reading Specialist, teachers	Portion of salary and benefits	87,000	Title I, Part A
5. Community School principals will ensure that the school's master schedule for ELA will reflect effective use of instructional time in both core and intervention classes.	Ongoing	Director, principals	Inclusive	Inclusive	
6. Teachers will use the core and intervention curriculum with fidelity.	7/11-ongoing	Director, principals, teachers	Inclusive	Inclusive	
7. Teachers will be encouraged to post standards-based learning and language objectives daily in their classrooms and the posted objectives will match instruction	7/11-ongoing	Principals, teachers	Inclusive	Inclusive	
8. Community School will continue to ensure systematic implementation of <i>Write to Learn</i> (WTL) at all locations.	Ongoing	Director, Principals, C & I leadership team, FIST, teachers	Inclusive	Inclusive	
<b>CAHSEE</b> 9. Community School will continue to provide systematic CAHSEE preparation and intervention program-wide.	8/11-ongoing	Director, principal, teachers	Inclusive	Inclusive	

10. A database will be created at selected school sites to track student participation in CAHSEE intervention tutorials.	Ongoing	Director, principal CAHSEE, intervention teacher	Inclusive	Inclusive	
11. Community School principals will ensure that the school's master schedule reflects effective use of instructional time to provide CAHSEE preparation and intervention services.	Ongoing	Director, principals	Inclusive	Inclusive	
12. Supplemental Educational Services (SES) -Low income students will be offered free classes or tutoring services outside the regular school day to improve student achievement. (Based on <u>23</u> contracts for Fall 2011)	9/11, 1/12	Director, Educational Providers provided by the state of California, transition counselors	Tutoring Providers	37,000 (1,603 per contract)	Title I, Part A
<b>Research Based Instruction Strategies – Cross Content</b> 13. Community School will continue to ensure systematic implementation of <i>Thinking Maps</i> (TM), and <i>Fab Vocab</i> (FV) at all locations.	Ongoing	Director, principals, C & I leadership team, FIST, teachers	Inclusive	Inclusive	
14. Teachers will use EDI strategies on a regular basis.	8/11-ongoing	Principals, teachers	Inclusive	Inclusive	
15. The Curriculum and Instruction Leadership Team will select additional research-based instructional strategies that will be implemented on a consistent basis in order to strengthen students' reading and writing skills across content areas and grade levels. The Focused Instructional Strategies Team (FIST) will then train the staff members at their respective sites.	8/11-ongoing	Director, principals, C & I leadership team, FIST	Inclusive	Inclusive	
<b>Assessment and analysis of student performance data:</b> 16. Community School will collaborate with administration to design and utilize a comprehensive continuum of assessments which may include curriculum embedded assessments from program materials, the development of benchmarks, and the selection of other summative/formative assessments to determine individual student needs and design targeted instruction.	8/11-ongoing	Director, principals, C & I leadership team, specialists, ELA teachers	Inclusive	Inclusive	

<p><b>Professional Development and Collaboration:</b></p> <p>17. Community School ELA teachers and principals will complete training in core and intervention level K-8 SBE-adopted and 9-12 standards aligned curriculum.</p> <ul style="list-style-type: none"> <li>• Selected ELA teachers will be trained in <i>Holt Literature &amp; Language Arts</i></li> <li>• Selected ELA teachers will be trained in <i>Inside</i></li> <li>• All ELA teachers will be trained in <i>Edge</i></li> </ul>	8/11-6/12	Director, principals, C & I leadership team	N/A	Trainings free of charge	
18. All teachers will be trained in EDI	8/11	Director, C & I leadership team	Training fees and materials	5,673	Title I, Part A
19. Provide ELA teachers time for collaboration.	Ongoing	Teachers, principals	Inclusive	Inclusive	
<p><b>Involvement of staff, students, parents and other shareholders:</b></p> <p>20. The Community School Site Council will analyze the performance of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP, and CAHSEE growth targets. The Community SSC will provide recommendations to site and program leadership to improve student achievement.</p>	10/11	Principals, SSC members	Materials and supplies	275	Title I, Part A
21. Community School students, parents and other stakeholders shall be notified of current Highly Qualified status on the SARC report and Annual Notification to Parents.	8/11-6/12	Director, principals	Inclusive	Inclusive	Title I, Part A

**Part III (FORM A): Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 2 Mathematics</b>              Eight percent of Community School students will score "at or above" proficient as indicated by AYP in Math and 25% of students will pass the math portion of the CAHSEE for all administrations by August 2012."</p>						
<p><b>Student groups and grade levels to participate in this goal:</b>              Students in grades 2-11 (AYP)              Students in grades 10-12 (CAHSEE)</p>		<p><b>Anticipated annual performance growth for each group:</b>              - 8% students (grades 2-11) will score "at or above" proficient on AYP in Math              - 25% of students (grades 10-12) will pass the math portion of the CAHSEE for all administrations</p>				
<p><b>Means of evaluating progress toward this goal:</b>              CAHSEE diagnostic assessment              CST Results              AYP Results              Data Analysis              Star Renaissance Math Test (Pre/Post)</p>		<p><b>Group data to be collected to measure academic gains:</b>              CAHSEE Results              CST Results              AYP Results              Findings of Data Analysis              Star Renaissance Math (Pre/Post)</p>				
<p>Actions to be Taken to Reach This Goal<sup>3</sup>,              Consider all appropriate dimensions              (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date<sup>4</sup>              Completion Date</p>	<p>Person              Responsible</p>	<p>Proposed              Expenditures</p>	<p>Estimated              Cost</p>	<p>Funding              Source</p>
<p>1. Community School will purchase additional core and intervention level K-8 SBE-adopted and 9-12 standards-aligned curriculum and support the implementation process for all math learning environments.</p> <ul style="list-style-type: none"> <li>California Math Triumphs</li> </ul>		<p>8/11-12/11</p>	<p>Director, VP              Curriculum &amp;              Instruction</p>	<p>Purchase of              additional              math core &amp;              intervention              curriculum</p>	<p>5,000</p>	<p>Lottery</p>
<p>2. Community School principals will ensure that the school's master schedule for math will reflect effective use of instructional time in both core</p>		<p>Ongoing</p>	<p>Director,              principals</p>	<p>Inclusive</p>	<p>Inclusive</p>	

<sup>3</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

and intervention classes.					
3. Teachers will use core and intervention curriculum with fidelity.	7/11-ongoing	Principals, teachers	Inclusive	Inclusive	
4. Teachers will be encouraged to post standards-based learning and language objectives daily in their classrooms and the posted objectives will match instruction.	7/11-ongoing	Principals, teachers	Inclusive	Inclusive	
5. Community School will continue to recruiting and hire a Math Specialist/Coach.	7/11-6/12	Director	Salary and Benefits	80,000	Title I, Part A SES Set Aside Release
<b>CAHSEE</b> 6. Community School will continue to provide systematic CAHSEE preparation and intervention program-wide.	8/11-ongoing	Director, principals, teachers	Inclusive	Inclusive	
7. A database will be created at selected school sites to track student participation in CAHSEE intervention tutorials.	Ongoing	Director, principal, CAHSEE intervention teacher	Inclusive	Inclusive	
9. Community School principals will ensure that the school's master schedule reflects effective use of instructional time to provide CAHSEE preparation and intervention services.	Ongoing	Director, principals	Inclusive	Inclusive	
10. Supplemental Educational Services-Low income students will be offered free classes or tutoring services outside the regular school day to improve student achievement.	9/10, 1/11	Director, Educational Providers provided by the state of California, transition counselors	Tutoring Providers	See Action Step 12 (pg. 43)	Title 1, Part A
<b>Research Based Instruction Strategies – Cross Content</b> 11. Community School will continue to ensure systematic implementation of <i>Thinking Maps</i> (TM), and <i>Fab Vocab!</i> (FV) at all locations.	Ongoing	Director, principals, C & I leadership	Inclusive	Inclusive	

		team, FIST, teachers			
12. Teachers will use EDI strategies regularly.	8/11-ongoing	Principals, teachers	Inclusive	Inclusive	
13. The Curriculum and Instruction Leadership Team will select additional research-based instructional strategies that will be implemented on a consistent basis in order to strengthen students' math skills across content areas and grade levels. The Focused Instructional Strategies Team (FIST) will then train the staff members at their respective sites.	8/11-ongoing	Director, principals, C & I leadership team, FIST	Inclusive	Inclusive	
<b>Assessment and analysis of student performance data:</b> 14. Community School will collaborate with administration to design and utilize a comprehensive continuum of assessments which may include curriculum embedded assessments from program materials, the development of benchmarks, and the selection of other formative assessments to determine individual student needs and design targeted instruction.	8/11	Director, principals, C & I leadership team, specialists, math teachers	Inclusive	Inclusive	
<b>Professional Development and Collaboration:</b> 15. Community School math teachers will attend a series of math workshops to provide support in the core and intervention curriculum.	9/11-12/11	Director, principals, program specialist	Inclusive	Inclusive	
16. Teachers will be trained in EDI.	8/11	Directors, C & I leadership team	Training fees and materials	See action step 18 (pg. 44)	Title I, Part A
17. Newly hired math teachers (3) will participate in Beginning Teacher Support and Assessment (BTSA) program.	8/11-6/12	Director, principals, BTSA Support Providers	Extra duty pay for Support Providers	3,600 (Up to 1200 per provider- 3 providers)	BTSA Funds
18. Provide math teachers time for collaboration	Ongoing	Directors, principals, teachers	Inclusive	Inclusive	
19. Through the Alternative Verification Process for Secondary Teachers in Special Settings (VPSS), two Community School teachers will participate in	9/11-12/11	Director, principals,	Inclusive	Inclusive	

district-level trainings to meet Highly Qualified NCLB standard in identified content area.		and participating teachers			
<b>Involvement of staff, students, parents and other shareholders:</b> 20. The Community School Site Council will analyze the performance of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP, and CAHSEE growth targets. The Community SSC will provide recommendations to site and program leadership to improve student achievement.	Ongoing	Principal, SSC members	Materials and supplies	See Action Step 20 (page 44)	Title I, Part A
21. Community School students, parents and other stakeholders shall be notified of current Highly Qualified status on the SARC report and Annual Notification to Parents.	8/11-6/12	Director, principals	Inclusive	Inclusive	

**Part III (FORM A): Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 3 English Learners</b>                  Twenty-five percent of Community School English Learners will move up one proficiency level on the CELDT during the annual testing window of July 1–October 31, 2011 for the current school year.</p>						
<p><b>Student groups and grade levels to participate in this goal:</b>                  All ELD students enrolled in Community School at least 30 days and test during annual CELDT testing window.</p>		<p><b>Anticipated annual performance growth for each group:</b>                  25% of all ELLs will move up one proficiency level on the CELDT</p>				
<p><b>Means of evaluating progress toward this goal:</b>                  ELD Language Learning Plans                  IEIF Forms                  ELD Fall/Spring semester results                  CELDT scores</p>		<p><b>Group data to be collected to measure academic gains:</b>                  ELD Language Learning Plans                  IEIF Forms                  ELD Fall/Spring semester results                  Official CELDT Scores</p>				
<p>Actions to be Taken to Reach This Goal<sup>5</sup>,                  Consider all appropriate dimensions                  (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date<sup>6</sup>                  Completion Date</p>	<p>Person Responsible</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>ELD</b>                  1. Community School will continue to provide 30-45 minutes per day of additional non-core instruction for ELD intervention. Teachers will continue to work with their EL students on ELD goals utilizing the intervention curriculum with fidelity.</p>		<p>Ongoing</p>	<p>Director, principals, ELD resource teacher, teachers</p>	<p>Inclusive</p>	<p>Inclusive</p>	

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

2. One intervention teacher will be hired to teach at selected site(s) to work with students that have been identified as needing intensive reading intervention.	7/11-7/12	Director	Salary and Benefits	See Action Step 3 (page 42)	Title I, Part A
3. Develop ELD database program-wide to share EL student information and monitor/track student progress toward meeting ELD goals outlined in ELD Language Learning Plans.	8/11-12/11	Director, principal of technology, EL Resource Teacher	Inclusive	Inclusive	
<b>Professional Development and Collaboration:</b> 4. EL Resource Teacher will meet with EL Coaches monthly to review program issues at their respective sites.	Ongoing	EL Resource Teacher, EL Coaches	Salary and Benefits	100,000	Title I, Part A
5. EL Coaches will meet with teachers monthly to review ELD Language Learning Plans.	Ongoing	EL coaches, teachers	Extra duty for teachers serving as ELD Coaches	50,000	Title I, Part A
<b>Involvement of staff, students, parents and other shareholders:</b> 6. The Community School ELAC will analyze the performance of English learners and will consider the effectiveness of key elements of the ELD Intervention Program for EL students failing to meet API and AYP growth targets. The Community School ELAC will provide recommendations to site and program leadership to improve English learner student achievement.	Ongoing	Community School ELAC	ELAC educational materials and supplies for members	400	Title I, Part A

**COMMUNITY SCHOOL BUDGET SUMMARY  
2010-2011**

Funding Source	Projected Revenue Amount	Notes
<b>ADA</b> <ul style="list-style-type: none"> <li>• Community School</li> </ul>	<b>\$16,268,924</b>	
<b>Special Education</b>	<b>\$1,345,248</b>	Based on annual ADA report from Community School
<b>Federal Support</b> <ul style="list-style-type: none"> <li>• Title 1, Part A and Neglected</li> <li>• Title 1, Part A, ARRA</li> <li>• Title II (Improving Teacher Quality)</li> </ul>	\$1,027,046  \$16,343  \$34,957	Grant ended 9/30/11
<b>Subtotal Federal Support</b>	<b>\$1,078,346</b>	
<b>State Categorical Support</b> <ul style="list-style-type: none"> <li>• Lottery</li> </ul>	\$65,570	Restricted to purchase textbooks and other instructional materials
<b>Subtotal State</b>	<b>\$65,570</b>	
<b>Total</b>	<b>\$18,758,088</b>	

**Form D: School Site Council Membership**

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>7</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Christian Shannon	X				
Pat Bell				X	
Silvia Limon				X	
Dominga Pozar				X	
Nastocia Edison					X
Bianca Lopez					X
Rachel Turney					X
Christine Padilla			X		
Cameron Guinn		X			
Kathleen Hicks		X			
Stephanie Shelton		X			
Amanda Thomas		X			
Numbers of members of each category	1	4	1	3	3

<sup>7</sup> 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.

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 10/26/11

Attested:

Christian Shannon  
Typed name of school principal

Signature on file at school office  
Signature of school principal

10/26/11  
Date

Amanda Thomas  
Typed name of SSC chairperson

Signature on file at school office  
Signature of SSC chairperson

10/26/11  
Date