

# The Single Plan for Student Achievement

**School:** Golden Gate Community Schools  
**CDS Code:** 07 10074 0730614  
**District:** Golden Gate Community Schools  
**Principal:** Douglas Corbin  
**Revision Date:** December 14, 2020

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

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

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## School Vision and Mission

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

Staff will provide instruction that is grounded in differentiated instruction, rigor, restorative practices, and social and emotional learning strategies while promoting pro-social skills and successful transitions to ensure that ALL STUDENTS display academic improvement and tools to lead an independent and successful life.

The goal of the Golden Gate Community School program is to achieve the following Expected Student Learning Results (ESLRs):

Every student will be an/a:

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

## School Profile

The Golden Gate Community School is part of the Contra Costa County Office of Education as a dependent charter school. Our program serves students from the eighteen school districts within the Contra Costa County area. Most students are considered "at risk" and are either expelled from their local school district or have behavioral or attendance issues. Because we are a charter school, we also accept students who choose to attend our school and we have expanded our Independent Study option. Classes are located in Richmond, Pittsburg, Brentwood and Point Richmond. The Golden Gate Community School is a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities for all students.

The Golden Gate Community School is located at four sites throughout Contra Costa County. During the 2019-2020 school year, 303 students were enrolled (sixteen students less than 2018-2019). The average length of enrollment was 62 days. The student ethnicity groups included 35 percent African American, 18 percent White, and 40 percent Hispanic. Special education students made up 21 percent of the population and 18 percent were English Language Learners.

We have 3.0 FTE Independent study teachers and 3.0 FTE classified special education instructional assistant who serve all of the Golden Gate sites including our adult program. We have 4 classrooms in the day program. Each classroom has a 1 FTE certificated teacher and 1 FTE classified special education instructional assistant. In addition, the program has: 1.5 FTE certificated special education teacher, 1 FTE classified administrative assistant, 1 FTE social worker, 1 FTE youth services specialist, 1 transition specialist, as well as 2 0.5 psychologists, and 1.0 FTE Principal.

The instructional day is an average of 240 minutes with a focus on providing curricular and academic courses. Those in high school work on earning credits which are applied to meet graduation requirements. Students take the four core classes: English, Math, Science, and History. Students also participate in PE, Art, and Career Planning. All subjects with exception of English and U.S. History are available online via Edgeniuty. English and U.S. History are accessed by way of Google Classroom. Students have the ability to accelerate and recover their credits using Edgeniuty at home or on site.

Our curriculum is aligned to the Common Core Standard. We have partnered with the Calculus Roundtab to assess and support our efforts to make our math instruction more engaging. For those students who are below grade level, we use Calculus Roundtable online tutoring services or Freckle as a supplemental resource to help improve their skills as well as on-line standards-aligned curriculum from Edgeniuty. The ELA/ELD curriculum is directly linked to the Common Core standards for achievement. We also offer provide coursework to improve basic remediation skills. In our attempt to meet the needs of all learners, we offer a reading intervention program at each site called: Reading Horizons. Reading Horizons is research based and proven effective in advancing struggling readers and English Language Learners. We use Reading with Relevance as our grade-level curriculum in ELA. We adopted StemScopes as our Science curriculum earlier this year.

In an effort to address the students social and emotional needs, we have adopted the evidence-based character development curriculum: Positive Action. Student engage in SEL curriculum based activities on Wednesdays. This program has been demonstrated to reduce behavioral incidents and increase attendance.

This is our fourth year as a charter school. Our charter petition was approved for five years. Additionally, we have correlated our WASC, Single Plan and LCAP in order to increase student engagement and learning.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 19-20 school year, multiple focus groups were conducted to help formulate our school goals for the Local Control Accountability Plan. Teachers, students, parents and stakeholders were surveyed. The goals that were formulated were in the area of behavior, curriculum and instruction, student attendance and school culture. These goals are aligned to WASC as well as the LCAP.

Parents, students and staff were surveyed regarding the LCAP goals and the school climate. Information from these surveys was considered by the School Site Council and used to add, update and revise action steps to meet the goals.

This Spring we will be developing our new LCAP for 2020-2024. We will be holding multiple meetings to provide opportunities for staff, parents, students and community members to give input into developing our local priorities.

### **Classroom Observations**

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

Principal observes classrooms once a week as a part of regular supervision. In addition, it is a required part of the teacher evaluation process.

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

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

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

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

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

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

GGCS participates in all mandated statewide assessments as part of the Smarter Balance Assessment Consortium (SBAC) in English and Mathematics. Due to the 2019-20 School year Spring Covid-19 closures, no statewide assessments in ELA, Mathematics, and Science were completed. Our schools will participate in any mandated statewide assessments in the Spring of 2021. Golden Gate continues to use the Renaissance pre and post tests in reading and mathematics for initial placement and to measure progress in Reading and Math levels. These assessments are used to track progress of students in the school.

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

We use our pre and post test as our main assessment, although all the teachers do formative assessments all year long to adjust each student's curriculum.  
We will be developing new assessments as new State Standards aligned materials are adopted.

Staffing and Professional Development

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

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

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

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

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

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

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

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

All staff have been trained on the Big Ideas Curriculum.

We also have an active PBIS and MTSS leadership team who are working to solidify our interventions for students at all levels. This team is made up of administrators, classified and certificated staff.

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

The County Office has content experts in math and English who are coordinators in the Curriculum and Instruction department. These experts do training with our staff as the need arises. Teacher Induction coaches and new teacher mentors are available as needed to support teachers in the induction process and in new assignments. We also have contracts with both UC Berkeley and Reading with Relevance to provide coaching and support to our teachers and administrators.

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

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

## Teaching and Learning

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

Textbooks are being reviewed and adopted to be aligned with Common Core.  
Adoption of Reading with Relevance ELA curriculum (2018)  
Utilizing the Big Ideas math text/curriculum (2016)  
On going use of Reading Horizons computer based curriculum (January 2015)  
On going use of Positive Action behavior intervention curriculum (October 2015)  
On going use of Arts Integration as our curriculum model (2015)  
On going Staff training of the Arts Integration model to increase student engagement.  
Course descriptions are being reviewed for alignment and revision to the Common Core.  
The Course of Study is Board approved.

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

NA

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

NA

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

Each student is provided grade and ability appropriate math and English curriculum/text that are CCCOE Board approved. Teachers also use various materials to supplement and individualize the program. Longman curriculum has been phased out as our designated ELD support materials, but is still used as a supplement in some ELA classes. We use Edgenuity (which is A-G approved) as our grade level curriculum for all subjects . In addition, we have the computer based reading intervention program: Reading Horizons.

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

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

## Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Concurrent enrollment programs in community colleges and adult education.  
Workability services for job placement and training for all special education students  
Community Service hours available on Community School sites  
Youth Development Specialist/Social Worker once a week at each school site  
At intake, all students must attend a teacher/parent conference to set up an individualized school program.  
Available Foster/Homeless Youth liaison on site and at the County Office provides transition support

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

Our School Site Council presently includes 4 students, 2 teachers, one classified staff member and the principal.

Funding

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

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

18. Fiscal support (EPC)

The funding for this program comes from the Local Control Funding Formula, based on ADA and the number of targeted subgroups, and supplemented by Title I Part A, the SWP grant, Title IV and MTSS grants as needed.

**Description of Barriers and Related School Goals**

Major barriers include:

•  
Prior adjudication, subject to gang influences, and often dealing with substance abuse issues  
Students who have transferred late in their high school career, impacting their ability to earn credits in a timely fashion  
Histories of truancy and academic failure  
Responsibility and demands of teenage parenting  
Lack of parent involvement  
High student mobility/transiency  
Multiple age, grade and ability levels in each classroom  
Low self esteem/Inadequate socialization skills

Lack of social skills and negative behavior issues in classrooms

School goals to address these barriers include:

Increasing academic proficiency in math and English

Continue to support the Social and Emotional Learning infused Reading with Relevance curriculum in all classrooms

Reading Horizons computer based program (Reading Intervention)

Use of new math curriculum: Big Ideas

After school tutoring by classroom teacher

Use of Edgenuity (Online Curriculum) to all subjects and grade levels.

Concurrent enrollment at Community Colleges.

Credit recovery

Credit acceleration

Regular transcript screenings for Credit Reduction Eligibility

Modified Scheduling to meet students lives/work schedules

Adult and High School Independent Study Program

High School Independent Study Program

Positive Action (Behavior Intervention)

Incentive and social skill programs: Golden Gate Challenge / Student of the Month / Attendance Awards program / Field trips / Awards Night

Parent education and outreach available

Staff development: Arts Integration Curriculum/program, Google classroom

Art teacher

Increase student engagement with use of Art Integration and technology

Program Social Worker/Counselor

Youth Development Specialist



School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	9	*	*	8	*	*	8			88.9
Grade 8	22	18	20	19	15	17	19	15	16	86.4	83.3	85
Grade 11	24	46	45	22	31	37	22	28	37	91.7	67.4	82.2
All Grades	50	69	74	44	50	62	44	47	61	88	72.5	83.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2421.	2410.	2411.	0.00	0.00	0.00	0.00	0.00	0.00	10.53	0.00	12.50	89.47	100.0	87.50
Grade 11	2413.	2443.	2434.	0.00	0.00	0.00	0.00	7.14	2.70	4.55	10.71	21.62	95.45	82.14	75.68
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.26	1.64	6.82	6.38	18.03	93.18	89.36	80.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	0.00	26.32	21.43	25.00	73.68	78.57	75.00
Grade 11	0.00	3.57	0.00	18.18	39.29	21.62	81.82	57.14	78.38
All Grades	0.00	2.17	0.00	20.93	32.61	22.95	79.07	65.22	77.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	0.00	5.26	0.00	6.25	94.74	100.0	93.75
Grade 11	0.00	3.57	0.00	13.64	0.00	21.62	86.36	96.43	78.38
All Grades	0.00	2.17	0.00	9.30	2.17	16.39	90.70	95.65	83.61

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	0.00	0.00	0.00	47.37	50.00	37.50	52.63	50.00	62.50
<b>Grade 11</b>	0.00	0.00	0.00	45.45	42.86	37.84	54.55	57.14	62.16
<b>All Grades</b>	0.00	0.00	0.00	44.19	43.48	37.70	55.81	56.52	62.30

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	0.00	0.00	0.00	47.37	21.43	12.50	52.63	78.57	87.50
<b>Grade 11</b>	0.00	0.00	2.70	4.55	35.71	32.43	95.45	64.29	64.86
<b>All Grades</b>	0.00	0.00	1.64	23.26	30.43	24.59	76.74	69.57	73.77

**Conclusions based on this data:**

1. Our students continue to struggle in ELA.
2. Writing continues to be a challenge.
3. Our students are strongest in listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	9	*	*	8	*	*	8			88.9
Grade 8	22	18	20	19	15	17	19	14	17	86.4	83.3	85
Grade 11	24	47	44	22	31	38	21	29	38	91.7	66	86.4
All Grades	50	70	73	44	50	63	43	47	63	88	71.4	86.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2354.	2426.	2391.	0.00	0.00	0.00	0.00	7.14	0.00	0.00	7.14	0.00	100.0	85.71	100.0
Grade 11	2374.	2398.	2403.	0.00	0.00	0.00	0.00	3.45	0.00	0.00	0.00	0.00	100.0	96.55	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	4.26	0.00	2.33	2.13	0.00	97.67	93.62	100.0

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	0.00	0.00	14.29	5.88	100.0	85.71	94.12
Grade 11	0.00	0.00	0.00	0.00	3.57	0.00	100.0	96.43	100.0
All Grades	0.00	0.00	0.00	2.33	6.52	1.59	97.67	93.48	98.41

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	7.14	0.00	0.00	21.43	17.65	100.0	71.43	82.35
Grade 11	0.00	0.00	0.00	28.57	7.14	2.63	71.43	92.86	97.37
All Grades	0.00	2.17	0.00	16.28	10.87	6.35	83.72	86.96	93.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0.00	0.00	0.00	10.53	28.57	11.76	89.47	71.43	88.24
Grade 11	0.00	0.00	0.00	14.29	20.69	42.11	85.71	79.31	57.89
All Grades	0.00	0.00	0.00	13.95	25.53	30.16	86.05	74.47	69.84

**Conclusions based on this data:**

1. The majority of our students have not met the standards in math.
2. Our students struggled with Concepts and Procedures.
3. Communicating Reasoning was a relative strength.

**School and Student Performance Data**

**ELPAC Results**

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7		*		*		*		*
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	8
Grade 10	*	*	*	*	*	*	*	7
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*	*	*	*	*	*	*	8
All Grades							18	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	6.67	*	16.67	*	23.33	*	53.33	18	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	13.33	*	20.00	*	10.00	*	56.67	18	30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	*	*
10		*	*	*	*	*		*	*	*
11		*	*	*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	0.00	*	16.67	*	26.67	*	56.67	18	30

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	
All Grades	*	3.33	*	43.33	*	53.33	18	30	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
All Grades	77.78	36.67	*	6.67	*	56.67	18	30	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	10.00	*	23.33	*	66.67	18	30	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	*	*	
All Grades	*	0.00	77.78	43.33	*	56.67	18	30	

Conclusions based on this data:

- The students who were tested were strongest in the speaking domain.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: School Culture and Engagement</b>
<b>LEA GOAL:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.
<b>SCHOOL GOAL #1:</b>
Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement.
<b>Data Used to Form this Goal:</b>
Improve attendance and Decrease Chronic Absenteeism Reduction in the number of suspension and behavior referrals
<b>Findings from the Analysis of this Data:</b>
Increase in suspension rate from prior year: from 4% to 8% New metric begun: students engaged in Alternative to Suspension: 5% baseline Increase in attendance rate from prior year: from 67% to 76% Decrease in chronic absenteeism from prior year: from 79% to 64%
<b>How the School will Evaluate the Progress of this Goal:</b>
Review local tests quarterly. Create individual lessons for students by need. Monitor suspension/attendance rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide training and coaching for instructional staff regarding the implementation of Restorative Practices and Alternatives to Suspension	July 2020-June 2021	Douglas Corbin	Contract for a part time Restorative Justice coach at each site	5800: Professional/Consulting Services And Operating Expenditures	14,000
					9,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Equity Presenter for Staff Development	July 2020-June 2021	Douglas Corbin	Contract with Equity Presenter Erika Huggins	5800: Professional/Consulting Services And Operating Expenditures	CSI	10,000
Provide increased counseling support for students and families	July 2020-June 2021	Douglas Corbin	Contract with COPE for counseling services	5800: Professional/Consulting Services And Operating Expenditures	CSI	17500
Offer Digital Art Courses at all campuses	January 2020-June 2021	Douglas Corbin	Contract with Oasis for virtual instructor	5800: Professional/Consulting Services And Operating Expenditures	Title IV	15,000
Provide Social Worker/Family and Community Engagement Specialist to help students transition and help with social emotional issues	July 2020-June 2021	Douglas Corbin	Social Worker salary (4 months)	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	33,331
			Social Worker Benefits	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	19,304
			Family and Community Engagement Specialist Salary (7 months)	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	47,124
				3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	34,016
Provide hands-on/enrichment activities in academic classes	July 2020-June 2021	Douglas Corbin	Field trips (in person or virtual) to colleges, art exhibits and events, historical locations and other points of interest	5000-5999: Services And Other Operating Expenditures	Title IV	10,000



## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Increased student learning</b>
<b>LEA GOAL:</b> Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>SCHOOL GOAL #2:</b> Provide programs and supports to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready.
<b>Data Used to Form this Goal:</b> Graduation rates SBAC/CAASPP data Local pre and post test data in ELA and Math
<b>Findings from the Analysis of this Data:</b> 49 students graduated; 100% of students created Individualized Learning Plans (ILPs) 13% increase in ELA learning gains for all students from prior year overall. 4% increase for SPED students. 24% increase for EL students 10% increase in Math learning gains for all students from prior year. 7% increase for SPED students. 8% increase for EL students
<b>How the School will Evaluate the Progress of this Goal:</b> Formative assessment data will be reviewed at regular teacher meetings throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide information and support for students transitioning from middle to high school and high to college and career	July 2020-June 2021	Douglas Corbin	Support volunteer/work based learning	5800: Professional/Consulting Services And Operating Expenditures	Title IV	7,613
			Motivational speakers/presenters to increase interest in future college and career	5800: Professional/Consulting Services And Operating Expenditures	CSI	1,516
Provide support for students for course enrollment, graduation planning, transition and concurrent enrollment in community college	July 2020-June 2021	Edmund Arnold	Salary for Transition Specialist	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	66,731
			Benefits for Transition Specialist	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	27,480
Provide targeted online math program that is customizable to each students current level of performance	July 2020-June 2021	Douglas Corbin	Contract for Freckle online math program	5800: Professional/Consulting Services And Operating Expenditures	CSI	2,295
			Contract for Grammarly online program	5800: Professional/Consulting Services And Operating Expenditures	Title IV	2450
			Contract for Formative online program	5800: Professional/Consulting Services And Operating Expenditures	Title IV	2029

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)						
			Description	Type	Funding Source	Amount			
Employ additional staff to provide additional educational support in the classroom and after school	July 2020-June 2021	Douglas Corbin	7 instructional Assistants (5.69FTE)	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	245,129			
			Benefits	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	187,378			
			1 month of .75 FTE Tutor salary	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	3,830			
			1 month of .75 Tutor benefits	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	1707			
			hourly teacher pay for extra support	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	8,000			
			benefits for hourly teacher pay	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	1,839			
			Teacher of Special Assignment salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	20,000			
			Teacher on Special Assignment benefits	3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	4,599			
			provide professional development, course planning and student mentorship for STEAM program	July 2020- June 2021	Doug Corbin	Contract with Calculus Roundtable	5800: Professional/Consulting Services And Operating Expenditures	CSI	12,400
						Contract with STEM4Real	5800: Professional/Consulting Services And Operating Expenditures	CSI	30,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide professional development, lesson planning assistance and coaching for History/Social Studies program	July 2020-June 2021	Doug Corbin	Contract with UC Berkeley History/Social Studies Project	5800: Professional/Consulting Services And Operating Expenditures	CSI	46,420
provide professional development, lesson planning assistance and coaching for English Language Arts program	July 2020-June 2021	Doug Corbin	Contract with Moving Forward Institute	5800: Professional/Consulting Services And Operating Expenditures	CSI	16,000

**Planned Improvements in Student Performance**

**School Goal #3**

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

<b>SUBJECT: Parent Involvement</b>
<b>LEA GOAL:</b> Promote parent involvement as well as build the skills and capacity of parents.
<b>SCHOOL GOAL #3:</b> Promote parent involvement as well as build the skills and capacity of parents.
<b>Data Used to Form this Goal:</b> Percent of parents who participate in student meetings and school events. Percent of positive feedback from the annual survey and evaluations from parent trainings.
<b>Findings from the Analysis of this Data:</b> A moderate increase in parent participation in student meetings and school events
<b>How the School will Evaluate the Progress of this Goal:</b> Attendance records will be kept for transition meeting attendance throughout 2019-2020 Satisfaction surveys and evaluation will be given to parents and the outcomes recorded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Communicate with parents in order to have them involved in their student's education	July 2020-June 2021	Douglas Corbin	Mailings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement 1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent workshops / trainings to increase parent knowledge and participation.	July 2020-June 2021	Douglas Corbin	Parent trainings on improving parenting skills	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000
School Events to promote a sense of community	July 2020-June 2021	Douglas Corbin	School functions, such as school athletic and academic challenges as well as parent/student events like our awards BBQs/Student presentations, and pancake breakfasts.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,000
Incentivize student engagement, attendance and academic achievement	July 2020-June 2021	Doug Corbin	Student Incentives for engagement, attendance and academic achievement	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	5,000
				4000-4999: Books And Supplies	MTSS	2,388

### Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

#### Centralized Service Goal #1

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate with McKinney-Vento Homeless and Foster Youth Liaison to ensure services are provided to eligible youth	July 2020-June 2021	Alejandra Chamberlain	Homeless program Manager-.02 FTE salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,712
			Homeless program Supervisor-.03 FTE salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,284
			Homeless program Specialist 1-.14 FTE salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,286
			FYS Project Manager-.05 FTE salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,779
			FYS Program Specialist-.27 FTE salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	19,838
			FYS Program Tutors-temp hourly	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,272
			employee benefits for above positions	3000-3999: Employee Benefits	Title I Part A: Allocation	22,564
			Administrative support	7000-7439: Other Outgo	Title I Part A: Allocation	79,405
			Administrative support	7000-7439: Other Outgo	CSI	15,098
			COE indirect support	July 2020-June 2021	Rebecca Vichiquis	

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
5800: Professional/Consulting Services And	CSI	150,531.00
	MTSS	9,000.00
4000-4999: Books And Supplies	MTSS	2,388.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	61,331.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	362,814.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	276,323.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	5,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	2,500.00
5000-5999: Services And Other Operating	Title IV	10,000.00
5800: Professional/Consulting Services And	Title IV	27,092.00



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
CSI	150,531.00
MTSS	11,388.00
Title I Part A: Disadvantaged Students	705,468.00
Title I Part A: Parent Involvement	8,500.00
Title IV	37,092.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
	9,000.00
1000-1999: Certificated Personnel Salaries	61,331.00
2000-2999: Classified Personnel Salaries	362,814.00
3000-3999: Employee Benefits	276,323.00
4000-4999: Books And Supplies	13,388.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating	177,623.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	209,275.00
<b>Goal 2</b>	687,816.00
<b>Goal 3</b>	15,888.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:


Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Douglas Corbin	X				
Tera Uppstad		X			
Erika Flores			X		
Danika Hall					X
Eric Hotchandani				X	
Lisa Gordon				X	
Gina McLean		X			
Alayah Moore					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>

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

**Recommendations and Assurances**



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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on December 5, 2019.

Attested:

<u>Douglas Corbin</u> <small>Typed Name of School Principal</small>	 <small>Signature of School Principal</small>	<u>11/7/2021</u> <small>Date</small>
<u>Danika Hall</u> <small>Typed Name of SSC Chairperson</small>	 <small>Signature of SSC Chairperson</small>	<u>11/7/21</u> <small>Date</small>

