

The School Plan for Student Achievement

School: Stanislaus County Alternative Charter
CDS Code: 50-10504-0129023
District: Stanislaus COE - Stanislaus Alternative Charter School
Principal: Marcelo Briones
Revision Date: April 21, 2023

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

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

Contact Person: Marcelo Briones
Position: Principal
Phone Number: 209-238-8650
Address: 1325 H Street Suite B
Modesto
E-mail Address: MBriones@stancoe.org

The District Governing Board approved this revision of the SPSA on June 13, 2023.

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School Vision and Mission

Stanislaus County Alternative Charter's Vision and Mission Statements

Mission:

At CBK, we envision a school in which all staff:

collaborate with regard to procedures and policies and instructional strategies
make research-based decisions
monitor student progress using relevant data
commit to the academic success and well-being of each student

Vision:

Come Back Kids (CBK) will help all students achieve high levels of learning by completing a rigorous, relevant, and peer-reviewed curriculum and earning a high school diploma.

School Profile

Come Back Kids will operate at the following SCOE locations* under one CDS code as part of a single school with multiple locations:

Modesto: 1325 H St, Modesto, Ca. 95354
Oakdale- 1040 Wakefield Dr, Oakdale, Ca 95361
Patterson- 635 Walnut Ave, Patterson, Ca 95363
Ceres- 3113 Mitchell Rd., Ceres, Ca 95307
Turlock- 2239 Geer Rd, Turlock, Ca 95380
Empire- 5255 1st St, Empire, Ca 95319

Students will experience a program with a focus on meeting their individual needs, be they extended learning opportunities or support on building foundational academic skills.

Come Back Kids believes students learn best in educational environments that provide opportunities to explore and understand and apply concepts and skills necessary to become independent problem solvers. The optimal learning environments are physically and emotionally safe, contain the necessary supports and structures that promote the development of character for citizenship and self-discipline; the teacher is respected, supportive and trusted. The curriculum is based in real life applications and presented in one-on-one or small group settings, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on individual needs of the students.

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).

*Teacher surveys throughout school year to continually evaluate professional development needs.

*Student survey of graduates.

*Student survey of current students.

Classroom Observations

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

The Principal frequently visits CBK teachers and observes them as they are working with their students during their weekly appointments.

Probationary Teachers are formally observed at least two times during the school year. The observation is followed up with a post observation conference with the Director.

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)

State and local assessments are used to modify and improve instruction as appropriate.

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

Locally, the school monitors the success of the students who take English 4. These results lead to professional discussions about teaching practices.

Staffing and Professional Development

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

All staff are highly qualified or in the process of completing coursework to make them highly qualified.

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

Sufficient staff is available.

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

All staff development meetings are designed to increase teacher skill in the area of content standards, student performance, and professional needs.

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

Ongoing instructional support is readily available for teachers in the form of one-on-one assistance, online virtual assistance, and professional development participation assistance.

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

Teachers are encouraged to collaborate and given such opportunities at the bimonthly staff development meetings.

Teaching and Learning

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

Curriculum is aligned to content standards.

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

N/A

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

N/A

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

All students have access to standards-based instructional materials as appropriate.

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 teachers and students are using the adopted instructional materials.

Opportunity and Equal Educational Access

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

Support is available for underperforming students:

Tutoring

Online assistance

14. Research-based educational practices to raise student achievement

Research-based educational practices are given at the bimonthly staff development meetings.

Parental Involvement

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

Students have supports in place to assist those who are under-achieving.

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)

All appropriate persons assist with the evaluation of all programs.

Funding

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

Title III for EL students

Title 1

LCFF

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

CBK is an independent study school for adults age 18 and older. The curriculum utilized is a standards aligned online curriculum from Edmentum. Barriers associated with the related school goals would be associated with the expected challenges that come from working with adults in an independent study manner utilizing online curriculum.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

- *CBK students are classified as 12th graders and thus not required to take the CAASPP

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

- *CBK students are classified as 12th graders and thus not required to take the CAASPP

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	1538.8	1580.1		1518.1	1604.0		1559.0	1555.7		30	25	
All Grades										30	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	3.33	20.00		20.00	44.00		60.00	32.00		16.67	4.00		30	25	
All Grades	3.33	20.00		20.00	44.00		60.00	32.00		16.67	4.00		30	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	10.00	60.00		50.00	28.00		23.33	12.00		16.67	0.00		30	25	
All Grades	10.00	60.00		50.00	28.00		23.33	12.00		16.67	0.00		30	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	3.33	0.00		16.67	20.00		50.00	60.00		30.00	20.00		30	25	
All Grades	3.33	0.00		16.67	20.00		50.00	60.00		30.00	20.00		30	25	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	0.00	0.00		73.33	80.00		26.67	20.00		30	25	
All Grades	0.00	0.00		73.33	80.00		26.67	20.00		30	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	36.67	96.00		50.00	4.00		13.33	0.00		30	25	
All Grades	36.67	96.00		50.00	4.00		13.33	0.00		30	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	6.67	4.00		56.67	56.00		36.67	40.00		30	25	
All Grades	6.67	4.00		56.67	56.00		36.67	40.00		30	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	13.33	4.00		80.00	84.00		6.67	12.00		30	25	
All Grades	13.33	4.00		80.00	84.00		6.67	12.00		30	25	

Conclusions based on this data:

1. Small sample size. Most students test at Moderate or Beginning levels.

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:

SUBJECT: Implementation of Common Core State Standards and access for all students to a variety of available courses
LEA GOAL:
The LEA will ensure that teachers participate in Common Core State Standards Training, the adoption and implementation of materials aligned to the standards and designing standards aligned courses. All students will have access to CCSS aligned, A-G approved curriculum.
SCHOOL GOAL #1:
To ensure that 100% of CBK teachers participate in Professional Development aligned to the Common Core State Standards (CCSS) and that the adoption and implementation of materials are aligned to the standards and designing standards aligned courses. Furthermore, to ensure that 100% of the CBK students have access to CCSS aligned, A-G approved curriculum.
Data Used to Form this Goal:
CDE requirements that students be provided instruction covering CCSS.
Findings from the Analysis of this Data:
Training for all staff will continue throughout the year as appropriate.
How the School will Evaluate the Progress of this Goal:
Teacher evaluation Observation Staff feedback Student feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bimonthly Staff Development meetings	All year	Administration	Mileage reimbursement for mandatory bimonthly staff development meetings for Ed Options staff provides continual support for teachers in the area of adoption and implementation of standards-aligned materials. Travel expenses for out-of-county PD and Contracted PD at SCOE. Mileage reimbursement for PD attendance	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Local Categorical	41308
Use of Director II Instructional Technology and Tech Coaches to assist with bi-monthly staff development meetings.	All year	Administration	Director II and Tech Coaches to be facilitators at the regularly scheduled bimonthly staff development meetings.	1000-1999: Certificated Personnel Salaries	LCFF - Base	44,995
Use of Intensive Intervention Courses such as Edmentum ELD and Study Sync	All year	Teachers	Continued funding for the purchase and training associated with Edmentum ELD and Study Sync. These courses target below-grade-level readers as well as second-language students needing to acquire English reading and comprehension skills. Study Sync	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI) Title III	63,381 7,505

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued expansion of course offerings as provided by Edmentum. Plus Ethnic Studies	All year	Administration/Teachers	As Edmentum adds to its catalog of approved courses, we will add appropriate such courses to our CBK list.	4000-4999: Books And Supplies	Local Categorical	15,402

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:

SUBJECT: Increase Achievement scores
LEA GOAL:
Students will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups (including expelled pupils, foster youth, English learners, pupils with disabilities and socioeconomically disadvantaged pupils) as an initial target until the CAASPP performance bands and norms are established and specific point or percentage can be established. Additionally, the Charter will assure that intervention and support programs such as courses to increase literacy, language and math skills are utilized for targeted instruction for students with such needs.
SCHOOL GOAL #2:
CBK students will participate in a rigorous and relevant curriculum program. The LEA expects positive growth that will be evaluated based on the guidelines established in the current Focus on Learning (WASC) report.
Data Used to Form this Goal:
Student achievement on State assessments fluctuates due to our highly transient population, but remains below County/State averages in ELA and Math.
Findings from the Analysis of this Data:
Analysis will be ongoing throughout the school year.
How the School will Evaluate the Progress of this Goal:
Evaluation of enrollment data Use of Edmentum Exact Path diagnostic testing Ongoing analysis of subgroup data associated with this

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer bus tickets to assist CBK students with returning home after meeting with their CBK teacher at their weekly meeting as needed.	All year	Administration	Some CBK students would benefit from this transportation assistance. The absence of this aid would result in these students not being able to attend CBK.	5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	7,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with the SCOE Director in charge of CTE to continue to add more CTE offerings that CBK students could take advantage of.	All year	Administration	CBK students would benefit from participating in any offered CTE training.	None Specified	None Specified	

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:

SUBJECT: Engagement, College and Career Readiness, Graduation, Character Building & Active student engagement during and outside of class
LEA GOAL:
The LEA expects students to be prepared for success in today's global society, including a rigorous high school education, development of career skills, and building character for citizenship.
SCHOOL GOAL #3:
100% of the CBK students will be prepared for success in today's global society. This includes a rigorous high school education, development of career skills, and contributing to the community.
Data Used to Form this Goal:
The need for job skills training career readiness activities such as resume building and problem solving activities. The need for a focus on academic achievement, positive character traits and successful employment endeavors. The need for data on students who have graduated regarding post high school education and employment. Low attendance rates indicating disengaged student population, limited hands on activities, and few community service activities available for some students.
Findings from the Analysis of this Data:
Positive citizens will contribute to a more positive society. Increased positive feedback from the community, current students and alumni students.
How the School will Evaluate the Progress of this Goal:
Offering and requiring a course on career exploration and goal setting. Collection of data on students attending offered opportunities in the areas of work, college, and volunteerism. Tracking of data from graduation surveys. Tracking of data of post-graduation surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CBK will have a Career Navigator on staff to offer students assistance in the areas of work, college, applications, financial aid, etc.	All year	Administration	CBK will employ a Career Navigator who concentrates on the areas of CTE. This individual will work to provide opportunities for CBK students in areas such as but not limited to employability, college, apprentices, job training, and financial aid. Professional Development	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF	113,280
SEITY Mental Health	All Year	Counseling Staff/Administration	Partnership with the Doctors and Professional Development personnel of SEITY Health to offer students and staff mental health awareness, growth, and resources.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	273,414
Edmentum courses will continue to be offered. The courses help students develop the skills necessary to be a successful online student, i.e. accessing internet, navigating the learning management system and curriculum, learning to manage their time, etc...	All year	Administration	Edmentum coursework is aligned to the CCSS and consequently has embedded a significant amount of relevant material associated with students being a productive part of the global society. Student Supplies	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Extended Learning Opportunity Extended Learning Opportunity	23,245 21,666

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Giving students access to a digital device and Wi-Fi locations to assist with bridging the digital divide.	All year	Administration	<p>CBK students will be able to borrow a Chromebook to complete their online curriculum requirements.</p> <p>All CBK sites will continue to have free Wifi access.</p> <p>Network Services contract</p> <p>Assist students with locating low cost Wi-Fi accessibility in their area.</p>	5700-5799: Transfers Of Direct Costs	Local Categorical	346,272
Continue partnership with NCCT.	All year	Administration	Continue partnership with NCCT.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	64,046

Planned Improvements in Student Performance

School Goal #4

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #5

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #9

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #10

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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
To ensure that 100% of CBK teachers participate in Professional Development aligned to the Common Core State Standards (CCSS) and that the adoption and implementation of materials are aligned to the standards and the designing of standards aligned courses. Furthermore, to ensure that 100% of the CBK students have access to CCSS aligned, A-G approved curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
CBK students will participate in a rigorous and relevant curriculum program. The LEA expects positive growth that will be evaluated based on the guidelines established in the current Focus on Learning (WASC) report.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:
100% of the CBK students will be prepared for success in today's global society. This includes a rigorous high school education, development of career skills, and building of character for citizenship. Students enrolling will successfully complete a course career exploration course through Edmentum. This course explores careers and assists the students with goal setting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
Students will build strong, positive relationships at school and in the community by becoming actively engaged in activities both inside and outside the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation		
LCFF - Supplemental	990,864	990,864.00
LCFF - Base	7,468,074	7,085,619.00
Other	423,440	423,440.00
Title II Part A: Improving Teacher		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Comprehensive Support and Improvement (CSI)	63,381.00
Extended Learning Opportunity	52,411.00
LCFF	113,280.00
LCFF - Base	382,455.00
Local Categorical	402,982.00
Title III	7,505.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	44,995.00
2000-2999: Classified Personnel Salaries	113,280.00
4000-4999: Books And Supplies	172,507.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5700-5799: Transfers Of Direct Costs	346,272.00
5800: Professional/Consulting Services And Operating	337,460.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Comprehensive Support and Improvement	63,381.00
4000-4999: Books And Supplies	Extended Learning Opportunity	44,911.00
5000-5999: Services And Other Operating	Extended Learning Opportunity	7,500.00
2000-2999: Classified Personnel Salaries	LCFF	113,280.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	44,995.00
5800: Professional/Consulting Services And	LCFF - Base	337,460.00
4000-4999: Books And Supplies	Local Categorical	56,710.00
5700-5799: Transfers Of Direct Costs	Local Categorical	346,272.00
4000-4999: Books And Supplies	Title III	7,505.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,591.00
Goal 2	7,500.00
Goal 3	841,923.00

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
Marcelo Briones	X				
Maria Guerrero		X			
Curtis Reynolds		X			
Adelle Myers-Decker		X			
Jean Simmons		X			
Emma Mendoza			X		
Maria Jiminez				X	
Brenda Guillen					X
Numbers of members of each category:	1	4	1	1	1

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 School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 2, 2023.

Attested:

Marcelo Briones

Typed Name of School Principal

Signature of School Principal

Date

Jean Simmons

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date