

The Single Plan for Student Achievement

School: Golden Ridge
CDS Code: 09100900930016
District: El Dorado County Office of Education
Principal: Christy Ploszaj
Revision Date: 10/11/2016

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

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

Contact Person: Christy Ploszaj
Position: Program Coordinator
Phone Number: 530-295-2436
Address: 6767 Green Valley Rd.
Placerville, CA 95667-8984
E-mail Address: cploszaj@edcoe.org

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Initial Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Title III Accountability (School Data)	13
Title III Accountability (District Data).....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	20
School Goal #3.....	24
Summary of Expenditures in this Plan.....	29
Total Expenditures by Object Type and Funding Source.....	29
Total Expenditures by Funding Source	30
Total Expenditures by Object Type.....	31
Total Expenditures by Goal	32
School Site Council Membership.....	33
Recommendations and Assurances.....	34

School Vision and Mission

Golden Ridge's Vision and Mission Statements

Mission Statement

The Court School Program staff, in partnership with Probation staff at both Golden Ridge School (Placerville) and Blue Ridge School (South Lake Tahoe) are dedicated to creating safe and productive learning environments, where positive experiences enrich student alternatives and choices.

We are committed to...

- Providing individualized academic programs for each student that best advocates for their present and future educational needs and goals.
- Providing differentiated instruction that allows access to standards-based curriculum, innovative use of technology, and develops 21 century skills needed to be college and/or career ready upon graduation.
- Creating a positive and productive learning environment that promotes social and emotional skills development by engaging students in activities that improve self-esteem; help students learn to interact in a positive manner with others; and utilizes appropriate conflict resolution, anger management and decision-making strategies.
- Creating a safe, structured, well-defined instructional program that communicates high expectations, provides high levels of support and demonstrates staff unity in standing firmly together on standards of behavior, academic performance and ultimately the success of each and every student.

School Profile

Golden Ridge School is the court school for El Dorado County. The school operates 248 days per year in 2 self-contained classrooms (depending on student population, students may be combined into one classroom).

The student population consists of court incarcerated youth that generally range between grades 6-12.

88% of these students were of high school age in the 2015-16 school year.

The male/female ratio of the student body averages 4:1.

50% of our students were enrolled less than 20 school days during the 2015/16 school year.

21% of students were enrolled between 1 and 6 months and 5% were enrolled for more than 6 months.

Records indicate an unduplicated count of 110 students enrolled in the 2015/16.

About 75% of these students had been enrolled at Golden Ridge at least one time prior. Growth of student population is limited by court order and by the constraints of the facility housing capacity.

The 2015/16 enrollment of Special Education students was 43% of the total enrollment and the enrollment of English Learner students was 3% of the total student population. Golden Ridge School serves a community with little ethnic diversity but with significant socio-economic diversity. In addition students come to Golden Ridge from Amador, Calaveras and Tuolumne counties due to contracted housing space arranged through the El Dorado County Probation Department.

The Golden Ridge staff consists of two full time teachers and 1 part time instructional assistant. In addition, a part time site administrator and a part time psychologist make up the staff of Golden Ridge School. The director of the program is the Director of Special Services for the County Office of Education. The school is located within the Juvenile Hall facility, which provides the opportunity to form partnerships with Probation, Juvenile Hall, Mental Health and Health Care staff. These partnerships focus on the emotional, physical and academic well being of our clientele.

Golden Ridge School is a small school where consistency is required throughout the program because of the nature of the students. The advantage to staff being readily available includes the following:

- Communication is ongoing among all stakeholders.
- Program decisions are made by all staff.
- Curriculum guidelines are consistently followed

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).

Data is compiled annually to determine trends in enrollment clustered by length of enrollment, grade placement and gender. In addition, percentages of students who belong to the subgroups of Special Education and English Learners are tracked annually.

Classroom Observations

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

Teachers meet weekly with each student assigned in their classroom to evaluate academic progress in the assigned coursework. Teachers and instructional assistants daily observe student behavior and performance. School staff are available to all students for individualized assistance with all school work. School staff provide direct instruction to students daily as well as monitoring students while they work independently on assigned tasks in core content areas. School staff are available to all students for individualized assistance with all school work as needed.

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)

Members of the School Site Council, in open forum, review results of the statewide assessments (CAASP).

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

Teachers review results of student work and overall progress in all subject areas weekly. This includes scores on chapter and unit tests. If performance on assessments is low, then instruction is repeated, redirected and modified as needed to improve performance outcomes. Students take baseline assessment tests upon enrollment and again prior to exiting.

Staffing and Professional Development

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

There are two teachers on the Golden Ridge Staff. One teacher is dual credentialed in special education and English.

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

All teachers hold a valid CA teaching credential.

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

All teachers have participated in professional development centered around the CA Common Core Standards and CAASP.

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

Common Core Teacher Experts and the Director of Program and District Support are available to teachers for the implementation of the Common Core Standards.

Ongoing training and support from Odysseyware is available to assist in the implementation of this online curriculum.

Teachers will be attending professional development with a focus on Next Generation Science Standards (NGSS) through Placer County Office of Education during the 2016-2017 school year.

Teachers were invited to visit other court schools with similar demographics to gain an enhanced perspective on instructional pedagogues that align with CCSS and offer unique instructional strategies to students in the alternative education setting. Three of four teachers visited another court school and had a collaboration meeting with the school staff there.

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

Time is set aside for collaboration among the teaching staff regarding the alignment of curriculum to the CA Common Core Standards.

Monthly team meetings are held to allow for staff collaboration and sharing of information and ideas among all stakeholders.

Teaching and Learning

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

Staff development, textbook purchases, Odysseyware and collaboration time are centered on integrating the CA Common Core Standards.

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

Students participate in individualized instructional programs. Time spent in each subject varies according to student need. Language Arts and Math goals are assigned so that students spend an average of 4 hours per week per subject.

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

Individualized instructional programs provide flexibility in assigned work which allows for intervention as needed.

Teachers provide direct, whole group instruction to students daily, with a focus on fluency (math and reading), critical thinking, vocabulary building and writing mechanics.

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

Courses and instructional materials are aligned to the Common Core State Standards. All courses were aligned to CCSS through the implementation of Odysseyware in the 2015/16 school year.

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 6-8 textbooks are SBE adopted. 9-12 textbooks are aligned to the CA Content Standards. Implementation of Odysseyware in the 2015-16 school year also enables students access to CCSS aligned curriculum in all areas.

Opportunity and Equal Educational Access

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

Students have individualized academic programs that address the needs of under-performing students. Student needs are individually assessed by teachers and interventions provided to enhance each student's capacity for accessing the Standards.

Golden Ridge uses Edge curriculum to meet the needs of our EL population and is also used with students who are deficient in ELA.

14. Research-based educational practices to raise student achievement

Teachers will participate in professional development designed for the effective use of highly effective research based supplemental materials. This includes NGSS professional development.

Teachers will be provided with curriculum and materials that ensure instructional rigor.

Students will be presented with curriculum and instruction that addresses social/emotional learning.

Parental Involvement

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

The Parent Compact and the Parent Involvement policy serve to provide an open invitation for parents to be involved in their student's educational program.

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)

The School Site Council (SSC) includes parent and student representatives. The SSC annually reviews assessment results and develops goals for the Single Plan for Student Achievement. Invitations to attend School Site Council meetings are posted publically and parents receive personal invitations.

Funding

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

Extended learning (in addition to the standard day/year) is offered to all students.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Goal #1: Golden Ridge School will provide all students, including ELL students, with the opportunity to attain proficiency or better in reading and written language and for all students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.

Goal #2: Golden Ridge School will provide all students the opportunity to attain proficiency or better in mathematics and for all students to acquire the skills necessary to be college and/or career ready and graduate high school with a diploma.

Goal #3: Golden Ridge School will collaborate with other agencies involved with the students to develop strategies to improve the transitions from high school to college and/or career readiness programs.

The barriers to both success in achievement of the three goals and valid assessment of this achievement is defined by the following facts about the student population:

- *Student behavior is high risk including long histories of drug use and abuse.
- *Students' environmental situations often impede their performance on assessments. .
- *Students are highly transient with the average student enrollment between 1-20 school days.

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 Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	4	10	4	5	4	5	100.0	50
All Grades	4	10	4	5	4	5	100.0	50

* 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 Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1. 100% of students required to participate in CAASP/SBAC assessments were tested in the 2015/16 school year.
2. Data not generated due to number of students enrolled.

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 Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	4	9	4	5	4	5	100.0	55.6
All Grades	4	9	4	5	4	5	100.0	55.6

* 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 Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1. Number of students tested decreased, which could be due to several variables not related to school. This may include court dates, release date, student being removed from school by Probation, etc.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7						***									
12									***						
Total						50			50						

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7						***									
12									***						
Total						50			50						

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. No data available to review to determine whether targets were met.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	481	464	467
Percent with Prior Year Data	97.3	98.3	95.9
Number in Cohort	468	456	448
Number Met	282	269	269
Percent Met	60.3	59.0	60
NCLB Target	59.0		
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	377	200	360	177	373	191
Number Met	93	104	104	96	104	113
Percent Met	24.7	52.0	28.9	54.2	27.9	59.2
NCLB Target	22.8	49.0				
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	N/A	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. There is no data to review to ascertain whether targets were met.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA GOAL:
LEA Goals #1, #2, #3 are included in this goal
SCHOOL GOAL #1:
All students, including English Language Learners, will become Proficient or better in Language Arts. This will allow all students to graduate high school with a diploma and with skills necessary to be college and/or career ready.
Data Used to Form this Goal:
This goal was formulated from data received through assessments given upon enrollment; informal assessments throughout the school year, State Testing and CELDT results.
Findings from the Analysis of this Data:
Most student who attend Golden Ridge School are credit deficient and/or score basic or below basic in mandated state testing in the area of English Language Arts.
How the School will Evaluate the Progress of this Goal:
Assessments used to evaluate student progress include statewide assessments (CAASP), Odysseyware, Renaissance Star Reading and Math, Edge assessments for English Learners along with statewide assessments including CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards Implementation of CCSS aligned Odysseyware. Teachers will participate in NGSS. Information obtained from this professional development will assist teachers in aligning instructional practices with all of the CCSS.	October 2016- June 2017	Golden Ridge Teachers	Common Core Training	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	100
			Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1,100
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	174

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Travel expenses	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	126
All staff will ensure that students have appropriate access to CCSS aligned textbooks and online curriculum as needed.	October 2016- June 2017	Golden Ridge Teachers	Textbooks	4000-4999: Books And Supplies	Unrestricted	500
Teachers will align Odysseyware courses to the local high school district courses.	October 2016- June 2017	Golden Ridge Teachers	Collaboration Time			
<p>Improvement of Instructional Strategies and Materials</p> <p>Teachers will implement strategies learned from participation in professional development aligned to CA Common Core Language Arts Standards and designed for the effective use of supplemental materials that will address the needs of students not yet proficient in Common Core Language Arts Standards. This includes the implementation of Odysseyware.</p> <p>Teachers will attend NGSS professional development to become proficient in instructional strategies related to CCSS Science curriculum.</p> <p>All teachers will become proficient users of Odysseyware to ensure that students receive rigorous and relevant instruction.</p> <p>All teachers will participate in ongoing professional development in Odysseyware.</p>	October 2016- June 2017	Golden Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction.	October 2016- June 2017	Golden Ridge Teachers				
Supplemental materials will be selected which will enhance the learning of concepts and the development of skills in both reading and written expression for all students at risk of not being Proficient in the CA Common Core Standards, including English Language Learners and Special Education students.	October 2016- June 2017	Golden Ridge Teachers	Instructional Supplies	4000-4999: Books And Supplies	Unrestricted	2,500
Technology: Supervision and accessibility software will be installed on all student Chromebooks to ensure limited accessibility, individual student accountability and student safety. Supervision software will be installed on teacher computers to ensure that students have limited access to Odysseyware only. Technology such as a document camera and projector will be purchased to enhance teacher opportunities to engage students during whole-group direct instruction.	October 2016- June 2017	Golden Ridge Teachers EDCOE Administration EDCOE IT Dept				
Extended Learning Time /in addition to standard day/year The afternoon instructional time will	October 2016- June 2017	Golden Ridge Teachers	Instructional Time	1000-1999: Certificated Personnel Salaries	Title I Part D	31,698

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
focus on skill building and remediation in reading and writing skills designed to improve proficiency in English Language Arts.			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	9,329
			Indirect	7000-7439: Other Outgo	Title I Part D	3,680
The Instructional Assistant will work individually with students as prescribed by teacher. Duties include but are not limited to: Working with students individually to help build skill, re-teacher and assist with credit recovery, as prescribed by teacher. Instructional Assistant will also assist teachers in grading completed student work.	October 2016- June 2017	Golden Ridge Instructional Assistant	Tutorial/Remediation	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,610
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Allocation	4,554
			Indirect	7000-7439: Other Outgo	Title I Part A: Allocation	1,140
			Tutorial/Remediation	2000-2999: Classified Personnel Salaries	Title I Part D	13,274
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	7,214
			Indirect	7000-7439: Other Outgo	Title I Part D	1,838
Increased Educational Opportunity Supplemental materials aligned to the CA Common Core Standards and instructional technology designed to differentiate instruction will be incorporated into the instructional day (e.g., document camera, projector, Chrome books, Odysseyware).	October 2016- June 2017	Golden Ridge Teachers IT Dept				
Teachers will participate in professional development aligned to CA Common Core Language Arts Standards and designed for the effective use of supplemental materials that will address the needs of students not yet proficient in Common Core Language Arts Standards.	October 2015 - May 2016	Golden Ridge Teachers	Common Core Training See Budget notations in section " Alignment of Instruction with Content Standards"			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will participate in professional development designed to increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction and increase instructional rigor.	October 2015 - May 2016	Golden Ridge Teachers	Common Core Training See Budget notations in section " Alignment of Instruction with Content Standards"			
Monitoring Program Implementation and Results The implementation of the plan to improve instructional strategies for student improvement in reading and written expression.	October 2015- June 2016	Golden Ridge Teachers & Golden Ridge Principal/Coordinator				
Individual student progress in reading and written expression will be evaluated by the following methods: Student progress in classroom assignments for both reading and written expression will be evaluated weekly by the teacher. Statewide Reading Assessment will be reviewed by teachers to inform instruction. For English Learners, progress will be evaluated with formative assessments published by Cengage Learning (EDGE).	October 2015 - June 2016	Golden Ridge Teachers				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
LEA Goals #1, #2 and #3 are included in this goal.
SCHOOL GOAL #2:
All students, including English Learners, will become Proficient or better in Mathematics. This proficiency level will enable students to graduate high school with a diploma and have the skills necessary to be college and/or career ready.
Data Used to Form this Goal:
This goal was developed from data received through assessments given upon enrollment; informal assessments and State Testing results.
Findings from the Analysis of this Data:
Most student who attend Golden Ridge School are credit deficient and/or score basic or below basic in mandated state testing in the area of Mathematics.
How the School will Evaluate the Progress of this Goal:
Assessments used to evaluate progress will include statewide assessments (CAASP), informal assessments such as Renaissance Star Reading and Math / Cengage Learning Edge assessments for English Learners along with statewide assessments including CELDT scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of Instruction with Content Standards and Odysseyware.</p> <p>All teachers have participated in professional development aligned to CA Common Core Standards, Odysseyware, and the CAASP</p> <p>Teachers will attend professional development for NGSS during the 16/17 school year.</p>	October 2016-June 2017	Golden Ridge Teachers	<p>Common Core Training</p> <p>See Budget notations in Goal #1 section "</p> <p>Alignment of Instruction with Content Standards"</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Textbook adoptions for Mathematics will be aligned to the CA Common Core Standards. This includes Odysseyware.	October 2016-June 2017	Golden Ridge Teachers	Textbooks	4000-4999: Books And Supplies	Unrestricted	500
Teachers will work collaboratively to align Odysseyware course work to local high school district course work in the area of Mathematics.	October 2016-June 2017	Golden Ridge Teachers	Collaboration Time			
Improvement of Instructional Strategies and Materials Teachers will implement strategies learned from participation in professional development aligned to CA Common Core Mathematics Standards and designed for the effective use of supplemental materials that will address the needs of students not yet proficient in Common Core Mathematics Standards; including English Learners and Special Education students who are not Proficient in Math.	October 2016-June 2017	Golden Ridge Teachers				
Teachers will increase their use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction. This includes the implementation of Odysseyware curriculum.	October 2016-June 2017	Golden Ridge Teachers				
Supplemental materials will be selected which will enhance the learning of concepts and the development of skills in mathematics for all students at risk of not being Proficient in the CA Common Core Standards, including English Learners	October 2016-June 2017	Golden Ridge Teachers	Instructional Materials	4000-4999: Books And Supplies	Unrestricted	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and special education students.						
Extended Learning Time / in addition to standard day/year The additional instructional time will focus on skills designed to improve proficiency in Mathematics, English and writing.	October 2016-June 2017	Golden Ridge Teachers	Instructional Time (already accounted for in Goal #1)	1000-1999: Certificated Personnel Salaries	Title I Part D	0
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	0
			Indirect	7000-7439: Other Outgo	Title I Part D	0
The Instructional Assistant will work individually with students as prescribed by teacher. Instructional assistant will also assist with the grading of student work.	October 2016-June 2017	Golden Ridge Instructional Assistant	Tutorial/Remediation	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,160
			Payroll Costs	3000-3999: Employee Benefits	Title I Part A: Allocation	4,554
			Indirect	7000-7439: Other Outgo	Title I Part A: Allocation	1,140
			Tutorial/Remediation (already accounted for in Goal #1)	2000-2999: Classified Personnel Salaries	Title I Part D	0
			Payroll Costs	3000-3999: Employee Benefits	Title I Part D	0
			Indirect	7000-7439: Other Outgo	Title I Part D	0
Increased Educational Opportunity Supplemental materials aligned to the CA Common Core Standards and instructional technology designed to differentiate instruction will be incorporated into the instructional day through the implementation of Odysseyware.	October 2016-June 2017	Golden Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff Development and Professional Collaboration</p> <p>All teachers will participate in staff development aligned to CA Common Core Standards, Odysseyware, and CAASP</p>	October 2016-June 2017	Golden Ridge Teachers	Common Core Training See Budget notations in section " Alignment of Instruction with Content Standards" Goal #1			
<p>Teachers will receive support, coaching and professional development aligned to CA Common Core Standards and designed for the effective use of supplemental materials that will address the needs of students not yet proficient in Common Core Mathematics Standards.</p>	October 2016-June 2017	Golden Ridge Teachers	Common Core Training See Budget notations in section " Alignment of Instruction with Content Standards" Goal #1			
<p>Teachers will participate in professional development designed to increase the use of highly effective research based instructional strategies aimed at high risk youth including the use of instructional technology used to differentiate instruction.</p>	October 2016-June 2017	Golden Ridge Teachers	Common Core Training See Budget notations in section " Alignment of Instruction with Content Standards" Goal #1			
<p>Involvement of Staff, Parents and Community</p> <p>Parents will receive all state assessment results for their student, including CAASP.</p>	October 2016-June 2017	Golden Ridge Principal				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Student Transitions
LEA GOAL:
This goal is included in LEA Goal #5
SCHOOL GOAL #3:
School staff will conduct 1:1 meetings with high school students (by age of 15 for students with IEPs, or 11th and 12th graders) while enrolled at Golden Ridge to determine areas of interest and aptitude. These meetings will occur on an ongoing basis (at least once per month) depending on students' length of stay in the facility. Students will be presented with opportunities to explore and research areas of post-secondary interests such as trade school, university or other options that are of interest and potential benefit to the students. Students enrolled at Golden Ridge for 30 days or longer will receive their Food Handler's Certification and will develop a resume with the teacher. Staff will focus on CCSS College and Career Ready goals.
Data Used to Form this Goal:
Formal and informal communication with other schools and school district personnel. Review of data report from CDE.
Findings from the Analysis of this Data:
In discussions with school guidance personnel from EDUHSD, comments indicate that students transition more smoothly if the course curricula are aligned within the framework of state content standards.
How the School will Evaluate the Progress of this Goal:
Feedback from school districts regarding the success of students upon their return from incarceration. Transition plans will be developed and/or updated for students with IEPs in accordance with Ed Code and IDEA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards Textbook adoptions (including Odysseyware) will be aligned to the CA Common Core Standards and high school district courses.	October 2016-June 2017	Golden Ridge Teachers	Textbooks See budget notations in section "Alignment of Instruction with Content Standards" Goals #1 and #2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Supplemental materials, aligned to Common Core Standards, will be purchased to assist in the achievement of proficiency for all students.</p> <p>Implementation of Odysseyware and access to CTE courses.</p> <p>Career inventory and aptitude tests (informal) will be identified, implemented and reviewed by school staff with students.</p>	October 2016-June 2017	Golden Ridge Teachers	<p>Instructional Supplies See budget notations in section " Improvement of Instructional Strategies and Materials" Goals #1 and #2</p>			
<p>Teachers will participate in professional development aligned to CA Common Core Standards and designed for the effective use of supplemental materials that will address the needs of all students. Focus will be on Career Technical Education.</p>	October 2016-June 2017	Golden Ridge Teachers	<p>Common Core Training See budget notations in section " Alignment of Instruction with Content Standards" Goal #1 and Goal #2</p>			
<p>Improvement of Instructional Strategies and Materials</p> <p>Teachers will collaborate with the student's prior school to determine the preferred curriculum for the student while enrolled at Golden Ridge School. Depth of collaboration will be based primarily on the probable length of incarceration.</p>	October 2016-June 2017	Golden Ridge Teachers	Collaboration Time			
<p>Teachers will work collaboratively to develop pacing guides to align courses/instruction and assessment to the CA Common Core Standards</p>	October 2016-June 2017	Golden Ridge Teachers Golden Ridge Principal	Collaboration Time			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and in correlation with the Common Core curriculum used at schools in the El Dorado Union High School District.						
<p>Teachers will, at the minimum weekly, evaluate student's' assignments to determine the mastery of grade level standards as well as to modify instruction.</p> <p>Teachers will develop relevant lesson plans that are aligned to the CCSS and will modify instruction as needed to support students' instructional needs.</p>	October 2016-June 2017	Golden Ridge Teachers				
<p>Extended Learning Time/ in addition to the standard day/year</p> <p>Teachers will collaborate with the student's home school to discuss course suggestions for supplemental instruction.</p>	October 2016-June 2017	Golden Ridge Teachers	Collaboration Time			
<p>Increased Educational Opportunity</p> <p>Elective courses in career studies and life skills are offered. The content of these courses is designed to benefit in the transition from school to employment and adult life. This aligns with CCSS and includes ensuring a focus on Career Technical Education (CTE) as appropriate for each student.</p>	October 2016-June 2017	Golden Ridge Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff Development and Professional Collaboration</p> <p>Teachers will participate in staff development and coaching/support aligned to CA Common Core Standards and designed for the effective use of supplemental materials which can address the needs of all students.</p>	October 2016-June 2017	Golden Ridge Teachers	Common Core Training See budget notations in section "Alignment of Instruction with Content Standards" Goal #1 and Goal #2			
Discussions, in collaboration with probation and schools will be ongoing in an effort to insure better transitions for all students.	October 2016-June 2017	Golden Ridge Teachers & Golden Ridge Principal	Collaboration Time			
<p>The progress of successful student transitions will be monitored by the following methods:</p> <p>Student recidivism rates.</p> <p>Informal evaluations and other communication from schools involved with the students transitioning from Golden Ridge School.</p>	October 2016-June 2017	Golden Ridge Teachers & Golden Ridge Principal				
<p>Staff Development and Professional Collaboration</p> <p>Teachers will participate in staff development aligned to CA Common Core Standards and designed for the effective use of supplemental materials which can address the needs of all students.</p>	October 2016-June 2017	Golden Ridge Teachers & Golden Ridge Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development will include how to develop relevant and meaningful lesson plans and designed instruction to support students in all academic areas to promote mastery in areas of core and CTE.						

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	16,770.00
3000-3999: Employee Benefits	Title I Part A: Allocation	9,108.00
7000-7439: Other Outgo	Title I Part A: Allocation	2,280.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,100.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	174.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	226.00
1000-1999: Certificated Personnel Salaries	Title I Part D	31,698.00
2000-2999: Classified Personnel Salaries	Title I Part D	13,274.00
3000-3999: Employee Benefits	Title I Part D	16,543.00
7000-7439: Other Outgo	Title I Part D	5,518.00
4000-4999: Books And Supplies	Unrestricted	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Allocation	28,158.00
Title I Part A: Professional Development (PI Schools)	1,500.00
Title I Part D	67,033.00
Unrestricted	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	32,798.00
2000-2999: Classified Personnel Salaries	30,044.00
3000-3999: Employee Benefits	25,825.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	226.00
7000-7439: Other Outgo	7,798.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,837.00
Goal 2	16,854.00

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
Christy Ploszaj	X				
Aiko Akers		X			
Stephanie Jennings (via phone)				X	
Luis					X
Wendy Creel			X		
Melissa Mutzig (Probation Supervisor)				X	
Numbers of members of each category:	1	1	1	2	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 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

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):
School Program Committee.

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/25/2016.

Attested:

Christy Ploszaj

Typed Name of School Principal

Signature of School Principal

Date

Stephanie Jennings

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date