Sacramento County Board of Education

Regular Meeting

Tuesday / April 20, 2021 / 6:30 P.M.

PLEASE NOTE:

Zoom Meeting
https://scoe.zoom.us/j/94507538412

Primary Number: 669.900.6833

Secondary Number: 346.248.7799

Meeting ID: 945 0753 8412

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
916.228.2410

SACRAMENTO COUNTY BOARD OF EDUCATION MEETING AGENDA

10474 Mather Boulevard
P.O. Box 269003
Sacramento, California 95826-9003

TO: Members, County Board of Education

FROM: David W. Gordon, Secretary to the Board

SUBJECT: **Agenda – Regular Meeting – Tuesday, April 20, 2021**

Regular Session: 6:30 p.m.

Notice of the Means by Which Members of the Public May Observe the Meeting and Offer Public Comment, Pursuant to Executive Orders N-29-20 and N-33-20, and Government Code section 54953

The Sacramento County Board of Education will conduct this meeting via Zoom video and/or teleconference, with one or more Board members participating from remote locations via video, telephone, or other electronic means. Voting at this meeting shall be by roll call.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to: https://scoe.zoom.us/j/94507538412

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 346-248-7799
Enter the Meeting ID: 945 0753 8412

Members of the public may submit public comment through a Google form at: https://bit.ly/scoe-board-4-20-21. Public comment will be accepted until 6:00 p.m. on Tuesday, April 20, 2021, and will be read during the teleconferenced Board meeting at appropriate times.

Accommodating Individuals with Special Needs

The Sacramento County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (916) 228-2410 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [*Government Code* § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

AGENDA

I. Call to Order and Roll Call

II. Pledge of Allegiance

III. Approval of the Minutes of the Regular Board Meeting of March 2, 2021

Approval of the Minutes of the Regular Board Meeting of March 16, 2021

Mission Statement

The mission of the Sacramento County Office of Education (SCOE) is to:

- ensure that our students are prepared for success in college, career, and community;
- provide educational leadership to the diverse groups we serve;
- work creatively and collaboratively with partners; and
- give educators and support staff the training and tools they need for success.

IV. Adoption of Agenda

V. Official Correspondence

VI. Visitor Presentations

A. General Public

B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2. Anyone may appear at the Board meeting to testify in support of or in opposition to any item being presented to the Board for consideration. If possible, notify the Board President or Board Secretary in writing prior to the meeting if you wish to testify.

VII. Superintendent's Report

A. Recognition of the May 2021 Employees of the Month

Classified Employee: Kim Norris, Special Education Technician/RSP

Certificated Employee: Mike Anckner, Construction Instructor/Career Technical Education

VIII. New Business

A. Adoption of Consent Agenda – David W. Gordon

1. Accept Report on Personnel Transactions – Coleen Johnson
2. Award Diplomas to Court and Community School Students – Dr. Matt Perry/Michael Kast
3. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology) – Jerry Jones
4. Donation to Leo A. Palmiter Jr./Sr. High School Culinary Arts Program – Michael Kast
5. Approval of School Plans for Student Achievement – Juvenile Court and Community Schools – Dr. Matt Perry

B. Approval of Contracts – Nicolas Schweizer

C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget – David W. Gordon

1. $750,000 Education for Homeless Children and Youth (EHCY) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote
2. $166,539 Sacramento Healthy HeART and Mind Collaborative grant from the City of Sacramento for the 2020-2021 fiscal year – Dr. Matt Perry

3. $360,000 California Environmental Literacy grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote
4. $1,233,329 K-12 Strong Workforce Program – Greater Sacramento Region Workforce Collaborative grant from the California Community College Chancellor's Office (CCCCO) K-12 Strong Workforce Program for the 2020-2021, 2021-2022, and 2022-2023 fiscal years – Dr. Matt Perry
5. $192,102 Transition Partnership Program grant from the Department of Rehabilitation for the 2021-2022, 2022-2023, and 2023-2024 fiscal years – Brent Malicote
6. $540,541 Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement County Office of Education grant from the California Department of Education/ESSA Funds for the 2021-2022 and 2022-2023 fiscal years – Brent Malicote

D. Adoption of Resolution No. 21-02 – Authorization for the Temporary Interfund Transfer of Funds – Nicolas Schweizer

E. First Reading of Proposed Elimination of Board Policies 5145 and 6000 and Board Bylaw 8001 – Policy Committee

F. Board Report – Court and Community Schools: 2019-2020 End of Year Report and 2020-2021 Mid-Year Update – Dr. Matt Perry

IX. Board Reports, Comments, and Ideas

A. Board Members

B. Board President

C. Committees

X. Items for Distribution

A. April/May Events

B. April/May Site Visits

XI. Schedule for Future Board Meetings

A. May 4, 2021

B. May 18, 2021

XII. Adjournment

Board Agenda Packet

The full Board agenda packet, including supporting materials and items distributed less than 72 hours prior to the scheduled meeting, is available on the Sacramento County Office of Education website (www.scoe.net/board). For more information, please call (916) 228-2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of March 2, 2021

VIA ZOOM/TELECONFERENCE CALL

Agenda

I. Call to Order and Roll Call
II. Pledge of Allegiance
III. Approval of the Minutes of the Regular Board Meeting of January 12, 2021
Approval of the Minutes of the Regular Board Meeting of February 2, 2021
IV. Adoption of Agenda
V. Official Correspondence
VI. Visitor Presentations
    A. General Public
    B. Employee Organizations
VII. Superintendent's Report
VIII. New Business
    A. Adoption of Consent Agenda
        1. Accept Report on Personnel Transactions
        2. Award Diplomas to Court and Community School Students
        3. Approval of the 2020-2021 School Accountability Report Cards for Court and Community Schools and Special Education Programs
        4. Donation to the Sacramento County Academic Decathlon
    B. Approval of Contracts
    C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets
        1. $4,000,000 California Dyslexia Initiative (CDI) from the California Department of Education – State General Fund for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
        2. $1,495,609 Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project from the Small School Districts Association (SSDA) for the 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025 fiscal years
    D. Authorization to Enter into Contracts for E-Rate Services
    E. Board Report – Foster Youth/Homeless Services
IX. Board Reports, Comments, and Ideas
    A. Board Members
    B. Board President
    C. Committees
X. Items for Distribution
    A. March/April Events
    B. March/April Site Visits
XI. Schedule for Future Board Meetings
    A. March 16, 2021
XII. Adjournment

I. President Ahola called the meeting to order at 6:30 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Other staff present via teleconference were Teresa Stinson, General Counsel; Nicolas Schweizer, Associate Superintendent; Brent Malicote and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

II. Ms. Davis led the Pledge of Allegiance.

III. On a motion by Ms. Davis and seconded by Mr. Brown, the minutes of the regular meeting of January 12, 2021 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

On a motion by Mr. Fong and seconded by Mr. Keefer, the minutes of the regular meeting of February 2, 2021 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

IV. Mr. Fong moved to adopt the agenda. Ms. Davis seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes

Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

V. There was no official correspondence.

VI.A. There were no requests for visitor presentations from the general public.

VI.B. There were no requests for presentations from employee organizations.

VII. Superintendent Gordon said a summary of the Governor's and legislator's school reopening plans will be shared with the Board, and reported on the following:

LOCAL DISTRICT UPDATES

- Arcohe: Students are back for in-person instruction in a hybrid model.
- Center: Students in K-6 are scheduled to return March 22. Grades 7-12 return after the county is in the Red Tier for five days.
- Elk Grove: Students start returning to school March 16 and March 17 for TK-3 at year-round schools. Additional sites will return for in-person instruction throughout March and April contingent on their grade and calendar schedule.
- Elverta: School is open for all students.
- Folsom Cordova: 50% of elementary students are in classrooms. 6th grade returns in-person has not yet been approved by SCPH. The district hopes to return March 15 if the county is in the Red Tier.
- Galt Elementary: Student orientation scheduled for March 18 & 19 with elementary students returning March 22. Teachers will be in classrooms a week prior to prepare. The reopening of middle school is dependent on Red Tier.
- Galt High: Plan to return two weeks after the county is in the Red Tier. There is a board meeting this Thursday to make final decisions regarding opening.
- Natomas: Elementary Cohorts A and B returned for orientation February 23 and February 24, respectively. PreK-2 started in-person March 1. On March 8, Natomas will add grades 3-6 (self-contained). By March 8, PreK-6 will be 100% in the concurrent model.
- River Delta: In Sacramento County, TK-2 classes will reopen for Hybrid Learning on March 4. Grades 3-6 will open March 11. Middle and high schools will reopen when the county re-enters the Red Tier and remains there for five consecutive days.
- Robla: Schools will reopen March 22 through March 26 for in-person instruction for those students whose family decided to send them back to school in cohort transition models.
- Sacramento City: Reopening plans are still being discussed and the board is expected to adopt a reopening plan soon.
- San Juan: Plans and agreements are in place to return to in-person learning for ALL grade levels once Sacramento County reaches the Red Tier. Students will return after spring break if in Purple.
- Twin Rivers: Teachers return March 22; TK-6 starts April 6; and 7-12 starts April 12 if in Red Tier.

Vaccinations for all Sacramento County districts are going well.

SACRAMENTO COUNTY VACCINATION EFFORTS

- This week, we will be launching a community vaccination clinic, which will also serve educators and childcare priority clients, on March 4 and 5, in collaboration with Safeway. It will be at the SCOE Conference Center. For SCOE staff, we are prioritizing vaccinations for school staff who are currently providing in-person instruction, as well as those staff members who are scheduled to provide in-person instruction in the near future. We expect to complete vaccinations for all SCOE staff and Fortune Charter staff in the next few weeks. We will continue to work with Safeway to offer vaccination clinics in the community in the coming weeks, as doses are available.

COURT AND COMMUNITY SCHOOLS/Adult Re-Entry UPDATE

- Senior Extension is increasing 1:1 appointments weekly and is readying the program to return to normal operations following state and county protocols.
- Community School Base programs are increasing 1:1 appointments, several students are attending daily.
- The CARE programs are ready to return to classrooms when districts return schools to the respective sites.
- El Centro is developing plans for a 21st Century Learning and Career Center model to serve long-term students (those formerly served by the Division of Juvenile Justice).
- Staff from all SCOE Adult Re-Entry programs are now supporting clients from their program sites.

SPECIAL EDUCATION UPDATE

- Mod/Severe programs are now being offered in-person as well as with distance learning at the following sites: Galt High School, McCaffrey Middle School, Dry Creek Elementary, Rio Linda Prep Academy, Rio Linda High School, and Vernon Greer Elementary.
- Students will be brought back into the classroom during the week of March 1 at Natomas High School, Wilson C. Riles, and Spinelli.
- Student and staffing projections for the 2021/2022 year continue to be in process.
- All infant and preschool program services continue to be conducted virtually.
- We are working on dates to bring back students at Palmiter Jr./Sr. High School and all Elk Grove locations.

SCOE CLASSIFIED EMPLOYEE OF THE YEAR

- Congratulations to James Wagnon, a Maintenance Custodian at Sly Park, for being selected SCOE's Classified Employee of the Year 2021. We hosted a virtual celebration last week. Several of our Trustees attended.
- The interview panelists said James brings a positive customer service-oriented attitude to his job and serves as an optimistic contributor to the team chemistry at Sly Park.
- James has been a SCOE employee since June 2005.

SENIOR EXTENSION GRADUATION

- On Thursday, February 25, we hosted a virtual graduation ceremony for students in our Senior Extension Program. We celebrated the successes of 60 graduates.
- Ray Green, from the Sierra Health Foundation, and the Sacramento Chapter of My Brother's Keeper, served as the keynote speaker. He gave a wonderful message telling graduates to "embrace and celebrate this moment."
- Since the start of the program, we have helped nearly 600 students earn their high school diplomas.

ACADEMIC DECATHLON

- Congratulations to Vista del Lago High School, from the Folsom Cordova Unified School District, for winning the 2021 Sacramento County Academic Decathlon competition. This is the first time the school has won the countywide competition. The announcement of the results was made during an online award ceremony.
- Bella Vista came in second and Folsom High was third.
- The entire competition was conducted online due to COVID-19 restrictions. SAFE Credit Union is providing $10,000 in scholarships this year to be distributed among the top-scoring students.
- This year's theme: The Cold War. Vista del Lago will now advance to the statewide California Academic Decathlon.

MOCK TRIAL WINNERS

- Congratulations to Rio Americano High School for winning the 2021 Sacramento County Mock Trial Championship. Elk Grove High earned second place.
- We announced the winners during a virtual awards ceremony on Sunday, February 28.
- Like AcaDeca, Mock Trial also was conducted virtually, and it took a great deal of coordination, led by our Student Events Coordinator Craig Irish and the team from C-SAPA.

VIII.A. Ms. Talamantes moved and Mr. Keefer seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students
3. Approved the 2020-2021 School Accountability Report Cards for Court and Community Schools and Special Education Programs
4. Accepted donation to the Sacramento County Academic Decathlon

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes

Mr. Brown – yes
Ms. Ahola – yes

Dr. Perry announced that the following students will be awarded a diploma: Jose Alfredo Martinez-Carillo, Raeanna Moore, Albert Lupe Guerra, and Tarrique Lavey Cache Newman from Cordova Lane Senior Extension; 6 candidates from El Centro Jr./Sr. High School; Eric Espinoza from Elinor Lincoln Hickey Senior Extension; Selina Abell from Gerber Jr./Sr. High School; Anthony Shelton, Eaundrey Silas Nanez, Keveonna Unique Singleton, Josie Collins, Joserie Howard, and Alyssa Marie Roberts-Simmons from Gerber Senior Extension; and Ana E. Muratalla, Rickey Dale Huckabee, and Imari Lynette Barnes from North Area Senior Extension.

VIII.B. Ms. Lefkovitz moved, and Ms. Davis seconded approval of the contracts. Motion to approve the contracts carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.C. On a motion by Ms. Lefkovitz, seconded by Mr. Fong, the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

1. $4,000,000 California Dyslexia Initiative (CDI) from the California Department of Education – State General Fund for the 2020-2021, 2021-2022, and 2022-2023 fiscal years

2. $1,495,609 Computer Science in Rural California: Training, Implementation, Teaching, and Learning Project from the Small School Districts Association (SSDA) for the 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025 fiscal years

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.D. Authorization to Enter into Contracts for E-Rate Services

Jerry Jones, Executive Director, presented this item to the Board.

Mr. Brown moved and Ms. Lefkovitz seconded approval of Authorization to Enter into Contracts for E-Rate Services. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.E. Brent Malicote, Assistant Superintendent, introduced Trish Kennedy, Director of Foster Youth and Homeless Services, and Tara Turrentine, Coordinator of Project TEACH. Ms. Kennedy and Ms. Turrentine provided a report on the Foster Youth/Homeless Services to the Board.

Board members expressed appreciation for the work being done by this department and a brief conversation was held about some ways the program could best serve homeless and foster youth.

IX.A. Ms. Lefkovitz commented that she was happy to see and hear tonight's presentation. She also appreciated the last equity session and looks forward to the next equity session.

Ms. Davis – no report.

Ms. Talamantes – no report.

Mr. Fong recommends that the Board attend the NSBA virtual conference that is taking place in April. He commented that he had previously requested more information about redistricting and wants to know the role of the Board in redistricting. He also noted that there are no recordings of the minutes posted on the SCOE website. He requested more detailed minutes. He was concerned that the Asian Pacific Islander (API) students returning to schools are at risk of being bullied about the Coronavirus.

Mr. Keefer recently heard a presentation from two former police officers about implicit bias and appreciated the way it ties in with the work being done with SCOE. He felt we hit a soft spot in Sacramento County towards the Foster/Homeless Youth. There seems to be a continuum of services and opportunities for SCOE to brainstorm and figure out how to fill some of the gaps that were brought up tonight.

Mr. Brown thanked Superintendent Gordon for the school reopening and vaccine updates. Tonight's Board report touched his heart, and he was happy to learn about the ways SCOE is serving Homeless and Foster Youth students.

IX.B. President Ahola attended a Zoom meeting with a group planning to start a HART program in Fair Oaks and Orangevale and will be volunteering there. Next month, she will be volunteering at Natomas High School Vaccine Clinic. There are ways for others to volunteer at vaccine clinics if interested.

IX.C. There were no committee reports.

X.A. There was no distribution of the March/April Events item.

X.B. There was no distribution of the March/April Site Visits item.

XI. Schedule for Future Board Meetings

A. March 16, 2021

President Ahola read an excerpt from student, R.I., at El Centro Jr./Sr. High School, titled, "Patience".

XII. Mr. Keefer moved to adjourn the meeting. Mr. Brown seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

The meeting adjourned at 8:23 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of March 16, 2021

VIA ZOOM/TELECONFERENCE CALL

Agenda

I. Call to Order and Roll Call
II. Pledge of Allegiance
III. Approval of the Minutes of the Board/Superintendent Study Session of February 16, 2021
IV. Adoption of Agenda
V. Official Correspondence
VI. Visitor Presentations
  A. General Public
  B. Employee Organizations
VII. Superintendent's Report
  A. Recognition of the April 2021 Employees of the Month
VIII. New Business
  A. Adoption of Consent Agenda
    1. Accept Report on Personnel Transactions
    2. Award Diplomas to Court and Community Schools Students
    3. Accept Donation to College and Career Readiness Department
  B. Approval of Contracts
  C. No Grant Applications/Service Contracts
  D. Approval of the 2020-2021 Budget Revision No. 2
  E. Approval of the Second Interim Financial Report for the 2020-2021 Fiscal Year
  F. Informational Item: SCOE Resiliency Scholarship Fund Update
  G. Adoption of Resolution No. 21-01 – A Resolution in Support of Equal Treatment for All
  H. Board Report – Family and Community Engagement (FACE)
IX. Board Reports, Comments, and Ideas
  A. Board Members
  B. Board President
  C. Committees
X. Items for Distribution
  A. March/April Events
  B. March/April Site Visits
XI. Schedule for Future Board Meetings
  A. April 9, 2021 – Study Session
  B. April 20, 2021
XII. Adjournment

I. President Ahola called the meeting to order at 6:33 p.m. via teleconference call in Sacramento, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina

Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Nicolas Schweizer, Associate Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant.

Other staff present via teleconference were Teresa Stinson, General Counsel; Brent Malicote and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

II. Mr. Brown led the Pledge of Allegiance.

III. On a motion by Ms. Talamantes and seconded by Mr. Fong, the minutes of the Board/Superintendent Study Session of February 16, 2021 were approved. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

IV. Ms. Davis moved to adopt the agenda. Mr. Brown seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

V. There was no official correspondence.

VI.A. Tim Herrera read Public Comments from the following individuals:

Myiea Henry-Gray, parent of student at Alan Rowe College Prep
Regina Ethley, parent of student at Fortune School
Brittany Sullivan, parent of student at Fortune School

VI.B. There were no requests for presentations from Employee Organizations.

VII.A. Rachel Dennis, Infant Educator/Bilingual, Special Education Department, was recognized and honored as the classified employee of the month for April.

Kirsten Sapp, Deaf & Hard of Hearing Specialist, Special Education Department, was recognized and honored as the certificated employee of the month for April.

Superintendent Gordon provided an update on reopening plans in our local districts and reported on the following:

- **Arcohe**: Remains open in hybrid with no plans to change at this time.
- **Center**: Grades K-6 & 7-8 scheduled to return 3/25-3/26. All schools will be open 4/6.
- **Elk Grove**: PreK-3 starts today. Grades 4-6 start next week. Secondary to start 3/31-4/1.
- **Elverta**: To remain hybrid rest of year. Plans to start next year with regular schedule.
- **Folsom Cordova**: Grade 6 trimester schedule starts today. Grades 7-12 will return in-person, hybrid, 3/17.
- **Galt Elementary**: Elementary starts this Thursday/Friday with orientation and back in classroom next week with am/pm model. Middle school to start next Wednesday and Thursday.
- **Galt High**: Open this Thursday with A/B hybrid. After spring break, hope to return four days/week.
- **Natomas**: Reported last week they are open for PreK-6 with 40% students in attendance. Some small cohorts still active.
- **River Delta**: All schools open in hybrid for Cohort A.
- **Robla**: To open Cohort A Monday and Cohort B Thursday of next week.
- **Sacramento City**: K-12 is scheduled to return 4/8.
- **San Juan**: K-12 to return 3/22 in AB model.
- **Twin Rivers**: April 6 all schools to return.

SACRAMENTO COUNTY VACCINATION EFFORTS

- On March 4, we began our vaccination clinic – in collaboration with Safeway – for the community in Rancho Cordova and for our educators and childcare staff. He gave a big shoutout to Safeway for partnering with us and getting vaccinations going here at Mather. It will – no doubt – help us with the reopening of schools. It will help with giving people a sense of safety and more comfort in doing their work, for both for educators and childcare workers who have been working for months with young people. He thanked the many SCOE staff who are volunteering their time to ensure the clinics run as smoothly as possible. Safeway has added two Saturday clinics: March 20 and April 10. We still need volunteers for future clinics. If anyone is interested, please contact Shannon Hansen in Administration.

COURT AND COMMUNITY SCHOOLS / Adult Reentry UPDATE

- All Adult Re-Entry sites are open and serving clients with one-to-one appointments. We are planning to return to small group sessions and increased client activity on April 12.
- El Centro – all students are engaged in full day, in-person instruction.
- Community Schools and Senior Extension – all students are engaged in 1:1 and some are on campus all day. We will return to group instruction on April 12. (Senior Extension often runs small workshops for students.)
- CARE Programs – All Folsom Cordova CARE teachers will begin providing in-class instruction tomorrow to approximately ½ of their students daily while the others engage with the class remotely.

SPECIAL EDUCATION UPDATE

- SCOE has welcomed back students in our Special Education programs in the following districts:
    - Galt Elementary & Galt HS
    - Twin Rivers
    - Center
    - Natomas
    - Coming soon:
        - Bannon Creek – April 12
        - Leo A. Palmiter – April 12
        - EGUSD locations – April 6
        - SCUSD TBD
- We are working on planning out the details of our Extended School year for the summer.

MOOT COURT FINALS AND AWARDS

- Hope you can join this Thursday, March 18, as we hold the final round and then honor local high school students participating in the 2021 Gordon D. Schaber Moot Court competition. The final round of the competition will begin at 6:00 p.m. on Zoom. The awards ceremony will take place at approximately 7:15 p.m. We sent the link to the event in a previous Board Communication, but we can provide it again.

SCOE TEACHER OF THE YEAR NOMINEES 2022

- Please remember to mark your calendars for March 24 when we recognize 12 SCOE teachers who are being nominated for the 2022 SCOE Teacher of the Year. Our virtual reception begins at 5:00 p.m. We will be sending you a Zoom link to the event as we get closer.

COLLEY SCHOOL SITE TOUR

- On Friday, March 5, we toured the construction site for the new Nathaniel S. Colley, Sr. High School, located at Gerber and Power Inn Roads. We have some video to show you the progress. The site is taking form and it is shaping up to be a state-of-the-art campus. Each building will have flexible space for our programs. We will have a five-classroom wing with four rooms that can be used

as academic classrooms or transformed into a technology lab or school media learning center. We are customizing one classroom to support the needs of our Senior Extension Program students, especially those who are young parents with children. We will host a school dedication event in the summer after construction is completed.

VIII.A. Mr. Fong moved and Mr. Keefer seconded adoption of the consent agenda. By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community Schools Students
3. Accepted donation to College and Career Readiness Department

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Tenaya Kaylie Jones and Savannah Solei Sanchez from Cordova Lane Senior Extension; two candidates from El Centro Jr./Sr. High School; Ana Michel Navarro from Elinor Lincoln Hickey Senior Extension; Jansan Tragger Debrum, Jack Kou Her, and Akashpreet Singh from Gerber Senior Extension; and Audrey Foster, Timoci Lalanabaravi, Timothy Alisherovich Normukhamedov, and Brittany Peters from North Area Senior Extension.

VIII.B. Mr. Brown moved and Ms. Talamantes seconded approval of the contracts. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.C. No Grant Applications/Service Contracts

VIII.D. Approval of the 2020-2021 Budget Revision No. 2

Nicolas Schweizer, Associate Superintendent, and Ms. Heather Davis presented this item.

Mr. Brown moved, and Mr. Keefer seconded the motion to approve the 2020-2021 Budget Revision No. 2.

Mr. Brown moved to amend the motion to approve the 2020-2021 Budget Revision No. 2 to include item VIII.E. – Approval of the Second Interim Financial Report for the 2020-2021 Fiscal Year. Mr. Keefer seconded the amended motion. Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.E. Approval of the Second Interim Financial Report for the 2020-2021 Fiscal Year – see item VIII.D.

VIII.F. An informational item of the SCOE Resiliency Scholarship Fund Update was provided in the Board packet. Ms. Stinson presented this item.

VIII.G. Superintendent Gordon introduced revised Resolution No. 21-01 – A Resolution in Support of Equal Treatment for All. Mr. Herrera read a Public Comment from Anne Kjemtrup and Melanie Mages-Canale with Sacramento Chapters of Sisterhood of Salaam-Shalom.

Mr. Fong moved, and Mr. Brown seconded the motion to adopt revised Resolution No. 21-01 – A Resolution in Support of Equal Treatment for All.

Board members expressed appreciation to SCOE staff for presenting this Resolution and the commitment to equity.

Motion carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes
Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

VIII.H. Dr. Nancy Herota, Deputy Superintendent, and Kristin Wright, Executive Director, provided a report on Family and Community Engagement (FACE) to the Board.

IX.A. Ms. Davis – no report.

Mr. Keefer – no report.

Mr. Brown – no report.

Ms. Talamantes recommends the book *Imani's Moon* by Janay Brown-Wood be made available to SCOE programs since the author is local and the content is culturally relevant. The author is African American and tells her experience growing up.

Mr. Fong thanked Nicolas Schweizer and Trustee Davis for the financial report. Mr. Fong expressed that he was pleased that the SCOE scholarship fund has increased. He was also happy that schools are opening and looks forward to in-person Board meetings. He commented that he has previously attended FACE presentations at CSBA conferences where they emphasize that families are the first educators of their kids. He strongly agrees with this belief. He also shared his personal experience with some of the issues referenced in the Resolution. He said there is a lot of fear and anxiety in the Asian community and his family is impacted by it.

Ms. Lefkovitz appreciated the presentation at the last Board meeting where Foster and Homeless Youth programs were highlighted. This is Women's History month. She has a report about how girls and women are doing published by the Commission on the Status of Women and Girls that she will share with Superintendent Gordon if anyone wants to see it.

IX.B. President Ahola – no report, however, read from Wild Broken Dreams, written by E.G., student from Elinor Lincoln Hickey Jr./Sr. High School, titled, "The Sea".

IX.C. There were no committee reports.

X.A. There was no distribution of the March/April Events item.

X.B. There was no distribution of the March/April Site Visits item.

XI. Schedule for Future Board Meetings

A. April 9, 2021 – Study Session
B. April 20, 2021

XII. Mr. Keefer moved to adjourn the meeting. Ms. Davis seconded the motion, which carried 7 ayes, 0 noes, 0 absent, 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes
Mr. Keefer – yes
Mr. Fong – yes
Ms. Davis – yes
Mr. Brown – yes
Ms. Ahola – yes

The meeting adjourned at 8:39 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	May 2021 Employees of the Month	**Agenda Item No.:**	VII.A.
		Enclosures:	0
Reason:	Action	**From:**	David W. Gordon
		Prepared By:	Tim Herrera
		Board Meeting Date:	04/20/21

BACKGROUND:

CLASSIFIED

Kim Norris, Special Education Technician/RSP, was nominated by Principal Barbara Modlin for her contributions to El Centro Jr./Sr. High School and the Sacramento County Office of Education's Special Education Department. Although students in her special day class (SDC) have complicated situations, Ms. Norris goes above and beyond to make school a place where they feel valued and appreciated. During the pandemic, Ms. Norris worked one-on-one with the students via Zoom and made time to check in on them in their units to make sure they were doing alright. Her outstanding dedication to the students at El Centro Jr./Sr. High School makes it possible to bring high-quality, uninterrupted special education services to our highest-need students. Ms. Norris has been a Sacramento County Office of Education employee since April 2007.

CERTIFICATED

Mike Anckner, Construction Instructor/Career Technical Education, was nominated by Principal Lisa Alcalá for his contributions to the Community Schools Programs of the Sacramento County Office of Education (SCOE). Mr. Anckner is a construction instructor with Northern California Construction Training (NCCT), supporting students at Elinor Lincoln Hickey Jr./Sr. High School. He skillfully shifted his program to an online platform due to COVID-19 restrictions and developed online lessons that focus on workplace safety, employer and employee safety responsibilities, and construction careers. His supervisor says that, along with helping students understand the relevance of math, the construction course gives students confidence and keeps them engaged in school. Mike Anckner has served SCOE students since 2014. During his tenure, he has built an exceptional construction program for SCOE students, some who want to pursue careers in the construction field and others who just enjoy learning skills that they can use in life.

SUPERINTENDENT'S RECOMMENDATION:

It is recommended that the Board approve commendation of the individuals named as Sacramento County Office of Education Employees of the Month for May 2021, and that the Board present Certificates of Recognition to these employees.

SACRAMENTO COUNTY OFFICE OF EDUCATION

PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – April 20, 2021

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	School of Education	Lindgren, Margaret	Promotion	Director, School of Education 8 h/d 5 d/w 224 d/y PC# 210039	School of Education	4/1/21	MT-40
	Through a competitive process, this individual was selected for a new position, which increased the salary by more than $10,000.						
Management	Technology Services	Oesterman, Joseph	New Hire	Systems Administrator 8 h/d 5 d/w 244 d/y PC# 210033	Technology Services	3/23/21	MT-29
Management	School of Education	Patten, Tammy	Promotion	Director, School of Education 8 h/d 5 d/w 224 d/y PC# 210038	School of Education	4/1/21	MT-40
	Through a competitive process, this individual was selected for a new position, which increased the salary by more than $10,000.						
Management	Prevention and Early Intervention	Rodriguez, Marcella	New Hire	Coordinator, Mental Health and Wellness 8 h/d 5 d/w 210 d/y PC# 210035	Prevention and Early Intervention	3/23/21	MT-36
Classified	Business Services	Bachiller, Mark	Promotion	Senior Financial Analyst 8 h/d 5 d/w 244 d/y PC# 140007	Business Services	4/1/21	CL-42-B
Classified	Student Programs	Chu, Wulandari	Promotion	Program Analyst 8 h/d 5 d/w 224 d/y PC# 210027	Student Programs	3/15/21	CL-36-A
	Through a competitive process, this individual was selected for a new position, which increased the salary by more than $10,000.						
Classified	Business Services	Elazazy, Salma	New Hire	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000153	Business Services	4/12/21	CL-26-A
Classified	Business Services	Johnson, Delvina	New Hire	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 030094	Business Services	4/13/21	CL-26-A
Classified	Special Education	Schwefel, Rachel	Promotion	Staff Secretary 8 h/d 5 d/2 244 d/y PC# 120020	Special Education	3/22/21	CL-23-A

TRANSFERS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From/To	Effective Date
Classified	Accounts Payable	McKnight, Barbara	Accounting Technician	Financial Services to Accounts Payable	3/29/21
Classified	Business Services	Tabada, Melody	Senior. Financial Analyst	Financial Services to Business Services	4/5/21

LIMITED TERM/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date/ Duration
Management	Personnel	Haile, Carole	Temporary Assignment	Personnel Analyst	Cy Young Bldg./ Personnel	4/1/21-4/30/21
Management	Administra-tion / Legal	Ramsey, Samantha	Temporary Assignment	Associate General Counsel	Administration / Legal	2/17/21-6/30/21 Increase in workdays
Certificated	Sly Park	Blankenship, Cynthia	Substitute	Teacher	Sly Park	3/10/21 On call as needed
Certificated	Sly Park	McBee, Georgina	Substitute	Teacher	Sly Park	2/23/21 On call as needed

SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Resignation	Pritchett, Leanne	Vision Specialist	Special Education	6/30/21	Resignation
Classified	Resignation	Fabio, Ayanna	EHS Educator	Early Learning	4/9/21	Resignation
Classified	Retirement	Yeoman, Relda	Program Analyst	Curriculum & Instruction	3/10/21	Retirement

R E CA P

	Management	Certificated	Classified	Total
Regular Appointments	4	0	5	9
Transfers	0	0	2	2
Limited Term/Temporary Assignments	2	2	0	4
Separations	0	1	2	3
TOTAL	**6**	**3**	**9**	**18**

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Award of Diplomas	**Agenda Item No.:**	VIII.A.2.
	Enclosures:	0
Reason: Approval	**From:**	David W. Gordon
	Prepared By:	Dr. Matt Perry Michael Kast
	Board Meeting Date:	04/20/21

BACKGROUND:

The following students are scheduled to graduate from each of their respective schools and they have completed all requirements for high school graduation:

Cordova Lane Senior Extension
Keyshawn C. Atlas
Di'Shara Fancy Johnson
Ashley S. Jones
Keziah Makeela Sullivan-Walker

El Centro Jr./Sr. High School
4 Candidates

E.L. Hickey Jr./Sr. High School
Ahmia Bell
Ramon Emilio S. Treto-Gallegos

E.L. Hickey Senior Extension
Juan Rodriguez

Gerber Senior Extension
Alexis Choyke
Lawrence E. Cole
Bernabe Guerra
Julian M. Ydrogo Winn

North Area Senior Extension
Jett Tomas Drummond
Vivianna I. Rivera
Sadrina Alexandria Stoica

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve the issuance of a high school diploma to the students listed above who have completed all requirements for graduation.

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	Surplus Property	**Agenda Item No.:**	VIII.A.3.
		Enclosures:	1
Reason:	Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)	**From:**	David W. Gordon
		Prepared By:	Jerry Jones
		Board Meeting Date:	04/20/21

BACKGROUND:

Education Code sections 17545 and 17546 allow for the disposal of property no longer needed or that is determined unsuitable for school use.

The Computer, Network, and Telecommunication Support Department (CNTS) reviews all technology surplus equipment to ensure that any repairable, non-obsolete equipment is re-used by SCOE programs. In the event the equipment cannot be repaired, is no longer able to support the latest security patches and updates (posing a network security risk), or is so obsolete it can no longer be used for its intended purpose, the equipment is deemed unsuitable for use and is recommended for disposal.

The technology equipment listed below has been determined to be unsuitable for use and of insufficient value to defray the costs of arranging a sale. It is in the Sacramento County of Education's best interest to deem these items obsolete and dispose of them. All storage devices (hard drives, solid state drives, USB drives, etc.) are completely wiped of data and, whenever possible, physically shredded to ensure the destruction of all electronic data before disposal.

TECHNOLOGY EQUIPMENT			
SCOE Tag Number	**Item Description**	**SCOE Tag Number**	**Item Description**
0209056	Dell Optiplex 9020 Desktop	0222836	Dell Optiplex 960 Desktop
0202697	Dell Optiplex 980 Desktop	0203547	Dell Optiplex 980 Desktop
0205088	Dell Optiplex 9020 Desktop	0213504	Dell Optiplex 990 Desktop
0202549	Dell Optiplex 980 Desktop	0231902	Dell Latitude E6540 Laptop
0202648	Dell Optiplex 980 Desktop	0213470	Dell Latitude E5430 Laptop
0218636	Dell Optiplex 9020 Desktop	0188557	Dell Latitude E5550 Laptop
0213033	Dell Optiplex 9010 Desktop	0221044	Dell Latitude E6500 Laptop
0212647	Dell Optiplex 9010 Desktop	0206300	Dell Latitude E6440 Laptop
0223107	Dell Optiplex 960 Desktop	0200634	Dell Latitude E550 Laptop
0222596	Dell Optiplex 960 Desktop	0222398	Dell Latitude E5510 Laptop
0212928	Dell Optiplex 790 Desktop	0184770	HP ProCurve Network Switch 3400cl
0223347	Dell Optiplex 960 Desktop	0230573	Apple iMac Desktop
0221762	Dell Optiplex 780 Desktop	0210161	Apple iMac Desktop

SCOE Tag Number	Item Description	SCOE Tag Number	Item Description
0210435	Dell Optiplex 780 Desktop	0133256	Apple iMac Desktop
0199158	HP Compaq 5800 Desktop	0231118	Dell H815dw Printer
0211649	Dell Optiplex 790 Desktop	0203331	Apple Macbook Air 11 Laptop
0200329	Epson LCD Projector EMP-822H	0215764	Apple Macbook Pro Laptop
0137539	Epson LCD Projector H454A	0219675	Apple Macbook Air 11 Laptop
0210971	Dell Optiplex 990 Desktop	0209213	Apple Macbook Air 13 Laptop
0204172	Dell Optiplex 3010 Desktop	0217026	Dell Latitude E6540 Laptop
0203638	Dell Optiplex 3010 Desktop		

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board declare this equipment unsuitable for school use and of insufficient value to defray the costs of arranging a sale and authorizes the Procurement Department to dispose of this equipment as authorized under Education Code sections 17545 and 17546.

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	Donation to Leo A. Palmiter Jr./Sr. High School Culinary Arts Program	**Agenda Item No.:** **Enclosures:**	VIII.A.4. 0
Reason:	Accept Donation	**From:** **Prepared By:** **Board Meeting Date:**	David W. Gordon Michael Kast 04/20/21

BACKGROUND:

The Sacramento County Office of Education received a donation from Moira Little valued at approximately $500 in the form of chef coats, chef pants, and aprons.

Students at Leo A. Palmiter Jr./Sr. High School will use these items as they continue to build their culinary skills.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board accept the above-mentioned donations on behalf of the Leo A. Palmiter Jr./Sr. High School Culinary Arts Program.

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	School Plans for Student Achievement	**Agenda Item No.:**	VIII.A.5.
		Enclosures:	231
Reason:	Approval	**From:**	David W. Gordon
		Prepared By:	Dr. Matt Perry
		Board Meeting Date:	04/20/21

BACKGROUND:

The Every Student Succeeds Act (ESSA) requires schools receiving Title I funds and operating a school-wide program, or schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI), to develop a school plan.

Assembly Bill 716 revised California Education Code sections 64001-65001 to streamline and align state and federal planning processes and organized federal school planning requirements in ESSA.

The development of the School Plan is required to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
    - Analysis of verifiable state data, consistent with state priorities, including state-determined long-term goals
    - The plan may include local data
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals

The Juvenile Court and Community School programs have prepared their school plans in accordance with school-wide program stipulations.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve each School Plan for Student Achievement in accordance with the requirements under Education Code and federal law.

SCHOOL PLANS FOR STUDENT ACHIEVEMENT

2020-2021

Presented to the

SCOE Board of the Education

on April 20, 2021

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

EL CENTRO JR./SR. HIGH SCHOOL

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Centro Jr./Sr. High School	34-10348-0106278	February 3, 2021	April 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Consistent with the SCOE LCAP, El Centro Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. El Centro Jr./Sr. High School is directly responsible for serving incarcerated youth. Our students often have needs that extend beyond routine school services. We serve Foster Youth (FY), homeless students and a growing population of English learners (ELs). We actively engage and involve the families of our ELs by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2020-21 CALPADS reporting, our student average period of enrollment is 29 days.

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other non-profits to coordinate services to FY in the county who are in the child welfare system and have crossed over into the juvenile justice system. SCOE's involvement in this process includes Special Ed, SCOE Legal Counsel, and Federal Title I coordination.
We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support, Response to Intervention (RTI), intensive intervention in English Language Arts (ELA) and mathematics, and a focus on college and career readiness skills so students will be successful in post-secondary training, employment or career pathways. Our

program is a result of a continuous improvement cycle focusing on student engagement, student-centered learning opportunities, and quality instruction.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 8
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement 27
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....36
Goal 3....40
Goal 4....45
Goal 5....48
Budget Summary 51
Budget Summary 51
Other Federal, State, and Local Funds 51
Budgeted Funds and Expenditures in this Plan 52
Funds Budgeted to the School by Funding Source....52
Expenditures by Funding Source 52
Expenditures by Budget Reference 52
Expenditures by Budget Reference and Funding Source 52
Expenditures by Goal 53
School Site Council Membership 54
Recommendations and Assurances 55

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).

Our recent experience implementing distance learning changed the way we gather survey data. Because we were not on-site at the beginning of the school year we did a tremendous amount of family outreach via phone and through email. The feedback we received showed common themes regarding what worked in the programs: strong teachers who care about the whole child, our one-child at a time approach, and our commitment to supporting our students and their families through intensive interventions and wrap-around support services. Parents indicated that they were pleased with how we implemented Zoom instruction after temporarily mobilizing paper packets at the onset of COVID 19. Parents also expressed that they valued our focus on school climate and safety, transition support, Career Technical Education (CTE) offerings, and assistance with employment.

Classroom Observations

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

We conduct daily classroom observations to ensure that student engagement and high-level instruction are taking place. The shift to distance learning required us to use Zoom to conduct observations and 1:1 meetings, and we were excited to be able to return to our students and in-person instructional support. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Resource teachers and a Special education teacher are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet our English Learner (EL) student's needs. Teachers work diligently to provide instruction and curriculum that articulates with the student's home district and meet the unique social, emotional, academic, and transition needs of each incarcerated student.

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SCOE has created a Local Accountability System for our Court and Community School (CCS) programs based on five indicators of success: attendance, academic achievement in ELA, academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education. El Centro Jr./Sr. High School conducts staff meetings to review and evaluate student data and accountability outcomes, including Ren Learn pre and post-test scores, attendance, successful transition rates, and credit accumulation to ensure that each students achieves improved proficiency. Staff recognize the need to support student's social and emotional growth while supporting academic growth. Due to distance learning, we halted our Ren Learn assessments until we resumed in-person instruction, and due to COVID we do not have California Assessment of Student Perfornance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) data at this time.

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

Each student helps develop their personal Student Success Plan that is reviewed frequently by each student and staff. This practice did not change even though we shifted to a Zoom platform at the beginning of the school year. Adjustments to programming are made based on the plan, and the student's progress towards meeting their goals. El Centro Jr./Sr. High School staff utilize formative assessments that are valid with a student population enrolled for brief periods. Teachers have access to individual student data through Ren Learn, Datalinks, and PowerSchool. Our alternate measurements include daily formative and curriculum assessments.
These overall measures are used to inform program practices and address each student's needs. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs and to inform instruction. We utilize a Response to Intervention (RTI) model that begins after initial Ren Learn assessment data is examined to identify students below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate students with the greatest needs and engage multiple levels within one classroom. We utilize the skills of several staff members, including a special education teacher, academic teachers, CTE teachers, and Transition Specialists to provide multi-layered support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential. CTE teachers must hold a California Designated Subjects credential approved for the subject they teach. At El Centro Jr./Sr. High School, 100% of the teachers are properly credentialed.

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

SCOE provides Professional Development PD for certificated and classified staff. This PD is aligned to research-based instructional strategies. Also, El Centro Jr./Sr. High School benefits from an instructional coach, Peer Assistance and Review (PAR) support, and we work with publishers to provide additional support for curricular adoptions. Staff engage in weekly peer collaboration to work together to improve instructional practices.

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

While working remotely, we reimagined our weekly PD and collaboration times due to the COVID pandemic. We utilized Zoom and our staff continued to receive the same level of PD and collaboration time remotely. El Centro Jr./Sr. High School provides access to instructional coaching for ELA and math intervention via SCOE Curriculum Specialists, and we work with publishers to provide additional support for curricular adoptions. All staff development activities are coordinated to support teacher training in core areas, and student engagement. Teachers attend ongoing PD focused Project Based Learning, Social Emotional Learning, and supporting adopted curricula. In addition, staff engage in collaboration time to share ideas and teaching strategies.

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

Curriculum specialists provide PD, classroom instructional support, and coaching to ensure student engagement and achievement. SCOE provides evidence-based, ongoing PD for all CCS faculty, focusing on research-based instructional strategies to close the achievement gap for our students. Coaches are available for teachers who require additional assistance.

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

Teachers at El Centro Jr./Sr. High School engage in peer collaboration Wednesday afternoons. Ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies, direct instruction in the areas of readingcomprehension, vocabulary, fluency, and mathematics is provided throughout the year. Also, we have a site-based decision-making team to provide staff with additional collaborative time.

Teaching and Learning

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

El Centro Jr./Sr. High School uses standards aligned instructional materials for core instruction and intervention.

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

El Centro Jr./Sr. High School meets the recommended instructional minutes for ELA and math by providing additional intervention periods each day in ELA or math.

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

Academic teachers provide alternative supports in English Language Arts (ELA) and math through additional period(s) of academic intervention during the school day. During distance learning, we also used Zoom to provide additional RSP, and Special Education supports for students who required tutoring. These intervention periods are built into the daily schedule. Teachers work with SCOE Curriculum Specialists to ensure that lessons maximize instructional time. Students are expected to earn a minimum of ten high school credits for every 30 days of instruction. Student progress is formally monitored through the SCOE Local Accountability System.

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

El Centro Jr./Sr. High School staff utilizes instructional materials that are aligned with CCSS and are designed for all student groups, including English Learners (EL) and Special Education students.

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

El Centro Jr./Sr. High School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include Edge, Edgenuity, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials. The site principal led a variety of engagement processes, including LCAP engagement Zoom meetings, individual parent engagement via phone and email, parent and student engagement via Zoom, email engagement for all parents, and Zoom IEP and Student Study Team meetings.

Opportunity and Equal Educational Access

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

All students have a Student Success Plan to ensure that they receive the educational resources and support necessary for academic achievement and college and career readiness. Staff utilize Ren Learn assessment data to design intervention support in reading and math. We utilize 45 instructional day reading and math assessments.

Evidence-based educational practices to raise student achievement

Teachers use research-based methods and instructional strategies to strengthen the core academic program. Intervention and core materials that are utilized to close the achievement gap for our students include: Ren Learn reading and math, Edge, Edgenuity, Springboard, Integrated Math I, II, III, California Math curriculum, and CA Standards-based CTE courses. We also offer tutoring and intervention periods during the school day.

Parental Engagement

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

El Centro Jr./Sr. High School provides a parent/guardian resource center in the Visitor's Center. These resources include a variety of materials to assist parents/guardians with academic, social/emotional and transition services. Each third Thursday of the month, the probation department hosts a Parent Orientation where an El Centro staff member engages parents and answers any educational or post-release educational transition questions parents/guardians may have. El Centro Jr./Sr. High School provides designated ELA and math intervention periods during the school day, CTE opportunities, career education, and social-emotional supports for each student. Three Transition Specialists focus on contacting and assisting parents/guardians to support each student's academic, personal achievement goals, and post-release transition support. Two parent representatives serve on our School Site Council, and a parent liaison provides additional supports as needed.

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)

El Centro Jr./Sr. High School's Council (SSC) is comprised of a wide variety of stakeholders. The SSC continued to meet via Zoom during distance learning to provide input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). This committee also monitors, and reviews school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, surveys, email, phone calls, and feedback during visitation hours.

Funding

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

- Dedicated time periods for intervention and remediation during the school day
- Student Success Plans for all students
- Early College Program through Lassen Community College, Lake Tahoe Community College, Folsom Lake College, and the Sacramento City College Re-emerging Scholars program
- Big Picture Learning project based learning
- Northern California Construction Training (NCCT) pre-apprenticeship program
- Culinary Arts pre-apprenticeship program
- 916 Ink writing program
- Individualized transition support as students enter and exit El Centro Jr./Sr. High School
- Intervention and tutoring during the school day

Fiscal support (EPC)

Title IA and Title ID funds are used to provide Tier I and II supports, including additional intervention periods during the school day, intervention materials, tutors, counselors, a parent/guardian liaison, a bilingual parent/guardian liaison, and three Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes included School Site Councils reviewing and providing input on the School Plans for Student Achievement (SPSA) and LCAP goals and actions via Zoom.

Parents, Community members, and school staff engaged in ongoing discussions during the school year to address the shift to a distance learning model due to COVID. The site principal conducted Zoom meetings for our non-profit and Probation partners, and to ensure parent engagement. Our EL parent liaison continued phone engagement for EL parents and guardians. We provided email and Zoom engagement for parents and probation.

We were unable to continue in-person parent orientation nights, but we did significantly increase our calls home, and bi-weekly program planning meetings with probation and mental health clinicians. This engagement process included site safety planning, school site council, program planning meetings, school meetings, and staff meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have compared distributions of funds to our three Community Schools within SCOE to ensure equitable allocation of funds, including federal, state, and local sources, to our schools.

We realized during COVID and periods of distance learning that we needed to upgrade our technology at El Centro to support remote instructions and Zoom, so we were able to use a portion of the CARES act funding to support this upgrade. SCOE purchased iPads and Chromebooks for each classroom, and for our Special Ed team to continue to provide the highest level of service to our students. SCOE installed wireless access points in all classrooms to connect iPads that were used for uninterrupted classroom instruction via Zoom. Our Speech Therapist was also able to provide services via Zoom.

We strive to ensure equitable access to quality instruction and educational equity for all students; we ensure that our teachers are effective, qualified, and experienced.

We ensure equitable access to rigorous course offerings by providing access to early college coursework and UC a-g coursework (Edgenuity). Also, we ensure our students have access to poetry and writing workshops, culinary arts classes, and construction technology classes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.89%	0%	.9%	1	0	1
African American	32.14%	41.11%	45.2%	36	37	52
Asian	0.89%	2.22%	0%	1	2	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	35.71%	34.44%	30.4%	40	31	35
Pacific Islander	0%	0%	2.6%	0	0	3
White	13.39%	7.78%	9.6%	15	7	12
Multiple/No Response	16.0%%	14.0%%	8.7%	18	13	10
			Total Enrollment	94	77	112

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7		1	1
Grade 8	4	2	7
Grade 9	8	17	16
Grade 10	27	12	25
Grade 11	35	26	49
Grade 12	38	32	17
Total Enrollment	112	90	115

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	9	6	6	8.0%	6.7%	5.2%
Fluent English Proficient (FEP)	7	3	4	6.3%	3.3%	3.5%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6		*			*			*				
Grade 7	*	*	6	*	*	4	*	*	4			66.7
Grade 8	*	*	13	*	*	11	*	*	11			84.6
Grade 11	50	68	45	25	45	32	25	45	31	50	66.2	71.1
All	62	81	64	28	55	47	28	55	46	45.2	67.9	73.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6		*			*			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2426.	*	*	0.00	*	*	18.18	*	*	9.09	*	*	72.73
Grade 11	2484.	2443.	2450.	4.00	2.22	0.00	12.00	0.00	6.45	24.00	24.44	19.35	60.00	73.33	74.19
All Grades	N/A	N/A	N/A	3.57	1.82	0.00	10.71	0.00	8.70	32.14	27.27	17.39	53.57	70.91	73.91

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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	27.27	*	*	72.73
Grade 11	8.00	2.22	0.00	36.00	37.78	29.03	56.00	60.00	70.97
All Grades	7.14	1.82	0.00	39.29	36.36	26.09	53.57	61.82	73.91

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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	20.00	*	*	80.00
Grade 11	4.00	2.22	0.00	32.00	13.33	16.13	64.00	84.44	83.87
All Grades	3.57	1.82	0.00	32.14	16.36	17.78	64.29	81.82	82.22

Listening Demonstrating effective communication skills									
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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	36.36	*	*	63.64
Grade 11	8.00	0.00	3.23	40.00	48.89	48.39	52.00	51.11	48.39
All Grades	7.14	0.00	2.17	46.43	50.91	43.48	46.43	49.09	54.35

Research/Inquiry Investigating, analyzing, and presenting information									
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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	9.09	*	*	27.27	*	*	63.64
Grade 11	8.00	2.22	3.23	56.00	35.56	38.71	36.00	62.22	58.06
All Grades	7.14	1.82	4.35	60.71	34.55	32.61	32.14	63.64	63.04

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6		*			*			*				
Grade 7	*	*	6	*	*	4	*	*	4			66.7
Grade 8	*	*	11	*	*	9	*	*	9			81.8
Grade 11	50	69	45	21	45	34	21	45	34	42	65.2	75.6
All	65	81	62	25	54	47	25	54	47	38.5	66.7	75.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6		*			*			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2396.	2414.	2401.	0.00	0.00	0.00	4.76	2.22	0.00	4.76	2.22	2.94	90.48	95.56	97.06
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.00	1.85	0.00	4.00	3.70	2.13	92.00	94.44	97.87

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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	9.52	2.22	0.00	90.48	97.78	100.0
All Grades	0.00	0.00	0.00	12.00	1.85	0.00	88.00	98.15	100.0

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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	19.05	13.33	29.41	80.95	86.67	70.59
All Grades	0.00	0.00	0.00	20.00	14.81	25.53	80.00	85.19	74.47

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 6		*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	23.81	22.22	32.35	76.19	77.78	67.65
All Grades	0.00	0.00	0.00	20.00	20.37	28.26	80.00	79.63	71.74

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 8	*		*		*		*	
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		*
All Grades							*	*

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		*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*	*

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		*		*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*

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
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*

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
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
90	**100.0**	**6.7**	**13.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	6.7
Foster Youth	12	13.3
Homeless	3	3.3
Socioeconomically Disadvantaged	90	100.0
Students with Disabilities	30	33.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	41.1
Asian	2	2.2
Hispanic	31	34.4
Two or More Races	13	14.4
White	7	7.8

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career Yellow		

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
29	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +29	0 Students	0 Students
31		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	29 **Prepared**
0 **Approaching Prepared**	0 **Approaching Prepared**	19.4 **Approaching Prepared**
100 **Not Prepared**	100 **Not Prepared**	51.6 **Not Prepared**

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
18.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.9	0	6
16		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.8	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -7.9	6
	16	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
90.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +9.1	2	6
31		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	90.3	Less than 11 Students - Data Not Displayed for Privacy
8	Increased +9.1	10
	31	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
85.7	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
14		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
9	4		2

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
81.3	90.3

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	4	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Green
1.6	1.9	3.6
Increased +0.3	Increased +1.9	Declined -0.3
806	54	220

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Orange	Green
1.6	1.6	1.9
Declined -0.4	Increased +0.3	Declined -1.2
63	806	265

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
2.3	Less than 11 Students - Data 8	0	Less than 11 Students - Data 2
Increased +0.4		14	
308			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Green
0.4	3.1	Less than 11 Students - Data 10	0.8
Declined -1	Increased +3.1		Maintained +0.1
247	96		121

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.3	1.6

Conclusions based on this data:

1. 2019-20 EOY data is not available through Dataquest or the CA Dashboard. This information will be updated once it is released.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our program is committed to increasing our high attendance rate. We need to continue to improve our daily engagement with students pulled for court and legal representation appointments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2019-2020 95%	98%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monitor student attendance through daily reports, and meet individually with students who are not attending school. Hold monthly Parent Orientation meetings with parents/guardians to emphasize the importance of daily attendance. Staff will call home if a student is absent. Engage resistant students in school through 916 Ink writing projects, Early College, and CTE courses. Increase student attendance through parent communication, utilizing student mentors, and direct conversations with students not attending.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3275	District Funded 2000-2999: Classified Personnel Salaries LCFF

1447	District Funded 3000-3999: Employee Benefits
36139	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
19814	Title I Part A: Allocation 3000-3999: Employee Benefits
6115	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Partner with probation to continue to expand services and provide the most effective programs to draw resistant students to school and actively engage all students. Expand partnerships with Los Rios Community College District, Lake Tahoe Community College's Culinary Arts apprenticeship linkage, Coordinate school-based and community-based partnerships to ensure a high level of service and interventions for students. Contract with 916 Ink and NCCT to provide academic enrichment; career readiness/development/mentoring; literacy, research and communication skills; and construction training. Expand the LINKS mentoring program into El Centro Jr./Sr. High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6250	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
36619	District Funded 1000-1999: Certificated Personnel Salaries LCFF S&C
27311	District Funded 2000-2999: Classified Personnel Salaries LCFF S&C
20682	District Funded 3000-3999: Employee Benefits LCFF S&C

53645	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
79868	District Funded 5000-5999: Services and Other Operating Expenditures CTEIG
5000	District Funded 5000-5999: Services and Other Operating Expenditures CALWORKS

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although our attendance is excellent, we continued to consult with our stakeholders regarding strategies to expand and increase programming and services to improve the average daily attendance of enrolled students at El Centro.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with the strategies/activities as described

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In spite of several months of distance learning this fiscal year we continued to support our students through highly engaging programs. As part of our commitment to improving student attendance we will continue to expand our school opportunities at El Centro Jr./Sr High School. We have a robust Culinary Arts pre-apprenticeship program, we also offer construction pre-apprenticeship programming to link students to apprenticeships through linkage agreements with many DAS approved unions, we are expanding our college program (SOAR) to include Lake Tahoe Community College, the College Level Examination Program (CLEP), and increasing access to online learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

100% of all students met the local Successful Transition Rate.
Students exit with a successful transition by passing the HiSET, earning a high school diploma, enrolling at another secondary school.

88.4% of all students met the State Graduation Credit Completion Requirements - 130 credits (6 credits / 30 days enrolled)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate	2019-20 99.8%	100%
SCOE Credit Completion Rate	2019-20 61.6	43%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of supports to improve outcomes in ELA and math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26528	District Funded 2000-2999: Classified Personnel Salaries

	LCFF
9748	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

School staff serve in an advisory capacity to support all students by creating and monitoring Student Success Plans which support student goal-setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, career interest surveys, up to date Special Education IEP's, and mandated services for youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
219691	District Funded 1000-1999: Certificated Personnel Salaries LCFF
85303	District Funded 3000-3999: Employee Benefits LCFF
33782	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
18521	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide information to students and families about options for graduation: diploma, CHSPE, HiSET and monitor outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2515	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript request and generation process for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4063	District Funded 2000-2999: Classified Personnel Salaries LCFF
1677	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Administer Renaissance Learning 45 day assessments and utilize data to measure growth or areas of need in math and reading for all students. Plan interventions accordingly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7765	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

225	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
679	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
373	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have excellent transition rates at El Centro Jr./Sr. High School and we attribute this to our Transition team and teaching staff's committment to each student's success. We offer AB 12, AB 167, and AB 2306 tservices to eligible students, and our Local Accountability System measures credit accumulation to ensure students are progressing towards earning their diploma. We also offer the HiSET onsite for eligible students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continued to maintain a high transition rate based on our Local Accountability System metrics, which includes students who earn a high school diploma, pass the HiSET, or enroll in school post-release. We will continue to offer support services through our Title I A and D funds to provide additional support to students. Although distance learning provided less in person access in the beginning of the school year, our Transition Team did intensive outreach via Zoom and telephone to ensure the transition services were seamless.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Lean assessments. We continue to provide early college programming, career assessments, CTE classes, and a full spectrum of academic courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2019-20 56.7%	65%
Ren Learn Math Growth	2019-20 49.1%	65%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure teachers are properly credentialed and are implementing CCSS aligned curriculum. Hire support staff including transition specialists, assessment/data specialists, mental health specialists, to support family and student engagement, and improve outcomes as students enter college and career pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
277894	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

147157	Title I Part A: Allocation 3000-3999: Employee Benefits
1152524	District Funded 1000-1999: Certificated Personnel Salaries LCFF
172353	District Funded 2000-2999: Classified Personnel Salaries LCFF
502138	District Funded 3000-3999: Employee Benefits LCFF
10995	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

CTE teachers, Transition Specialists, and community partners ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry-level employment. Additionally, these teams ensure all students develop Student Success Plans in Powerschool embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as wellness, credit recovery, college enrollment, and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4352	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
2973	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
3022	Title I Part D: Allocation 3000-3999: Employee Benefits
136145	District Funded 1000-1999: Certificated Personnel Salaries

	LCFF
46758	District Funded 3000-3999: Employee Benefits LCFF
73	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to student needs. Teachers provide options for credit recovery and additional educational support to recover missing credits. The Intensive Case Manager (ICM) completes a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 167, AB 1806, AB 2306.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
121555	District Funded 1000-1999: Certificated Personnel Salaries LCFF
53055	District Funded 2000-2999: Classified Personnel Salaries LCFF
52960	District Funded 3000-3999: Employee Benefits LCFF
200	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
58542	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

679	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
18726	Title I Part A: Allocation 3000-3999: Employee Benefits
17284	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
9476	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principals, teachers, and transition specialists continue to develop additional options for engaging students in academic skill building, early college, project based learning, and civic engagement opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary courses..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3530	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we had a steep learning curve due to the shift to distance learning, we developed new strategies and processes to support our students. We have expanded our college program at El

Centro through increased college offerings to accommodate the needs of our students and high school graduates. We currently offer hybrid face-to-face courses through Folsom Lake College and Sacramento City College's Reemerging Scholars Program. We also continue to offer several sections of construction and have a warm handoff to union apprenticeships if students are eligible. We have a Transition Specialist dedicated to the college program who serves as a testing proctor, and ensures all college enrollment and financial aid applications are completed. We also offer resume and cover letter support, as well as a warm handoff for students who will be attending a Los Rios Community College program, an apprenticeship, or paid on the job training upon release.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have significantly expanded our early college program, and we have established a Culinary Arts pre-apprenticeship program leading to a Department of Apprenticeship Standards (DAS) paid on the job training or apprenticeship. Both programs are partially funded through a California Apprenticeship Initiative (CAI) grant to reduce recidivism through hands on training and job placement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and community members to provide valuable input regarding our programs and increase community participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Improve parent/guardian/caregiver participation in their child's education. Provide opportunities through Parent Orientation for parents/guardians/caregivers to understand the importance of their participation in their child's education. Provide opportunities for parents/guardians to participate in school site council.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
769	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase outreach to parents/guardians to ensure each parent/guardian receives a phone call if their child is absent from school, provide appropriate information related to resources in the community for assistance with parenting, substance abuse, housing, post-secondary training, and career planning assistance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2880	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
266	Title I Part A: Allocation 3000-3999: Employee Benefits
272	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
87	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

COVID 19 forced us to reimagine our parental engagement strategies as we could not have face-to-face orientations or SSC meetings. We continued to engage our families via Zoom and increased phone and text communication. One of the cornerstones of what we do to engage parents, and something we are extremely proud of, are graduation ceremonies. We could not hold in person graduations where families could attend, so we utilized Zoom to allow families to attend virtually. Our SSC continued to meet via Zoom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We call each morning to inform parents if their child is absent from. Parents have called to discuss absences and appreciate being informed when this happens, especially since their child is in a Youth Detention Facility. We have not improved attendance as a result of this implementation; however we hope our efforts will ultimately improve attendance for these students and increase parent involvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Continue to utilize tiered intervention strategies to reduce school suspensions. Continue professional learning and support for all faculty, staff, and substitute teachers to eliminate suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-20 5.6%	<5.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff will implement tiered interventions to ensure students are given opportunities to self-correct their behaviors. Interventions will be logged into PowerSchool to provide data to inform future behavior improvement strategies.
Continue to improve communication with students around interventions and due process.
Provide translated information regarding reducing bullying, school safety, and Williams compliance procedures to parents as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4404	District Funded 1000-1999: Certificated Personnel Salaries

	LCFF
75324	District Funded 2000-2999: Classified Personnel Salaries LCFF
34612	District Funded 3000-3999: Employee Benefits LCFF
28696	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
2357	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1292	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Complete daily, weekly, monthly, and quarterly review of suspension data. Generate reports to review onterventions from our student information system. Utilize strategies from Dora Dome trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
340	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
186	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our 2019-20 suspension rate was slightly higher than the past year. Due to distance learning we have not had any suspensions YTD; however, we will continue to work on tiered interventions and other means of correction as alternatives to suspensions as we move forward.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The change to this goal is the newly implemented intervention log in PowerSchool. Staff received training on how to log interventions and this data will give us a detailed accounts of tiered interventions, other means of correction, as alternatives to suspensions. This data will also be reported to CALPADS.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$575,175.99
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,650,911.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$625,050.00

Subtotal of additional federal funds included for this school: $625,050.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$2,987,343.00
Title I Part D: Allocation	$38,518.00

Subtotal of state or local funds included for this school: $3,025,861.00

Total of federal, state, and/or local funds for this school: $3,650,911.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	2,987,343.00
Title I Part A: Allocation	625,050.00
Title I Part D: Allocation	38,518.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,065,421.00
2000-2999: Classified Personnel Salaries	405,599.00
3000-3999: Employee Benefits	974,245.00
5000-5999: Services and Other Operating Expenditures	205,646.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,670,938.00
2000-2999: Classified Personnel Salaries	District Funded	361,909.00
3000-3999: Employee Benefits	District Funded	755,325.00
5000-5999: Services and Other Operating Expenditures	District Funded	199,171.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	372,575.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	40,038.00

3000-3999: Employee Benefits	Title I Part A: Allocation	205,962.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	6,475.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	21,908.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	3,652.00
3000-3999: Employee Benefits	Title I Part D: Allocation	12,958.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,165.00
Goal 2	410,870.00
Goal 3	2,792,391.00
Goal 4	4,274.00
Goal 5	147,211.00

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:

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Barbara Modlin	Principal
Brian Griffith	Classroom Teacher
Julie Wilde	Classroom Teacher
Brian Teafatiller	Classroom Teacher
Victoria Van Horn	Other School Staff
Cari Wernicke	Other School Staff
Chris Eldridge	Parent or Community Member
Jamie Davis	Parent or Community Member
Annette Kunze	Parent or Community Member
Jeanne Jackson	Parent or Community Member
Student 1	Secondary Student
Student 2	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on February 3, 2021.

Attested:

Principal, Barbara Modlin on February 3, 2021

SSC Chairperson, Cari Wernicke on February 3, 2021

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ELINOR L. HICKEY JR./SR. HIGH SCHOOL

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elinor Lincoln Hickey Jr./Sr. High School	34-10348-0106237	February 23, 2021	April 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Consistent with the SCOE LCAP, Elinor Lincoln Hickey Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Elinor Lincoln Hickey Jr./Sr. High School is directly responsible for serving expelled youth. Within Elinor Lincoln Hickey Jr./Sr/ High school there are two programs. The base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2019-20 CALPADS reporting, students in SCOE community schools are enrolled for an average of 65 days.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support (MTSS), intensive intervention in English Language Arts (ELA) and mathematics, project based learning, and a focus on 21st Century skills so students will be successful in their post-secondary education, technical training, or employment. Our achievement is a result of a continuous improvement cycle focusing on the education and wellness programs in our school.

In March of 2020 the school moved to a distance learning model in response to the COVID pandemic, our team developed many new innovative processes, schedules, and student engagement strategies that we will retain into the future.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 8
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement....27
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....37
Goal 3....42
Goal 4....47
Goal 5....50
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal 55
School Site Council Membership 56
Recommendations and Assurances 57

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).

With the shift to distance learning, families were surveyed to identify their access to technology. Every family was was given a school issued Chromebook and Wi-Fi hotspot as needed. The most recent SCOE Community School (CS) parent/guardian surveys showed common themes regarding what is working in the programs: strong teachers who care about the whole child; our one-child at a time approach; and our commitment to supporting our students and their families through intensive interventions and wrap-around support services. Surveys also indicated stakeholders valued: a Common Core State Standards (CCSS) aligned curriculum, school climate and safety; transition support; and the Career Technical Education (CTE) offerings and assistance with employment. Students and parents/guardians provided valuable input on how we are doing in the areas mentioned above through surveys completed throughout the year at school events, via email, US mail, text messages, and phone calls. Staff is surveyed annually, and their input from the surveys is used to plan professional development (PD) sequences and evaluate our practices.

Classroom Observations

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

Formal classroom observations are conducted to measure student engagement and evaluate instruction and the site leader conducts informal classroom observations daily. With the shift to distance learning, observations and evaluation were completed remotely via Zoom. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction that meets state standards as well as trying to meet the unique social, emotional, academic, and transition needs of a highly mobile population.

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our community school programs based on five indicators of success: attendance, academic achievement in English Language Arts (ELA), academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. Elinor Lincoln Hickey Jr./Sr. High School conducts staff meetings to review and evaluate student data, and accountability outcomes, which include Renaissance STAR assessments pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social/emotional growth while supporting academic achievement.

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

Elinor Lincoln Hickey Jr./Sr. High School utilizes assessments appropriate for a mobile student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. Teachers have access to individual student data through Renaissance and PowerSchool. Additional measurements include attendance, successful transitions, and assessments. These measures are used to inform program practice and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to conference with parents/guardians. We utilize a MTSS model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate and engage multiple levels within one classroom. Students with the greatest needs are provided additional intervention periods in ELA and math during the school day. We also employ special education teachers, academic teachers, transition specialists and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential as long as they meet SCOE's subject matter requirements. Also, CTE teachers must hold a California Designated Subjects credential appropriate to the subjects they teach.

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

SCOE provides weekly professional development (PD) for certificated staff. This year a shift was made to address distance learning, with a focus on zoom and Google Classrooms. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, Elinor Lincoln Hickey Jr./Sr. High School has access to instructional coaches, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

Teachers attend weekly PD focused on research-based instructional strategies. There was a shift to provided additional training to address the needs that surfaced with the switch to distance learning. Also, teachers are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff is also surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. All PD activities are coordinated to support the Local Education Agency (LEA) plan. We have access to a curriculum specialist for ELA and math intervention, as well as Big Picture Learning coach; teachers may work with the curriculum specialist to utilize effective instructional strategies and increase student engagement.

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

Curriculum specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. PAR consulting teachers assist on a voluntary or referral basis. SCOE provides evidence-based PD for all CS faculty, focusing on research-based instructional strategies to close the achievement gap for our students.

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

Teachers at Elinor Lincoln Hickey Jr./Sr. High School have instructional planning time after each school day so that they may lesson plan by grade level and subject matter. In addition to weekly meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies and direct instruction in the areas of comprehension, vocabulary, fluency, and mathematics.

Teaching and Learning

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

Elinor Lincoln Hickey Jr./Sr. High School uses standards-aligned instructional materials for core instruction and intervention.

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

Elinor Lincoln Hickey Jr./Sr. High School meets the recommended instructional minutes for ELA and math instruction. The transition specialists and site teachers conduct a transcript analysis and Ren Learn ELA and math assessments for every new student and make determinations for intervention placement based on the above assessments.

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

Elinor Lincoln Hickey Jr./Sr. High School staff utilizes instructional materials that are aligned with CCSS and designed for all student groups, including English Learners (EL) and Special Education.

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

Elinor Lincoln Hickey Jr./Sr. High School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include Edge, Edgenuity, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials. The site principal led a variety of engagement processes, including LCAP information Zoom meetings, individual parent engagement via phone and email, parent and student engagement via Zoom, email engagement for all parents, and Zoom IEP and SST meetings.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Renaissance STAR assessments data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Hampton Brown Edge, Edgenuity, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at Elinor Lincoln Hickey Jr./Sr. High School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. We also employ a Crisis Intervention team consisting of mental health clinicians to assist families and students during difficult times.

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)

Elinor Lincoln Hickey Jr./Sr. High School has an active School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets three times per year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, email, phone calls, text messages, and personal contact during school events.

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- Student Success Plan developed for each student
- Career and post-secondary exploration and training- Northern California Construction Training (NCCT)
- 916 Ink writing program
- Life skills
- Square Root Academy (STEM Engagement)
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits and temporary clinicians to increase college and career readiness
- Crisis intervention counselors

Fiscal support (EPC)

Title IA and Title ID funds are used to provide Tier I and II supports, including additional intervention periods during the school day, intervention materials, tutors, counselors, a parent/guardian liaison, a bilingual parent/guardian liaison, and three Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with the School Site Council in the Spring of 2020 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-20 LCAP goals. Parents, community members, and school staff were engaged in ongoing discussions via Zoom meetings during the spring and early fall of the 2020-2021 school year. The site principal led a variety of engagement processes, including LCAP information and survey meetings, individual

parent engagement and survey administration, parent and student engagement following Zoom student exhibitions, email engagement for all parents, and IEP and SST meetings. Stakeholders were involved throughout the year through parent, student and staff meetings, our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders. This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have compared distributions of funds to our three Comprehensive Support and Improvement schools within SCOE to ensure equitable allocation of funds including federal, state, and local sources to our schools with the highest concentration of low income students.

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, qualified and experienced teachers are teaching our low income students, and students of color.

We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC a-g coursework. In addition we ensure our students have access to poetry and writing workshops and construction technology classes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.74%	2.2%	0%	1	2	0
African American	30.88%	40.66%	37.7%	42	37	40
Asian	2.94%	1.1%	0%	4	1	0
Filipino	0.74%	%	0.9%	1	0	1
Hispanic/Latino	32.35%	31.87%	39.6%	44	29	42
Pacific Islander	2.21%	3.3%	0.9%	3	3	1
White	18.38%	6.59%	9.4%	25	6	10
Multiple/No Response	2.21%	1.1%	11.3%	16	13	12
			Total Enrollment	136	91	106

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	3		
Grade 8	55	5	4
Grade 9	10	6	1
Grade 10	15	8	6
Grade 11	15	14	62
Grade 12	38	58	33
Total Enrollment	136	91	106

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	21	11	16	15.4%	12.1%	15.1%
Fluent English Proficient (FEP)	7	4	14	5.1%	4.4%	13.2%
Reclassified Fluent English Proficient (RFEP)		2	0	0	9.5%	0.0%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6	*	*		*	*		*	*				
Grade 7	57	*	*	51	*	*	49	*	*	89.5		
Grade 8	*	59	7	*	52	6	*	52	6		88.1	85.7
Grade 11	*	*	100	*	*	24	*	*	24			24
All	88	89	111	63	67	30	61	66	30	71.6	75.3	27

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	2437.	*	*	0.00	*	*	12.24	*	*	22.45	*	*	65.31	*	*
Grade 8	*	2462.	*	*	0.00	*	*	13.46	*	*	28.85	*	*	57.69	*
Grade 11	*	*	2452.	*	*	0.00	*	*	0.00	*	*	29.17	*	*	70.83
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	9.84	10.61	0.00	19.67	22.73	23.33	70.49	66.67	76.67

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 6	*	*		*	*		*	*	
Grade 7	6.12	*	*	36.73	*	*	57.14	*	*
Grade 8	*	0.00	*	*	46.15	*	*	53.85	*
Grade 11	*	*	0.00	*	*	37.50	*	*	62.50
All Grades	4.92	0.00	0.00	32.79	39.39	30.00	62.30	60.61	70.00

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 6	*	*		*	*		*	*	
Grade 7	4.17	*	*	25.00	*	*	70.83	*	*
Grade 8	*	1.96	*	*	27.45	*	*	70.59	*
Grade 11	*	*	0.00	*	*	16.67	*	*	83.33
All Grades	3.33	1.54	0.00	20.00	21.54	16.67	76.67	76.92	83.33

Listening Demonstrating effective communication skills									
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 6	*	*		*	*		*	*	
Grade 7	4.08	*	*	38.78	*	*	57.14	*	*
Grade 8	*	1.92	*	*	55.77	*	*	42.31	*
Grade 11	*	*	0.00	*	*	41.67	*	*	58.33
All Grades	3.28	1.52	0.00	37.70	51.52	36.67	59.02	46.97	63.33

Research/Inquiry Investigating, analyzing, and presenting information									
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 6	*	*		*	*		*	*	
Grade 7	4.08	*	*	30.61	*	*	65.31	*	*
Grade 8	*	1.92	*	*	44.23	*	*	53.85	*
Grade 11	*	*	0.00	*	*	33.33	*	*	66.67
All Grades	3.28	1.52	0.00	32.79	37.88	26.67	63.93	60.61	73.33

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6	*	*		*	*		*	*				
Grade 7	57	*	*	49	*	*	49	*	*	86		
Grade 8	*	59	*	*	52	*	*	51	*		88.1	
Grade 11	*	*	100	*	*	17	*	*	17			17
All	88	88	111	59	65	20	59	63	20	67	73.9	18

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	2433.	*	*	0.00	*	*	8.16	*	*	14.29	*	*	77.55	*	*
Grade 8	*	2433.	*	*	1.96	*	*	7.84	*	*	15.69	*	*	74.51	*
Grade 11	*	*	2420.	*	*	0.00	*	*	0.00	*	*	5.88	*	*	94.12
All Grades	N/A	N/A	N/A	0.00	1.59	0.00	6.78	6.35	0.00	11.86	12.70	5.00	81.36	79.37	95.00

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 6	*	*		*	*		*	*	
Grade 7	2.17	*	*	19.57	*	*	78.26	*	*
Grade 8	*	1.96	*	*	19.61	*	*	78.43	*
Grade 11	*	*	0.00	*	*	0.00	*	*	100.0
All Grades	1.79	1.59	0.00	16.07	15.87	0.00	82.14	82.54	100.0

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 6	*	*		*	*		*	*	
Grade 7	2.04	*	*	20.41	*	*	77.55	*	*
Grade 8	*	0.00	*	*	37.25	*	*	62.75	*
Grade 11	*	*	0.00	*	*	29.41	*	*	70.59
All Grades	1.69	0.00	0.00	20.34	31.75	25.00	77.97	68.25	75.00

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 6	*	*		*	*		*	*	
Grade 7	2.08	*	*	43.75	*	*	54.17	*	*
Grade 8	*	7.84	*	*	19.61	*	*	72.55	*
Grade 11	*	*	0.00	*	*	17.65	*	*	82.35
All Grades	1.72	6.35	0.00	36.21	19.05	15.00	62.07	74.60	85.00

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	*	*	*	*	*	*	*	8
Grade 9		*		*		*		*
Grade 10	*		*		*		*	
Grade 11		*		*		*		*
Grade 12		*		*		*		*
All Grades							*	13

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
8	*	*	*	*	*	*		*	*	*
All Grades	*	7.69	*	15.38	*	53.85	*	23.08	*	13

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
8	*	*	*	*		*		*	*	*
All Grades	*	15.38	*	46.15		15.38	*	23.08	*	13

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
8		*	*	*	*	*		*	*	*
All Grades		0.00	*	15.38	*	61.54	*	23.08	*	13

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
All Grades		7.69	*	46.15	*	46.15	*	13

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
All Grades	*	53.85		23.08	*	23.08	*	13

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		0.00	*	23.08	*	76.92	*	13

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
All Grades		0.00	*	84.62	*	15.38	*	13

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
91	**91.2**	**12.1**	**4.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	11	12.1
Foster Youth	4	4.4
Homeless	23	25.3
Socioeconomically Disadvantaged	83	91.2
Students with Disabilities	9	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	40.7
American Indian	2	2.2
Asian	1	1.1
Hispanic	29	31.9
Two or More Races	12	13.2
Pacific Islander	3	3.3
White	6	6.6

Conclusions based on this data:

1. Data shows a need to focus on our efforts identifying EL students who are eligible for reclassification.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career Red		

Conclusions based on this data:

1. Based on the data suspension rates there is a need to continue to support staff in implementing other means of correction for behavior. Additionally, the school is increasing counseling supports to help students develop improved social/emotional skills.
2. Based on the data students need additional support in mathematics. To this end, students have been provided additional mathematics intervention as needed and teachers are participating in on-going professional development to increase the quality and engagement of mathematics instruction.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
8	2	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	7	1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	0 Students	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. Implementation on new ELA curriculum and the increased focus on ELA PD and intervention has resulted in an overall increase in ELA performance.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. Based on the data we will continue to offer professional development to teachers to improve math instruction and engagement. Changes have been made to the schedule to reduce the size of math classes in an effort to increase the level of math support.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.4 making progress towards English language proficiency
Number of EL Students: 11
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
27.2	36.3		36.3

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	0 Students	0 Students
37		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	0 **Prepared**
0 **Approaching Prepared**	0 **Approaching Prepared**	2.7 **Approaching Prepared**
100 **Not Prepared**	100 **Not Prepared**	97.3 **Not Prepared**

Conclusions based on this data:

1. While we do not have a statistically significant population of students in any student group, we are not demonstrating that our students are college and career ready. To rectify this we have implemented a 30/60/90 plan for all students and are developing a tool to more accurately track when students complete an indicator.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Based on this data the chronic absenteeism has declined. We will continue using our current interventions-phone calls home, home visits, SSTs and positive incentives. While are numbers by subgroup are significantly insignificant, we will continue to monitor the attendance of our EL and Hispanic students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
70.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +40.4	3	7
37		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
93.3	73.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +57	Increased +42.5	5
15	34	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
78.6	0 Students	0 Students	0 Students
Increased +55.5			
14			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
66.7	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased +27.8	7		1
15			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
29.9	70.3

Conclusions based on this data:

1. Based on this data there is a need to ensure that students are accurately classified at the appropriate grade level based on credits. Students will be monitored to ensure that reclassification happens when students have earned the required credits for a 12th grader.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
13.7	2.9	14.8
Declined Significantly -8.5	Declined -18.9	Declined -18.5
233	34	27

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	No Performance Color
7.5	13.9	14.8
Increased +4.8	Declined Significantly -9.5	Declined -6
40	208	27

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	
20.7	Less than 11 Students - Data 2	Less than 11 Students - Data 2	
Maintained 0			
87			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
9.1	18.5	Less than 11 Students - Data 5	4.5
Declined -11.6	Declined -3.1		Declined -25.2
88	27		22

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	22.2	13.7

Conclusions based on this data:

1. Based on the data suspension rates there is a need to continue to support staff in implementing other means of correction for behavior. Additionally, the school is increasing counseling supports to help students develop improved social/emotional skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our school is committed to increasing high attendance for all students. In general, the need to increase attendance is greater in our Senior Extension Program which serves Transition Age Youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2019-20 81.7.0%	80%
Attendance rate - Senior Extension	2019-20 66.9%	68%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. During distance learning, students are sent reminders via text if they are not in the class Zoom. We hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. We engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, parent/guardian luncheons, RT bus passes, and field trips. Senior Extension, which is a hybrid independent study program where students have access to a fully-credentialed supportive teacher five days a week. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, student mentorships, and a check-in/check-out process at all school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1506	District Funded 1000-1999: Certificated Personnel Salaries LCFF
665	District Funded 3000-3999: Employee Benefits LCFF
2813	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
16624	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9114	Title I Part A: Allocation 3000-3999: Employee Benefits
6087	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Collaborate with non-profit partners and partner with Probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service and interventions for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, SETA, Earth Mama, HAWK, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research and communication skills; and construction training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16845	District Funded 1000-1999: Certificated Personnel Salaries LCFF

12563	District Funded 2000-2999: Classified Personnel Salaries LCFF
9514	District Funded 3000-3999: Employee Benefits LCFF
24667	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
2875	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
74375	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CALWORKS

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Attendance has improved. SCOE attributes this increase to using the identified strategies. For some students, the ability to Zoom into a class, has removed the barriers that prevented school attendance. Upon enrollment, students and families members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well to confirm that there is a plan for transportation. All students have an RT pass for taking public transportation. When students are absent, without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day without parent/guardian communication. Students with above 80% on time attendance earn incentives points that can be used at the school store.. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our Attendance Outreach Liaison, will contact the family via phone and/or a home visit in an effort to identify and remove any obstacles preventing the student from coming to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of our current strategies, we will continue implementing and refining the current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to achieving successful transitions of 100% of our students by earning a high school diploma through credit completion, or enrolling at another local school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2019-20 96.6%	100%
Successful Transition Rate - Senior Extension	2019-20 93.7%	100%
SCOE Credit Completion Rate - Base Program	2019-20 83.3%	38%
SCOE Credit Completion Rate - Senior Extension	2019-20 36.1%	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and multi-tiered system of supports to improve outcomes in CCSS ELA and math, and Next Generation Science Standard (NGSS). These sequences provide staff strategies to improve Student Success Plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12203	District Funded 2000-2999: Classified Personnel Salaries LCFF
4484	District Funded 3000-3999: Employee Benefits LCFF
5950	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216 and AB 2306.. Additional support and interventions are provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families utilize interpreting and translation services as needed to support their students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100260	District Funded 1000-1999: Certificated Personnel Salaries LCFF
32556	District Funded 3000-3999: Employee Benefits LCFF
15540	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8520	Title I Part A: Allocation 3000-3999: Employee Benefits
3637	CSI

	5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent and student focus groups to obtain feedback to improve student outcomes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1157	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript generation process for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1869	District Funded 2000-2999: Classified Personnel Salaries LCFF
771	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3572	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
104	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
313	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
171	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When students enroll, transcripts are analyzed and updated. The counselor meets with each student to see if the student qualifies for graduation under a reduced credit statute. Once the transcript is updated, school staff work with each student to develop a student success plan, which includes goal setting and a plan for credit recovery. This plan is closely monitored by all school staff to ensure that the student stays on track and make adjustments as needed. This level of monitoring allows students to graduate from high school with a diploma or equivalency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The strategies used have demonstrated overall positive growth and will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Learn assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2019-20 61.5%	45%
Ren Learn Math Growth	2019-20 66.7%	40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire quality support staff including transition specialists, assessment/data specialists, and mental health specialists, to support family and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

530161	District Funded 1000-1999: Certificated Personnel Salaries LCFF
79282	District Funded 2000-2999: Classified Personnel Salaries LCFF
230984	District Funded 3000-3999: Employee Benefits LCFF
5057	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
127831	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
67692	Title I Part A: Allocation 3000-3999: Employee Benefits
4822	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Career Technical Education (CTE) teachers lead site-based efforts with transition specialists to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with career exploration, job readiness goals, and when appropriate counseling, anger management, credit recovery and college enrollment. We are refining our focus on college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62627	District Funded 1000-1999: Certificated Personnel Salaries LCFF
21509	District Funded

	3000-3999: Employee Benefits LCFF
34	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
2002	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1367	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1390	Title I Part D: Allocation 3000-3999: Employee Benefits
5075	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to their needs. Teachers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Teachers and staff provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216, and AB 2306.

Continue implementation of independent living skills and the financial literacy program. Enhance the life skills classes that incorporate health, wellness, and transition skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
55915	District Funded 1000-1999: Certificated Personnel Salaries LCFF

24405	District Funded 2000-2999: Classified Personnel Salaries LCFF
24361	District Funded 3000-3999: Employee Benefits LCFF
92	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
26929	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
313	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8614	Title I Part A: Allocation 3000-3999: Employee Benefits
7951	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4359	Title I Part D: Allocation 3000-3999: Employee Benefits
3500	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1624	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through CTE field trips, life skills units and the close monitoring of academic progress as well as the continued check in with the trauma counselors. The growth in Ren Learn may be attributed to the implementation of Read 180 with full integrity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will not be changes made to the strategies/activities. One area we will look closely at is the testing environment and readiness of the student during post testing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
Family Engagement Events	3 times a year	3 times a year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
354	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, ending substance abuse, post-secondary training, and career exploration support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1325	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
122	Title I Part A: Allocation 3000-3999: Employee Benefits
125	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
40	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SSC and limited events have been offered, but participation has been inconsistent. The move to distance learning also impacted the ability to have on campus events. The parents/guardians that do attend have expressed an appreciation for being invited to the school. We will strive to focus on increasing parent engagement immediately.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By providing increased opportunities to participate in student exhibitions and annual events, we hope attract more parents/guardians. If multiple events are offered, especially when focused on their student, we hope to increase the parent/guardians level of comfort at the school site. We are implementing new return to district protocols that dramatically enhance school district personnel and parent involvement, with the goal of placing students in traditional placements of their choice.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-20 5.9%	<17

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

We are developing strategies to support students and families affected by the pandemic. Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. School Crisis Intervention Counselor and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in the areas of trauma informed care and social emotional learning. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding reducing bullying, improving school safety, and Williams compliance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2026	District Funded 1000-1999: Certificated Personnel Salaries LCFF
34619	District Funded 2000-2999: Classified Personnel Salaries LCFF
15922	District Funded 3000-3999: Employee Benefits LCFF
13200	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
1084	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
594	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
156	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
86	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the strategies/activities implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going trauma informed care and social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in crisis intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will be no changes to the strategies/activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$325,466.83
Total Federal Funds Provided to the School from the LEA for CSI	$181,064
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,741,304.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$103,446.00
Title I Part A: Allocation	$287,523.00

Subtotal of additional federal funds included for this school: $390,969.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$1,332,617.00
Title I Part D: Allocation	$17,718.00

Subtotal of state or local funds included for this school: $1,350,335.00

Total of federal, state, and/or local funds for this school: $1,741,304.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CSI	103,446.00
District Funded	1,332,617.00
Title I Part A: Allocation	287,523.00
Title I Part D: Allocation	17,718.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	950,802.00
2000-2999: Classified Personnel Salaries	185,039.00
3000-3999: Employee Benefits	441,468.00
5000-5999: Services and Other Operating Expenditures	163,995.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	103,446.00
1000-1999: Certificated Personnel Salaries	District Funded	769,340.00
2000-2999: Classified Personnel Salaries	District Funded	164,941.00
3000-3999: Employee Benefits	District Funded	340,766.00
5000-5999: Services and Other Operating Expenditures	District Funded	57,570.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	171,384.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,418.00
3000-3999: Employee Benefits	Title I Part A: Allocation	94,742.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	2,979.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	10,078.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	1,680.00
3000-3999: Employee Benefits	Title I Part D: Allocation	5,960.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,648.00
Goal 2	191,107.00
Goal 3	1,297,896.00
Goal 4	1,966.00
Goal 5	67,687.00

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:

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lisa Alcalá	Principal
Philip Cloeter	Classroom Teacher
Elke Uno	Other School Staff
Ann Leber	Parent or Community Member
Emilio Treto-Gallegos	Secondary Student
Ron Tam	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on February 26th, 2021.

Attested:

Principal, Lisa Alcalá on 2/26/21

SSC Chairperson, Elke Uno on 2/26/21

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

GERBER JR./SR. HIGH SCHOOL

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gerber Jr./Sr. High School	34-10348-0118745	February 26, 2021	April 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Consistent with the SCOE LCAP, Gerber Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Gerber Jr./Sr. High School is directly responsible for serving expelled youth. Within Gerber Jr./Sr/ High school there are two programs. The base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2019-20 CALPADS reporting, students in SCOE community schools are enrolled for an average of 65 days.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support (MTSS), intensive intervention in English Language Arts (ELA) and mathematics, project based learning, and a focus on 21st Century skills so students will be successful in their post-secondary education, technical training, or employment. Our achievement is a result of a continuous improvement cycle focusing on the education and wellness programs in our school.

In March of 2020 the school moved to a distance learning model in response to the COVID pandemic, our team developed many new innovative processes, schedules, and student engagement strategies that we will retain into the future.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 8
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement....27
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....37
Goal 3....42
Goal 4....47
Goal 5....50
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal 55
School Site Council Membership 56
Recommendations and Assurances 57

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).

With the shift to distance learning, families were surveyed to identify their access to technology. Every family was was given a school issued Chromebook and Wi-Fi hotspot as needed. The most recent SCOE Community School (CS) parent/guardian surveys showed common themes regarding what is working in the programs: strong teachers who care about the whole child; our one-child at a time approach; and our commitment to supporting our students and their families through intensive interventions and wrap-around support services. Surveys also indicated stakeholders valued: a Common Core State Standards (CCSS) aligned curriculum, school climate and safety; transition support; and the Career Technical Education (CTE) offerings and assistance with employment. Students and parents/guardians provided valuable input on how we are doing in the areas mentioned above through surveys completed throughout the year at school events, via email, US mail, text messages, and phone calls. Staff is surveyed annually, and their input from the surveys is used to plan professional development (PD) sequences and evaluate our practices.

Classroom Observations

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

Formal classroom observations are conducted to measure student engagement and evaluate instruction and the site leader conducts informal classroom observations daily. With the shift to distance learning, observations and evaluation were completed remotely via Zoom. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction that meets state standards as well as trying to meet the unique social, emotional, academic, and transition needs of a highly mobile population.

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our community school programs based on five indicators of success: attendance, academic achievement in English Language Arts (ELA), academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. Gerber Jr./Sr. High School conducts staff meetings to review and evaluate student data, and accountability outcomes, which include Renaissance STAR assessments pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social/emotional growth while supporting academic achievement.

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

Gerber Jr./Sr. High School utilizes assessments appropriate for a mobile student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. Teachers have access to individual student data through Renaissance and PowerSchool. Additional measurements include attendance, successful transitions, and assessments. These measures are used to inform program practice and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to conference with parents/guardians. We utilize a MTSS model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate and engage multiple levels within one classroom. Students with the greatest needs are provided additional intervention periods in ELA and math during the school day. We also employ special education teachers, academic teachers, transition specialists and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential as long as they meet SCOE's subject matter requirements. Also, CTE teachers must hold a California Designated Subjects credential appropriate to the subjects they teach.

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

SCOE provides weekly professional development (PD) for certificated staff. This year a shift was made to address distance learning, with a focus on zoom and Google Classrooms. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, Gerber Jr./Sr. High School has access to instructional coaches, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

Teachers attend weekly PD focused on research-based instructional strategies. There was a shift to provided additional training to address the needs that surfaced with the switch to distance learning. Also, teachers are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff is also surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. All PD activities are coordinated to support the Local Education Agency (LEA) plan. We have access to a curriculum specialist for ELA and math intervention, as well as Big Picture Learning coach; teachers may work with the curriculum specialist to utilize effective instructional strategies and increase student engagement.

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

Curriculum specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. PAR consulting teachers assist on a voluntary or referral basis. SCOE provides evidence-based PD for all CS faculty, focusing on research-based instructional strategies to close the achievement gap for our students.

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

Teachers at Gerber Jr./Sr. High School have instructional planning time after each school day so that they may lesson plan by grade level and subject matter. In addition to weekly meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies and direct instruction in the areas of comprehension, vocabulary, fluency, and mathematics.

Teaching and Learning

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

Gerber Jr./Sr. High School uses standards-aligned instructional materials for core instruction and intervention.

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

Gerber Jr./Sr. High School meets the recommended instructional minutes for ELA and math instruction. The transition specialists and site teachers conduct a transcript analysis and Ren Learn ELA and math assessments for every new student and make determinations for intervention placement based on the above assessments.

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

Gerber Jr./Sr. High School staff utilizes instructional materials that are aligned with CCSS and designed for all student groups, including English Learners (EL) and Special Education.

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

Gerber Jr./Sr. High School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include Edge, Edgenuity, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials. The site principal led a variety of engagement processes, including LCAP information Zoom meetings, individual parent engagement via phone and email, parent and student engagement via Zoom, email engagement for all parents, and Zoom IEP and SST meetings.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Renaissance STAR assessments data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Hampton Brown Edge, Edgenuity, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at Gerber Jr./Sr. High School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. We also employ a Crisis Intervention team consisting of mental health clinicians to assist families and students during difficult times.

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)

Gerber Jr./Sr. High School has an active School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets three times per year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, email, phone calls, text messages, and personal contact during school events.

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- Student Success Plan developed for each student
- Career and post-secondary exploration and training- Northern California Construction Training (NCCT)
- 916 Ink writing program
- Life skills
- Square Root Academy (STEM Engagement)
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits and temporary clinicians to increase college and career readiness
- Crisis intervention counselors

Fiscal support (EPC)

Title IA and Title ID funds are used to provide Tier I and II supports, including additional intervention periods during the school day, intervention materials, tutors, counselors, a parent/guardian liaison, a bilingual parent/guardian liaison, and three Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with the School Site Council in the Spring of 2020 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-20 LCAP goals. Parents, community members, and school staff were engaged in ongoing discussions via Zoom meetings during the spring and early fall of the 2020-2021 school year. The site principal led a variety of engagement processes, including LCAP information and survey meetings, individual

parent engagement and survey administration, parent and student engagement following Zoom student exhibitions, email engagement for all parents, and IEP and SST meetings. Stakeholders were involved throughout the year through parent, student and staff meetings, our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders. This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have compared distributions of funds to our three Comprehensive Support and Improvement schools within SCOE to ensure equitable allocation of funds including federal, state, and local sources to our schools with the highest concentration of low income students.

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, qualified and experienced teachers are teaching our low income students, and students of color.

We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC a-g coursework. In addition we ensure our students have access to poetry and writing workshops and construction technology classes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0%	2.0%	1.0%	0	6	4
African American	32.1%	20%	19.5%	37	59	76
Asian	2.6%	3.1%	5.4%	3	9	21
Filipino	0%	1.7%	1.5%	0	5	6
Hispanic/Latino	44.3%	43.1%	35%	51	127	136
Pacific Islander	0%	0.7%	1%	0	2	4
White	8.7%	23.7%	28.5%	10	70	111
Multiple/No Response	12.1%	5.8%%	7.9%	14	17	31
			Total Enrollment	115	295	389

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6		1	30
Grade 7		49	60
Grade 8	25	80	84
Grade 9	4	24	24
Grade 10	5	24	26
Grade 11	21	15	103
Grade 12	60	102	62
Total Enrollment	115	295	389

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	30	38	5.2%	10.2%	9.8%
Fluent English Proficient (FEP)	15	56	64	13.0%	19.0%	16.5%
Reclassified Fluent English Proficient (RFEP)		0	1	0	0.0%	3.3%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6			*			*			*			
Grade 7	*		50	*		47	*		45			94
Grade 8	61	24	89	56	21	78	55	21	77	91.8	87.5	87.6
Grade 11	*	*	106	*	*	4	*	*	4			3.8
All	92	55	246	72	27	130	71	27	127	78.3	49.1	52.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6			*			*			*			*			*
Grade 7	*		2453.	*		0.00	*		13.33	*		33.33	*		53.33
Grade 8	2456.	2453.	2471.	0.00	0.00	2.60	10.91	4.76	11.69	18.18	14.29	24.68	70.91	80.95	61.04
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	3.15	8.45	11.11	11.81	15.49	14.81	27.56	76.06	74.07	57.48

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 6			*			*			*
Grade 7	*		6.67	*		42.22	*		51.11
Grade 8	9.09	4.76	3.90	14.55	23.81	37.66	76.36	71.43	58.44
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	7.58	7.41	6.30	15.15	25.93	38.58	77.27	66.67	55.12

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 6			*			*			*
Grade 7	*		2.27	*		31.82	*		65.91
Grade 8	1.85	4.76	1.32	27.78	28.57	32.89	70.37	66.67	65.79
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.54	3.70	3.20	24.62	29.63	31.20	73.85	66.67	65.60

Listening Demonstrating effective communication skills									
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 6			*			*			*
Grade 7	*		2.22	*		57.78	*		40.00
Grade 8	1.82	0.00	3.90	56.36	52.38	54.55	41.82	47.62	41.56
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.47	7.41	4.72	54.41	48.15	55.12	44.12	44.44	40.16

Research/Inquiry Investigating, analyzing, and presenting information									
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 6			*			*			*
Grade 7	*		2.22	*		42.22	*		55.56
Grade 8	1.85	4.76	5.19	35.19	28.57	44.16	62.96	66.67	50.65
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.54	3.70	4.72	33.85	33.33	42.52	64.62	62.96	52.76

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 6			*			*			*			
Grade 7	*		50	*		47	*		46			94
Grade 8	61	24	89	54	20	73	54	20	73	88.5	83.3	82
Grade 11	*	*	106	*	*	5	*	*	5			4.7
All	92	55	246	69	21	126	69	21	125	75	38.2	51.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 6			*			*			*			*			*
Grade 7	*		2433.	*		2.17	*		4.35	*		21.74	*		71.74
Grade 8	2420.	2422.	2429.	0.00	0.00	1.37	1.85	0.00	0.00	7.41	10.00	15.07	90.74	90.00	83.56
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	1.60	1.45	0.00	1.60	7.25	9.52	18.40	91.30	90.48	78.40

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 6			*			*			*
Grade 7	*		6.52	*		15.22	*		78.26
Grade 8	0.00	0.00	1.37	1.85	10.00	12.33	98.15	90.00	86.30
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.20	3.08	9.52	13.60	96.92	90.48	83.20

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 6			*			*			*
Grade 7	*		2.17	*		26.09	*		71.74
Grade 8	0.00	0.00	1.37	18.52	30.00	20.55	81.48	70.00	78.08
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	1.60	17.65	33.33	22.40	82.35	66.67	76.00

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 6			*			*			*
Grade 7	*		0.00	*		45.65	*		54.35
Grade 8	0.00	0.00	0.00	18.52	30.00	36.99	81.48	70.00	63.01
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	22.39	33.33	39.20	77.61	66.67	60.80

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 8		*		*		*		*
Grade 9		*		*		*		*
Grade 11		*		*		*		*
Grade 12		*		*		*		*
All Grades								*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*

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
All Grades		*		*		*		*

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		*		*		*		*

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
All Grades		*		*		*		*

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
295	**71.9**	**10.2**	**2.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	10.2
Foster Youth	6	2.0
Homeless	26	8.8
Socioeconomically Disadvantaged	212	71.9
Students with Disabilities	5	1.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	20.0
American Indian	6	2.0
Asian	9	3.1
Filipino	5	1.7
Hispanic	127	43.1
Two or More Races	17	5.8
Pacific Islander	2	0.7
White	70	23.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Red
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
109.3 points below standard	141.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++15.3 points	21	1
107		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	132.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
6	Increased ++3.1 points	1
	73	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
152.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
13	3	4	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
145.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	73.4 points below standard
35	6		41

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	102.1 points below standard	99.9 points below standard
10	11	Increased Significantly ++31.5 points
		81

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
156.4 points below standard	179.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.9 points	19	1
104		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	176.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
6	Increased ++12 points	1
	70	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
211.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
11	3	4	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		No Performance Color
177.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		132.8 points below standard
34	6		41

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	149.4 points below standard
9	10	Increased Significantly ++26.6 points
		80

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
1.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	0 Students	0 Students
71		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
1.1 **Prepared**	1.1 **Prepared**	1.4 **Prepared**
1.1 **Approaching Prepared**	1.1 **Approaching Prepared**	2.8 **Approaching Prepared**
97.8 **Not Prepared**	97.8 **Not Prepared**	95.8 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
27.4	20	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -26.1	15	1
164		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	32.1	Less than 11 Students - Data Not Displayed for Privacy
10	Declined -15	2
	106	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
50	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
22	2	4	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
26.8	15.4	Less than 11 Students - Data Not Displayed for Privacy	24.6
Declined -39.9	13	1	61
56			

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
62	63.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +31.6	Increased +54.6	5
71	11	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
64.3	62.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +17.6	Increased +29.2	5
14	56	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
64.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +28.7	2	7	1
17			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
59.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +33.2	5	2	5
32			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
30.3	62

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
10.1	13.2	18.8
Increased Significantly +4	Increased +9.2	Increased +3
496	53	16

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
6.7	10.6	6.7
Increased +2.1	Increased Significantly +4.7	Increased +6.7
45	349	15

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
12.6	Less than 11 Students - Data 5	15	Less than 11 Students - Data 8
Increased +1.1		20	
103			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
9.3	8.5	Less than 11 Students - Data 5	10.6
Increased Significantly +7.6	Increased +0.8		Increased +6.9
204	47		104

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6.1	10.1

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our school is committed to increasing high attendance for all students. In general, the need to increase attendance is greater in our Senior Extension Program which serves Transition Age Youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2019-20 73.1%	80%
Attendance rate - Senior Extension	2019-20	59%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. During distance learning, students are sent reminders via text if they are not in the class Zoom. We hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. We engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, parent/guardian luncheons, RT bus passes, and field trips. Senior Extension, which is a hybrid independent study program where students have access to a fully-credentialed supportive teacher five days a week. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, student mentorships, and a check-in/check-out process at all school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
655	District Funded 2000-2999: Classified Personnel Salaries LCFF
289	District Funded 3000-3999: Employee Benefits
1223	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
7228	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3963	Title I Part A: Allocation 3000-3999: Employee Benefits
6087	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Collaborate with non-profit partners and partner with Probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service and interventions for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, SETA, Earth Mama, HAWK, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research and communication skills; and construction training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

7324	District Funded 1000-1999: Certificated Personnel Salaries LCFF
5462	District Funded 2000-2999: Classified Personnel Salaries LCFF
4136	District Funded 3000-3999: Employee Benefits LCFF
10729	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
1250	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
74375	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CALWORKS

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Attendance has improved. SCOE attributes this increase to using the identified strategies. For some students, the ability to Zoom into a class, has removed the barriers that prevented school attendance. Upon enrollment, students and families members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well to confirm that there is a plan for transportation. All students have an RT pass for taking public transportation. When students are absent, without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day without parent/guardian communication. Students with above 80% on time attendance earn incentives points that can be used at the school store.. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our Attendance Outreach Liaison, will contact the family via

phone and/or a home visit in an effort to identify and remove any obstacles preventing the student from coming to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of our current strategies, we will continue implementing and refining the current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to achieving successful transitions of 100% of our students by earning a high school diploma through credit completion, or enrolling at another local school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2019-20 96.5%	100%
Successful Transition Rate - Senior Extension	2019-20 96.9%	100%
SCOE Credit Completion Rate - Base Program	2019-20 100.0%	43%
SCOE Credit Completion Rate - Senior Extension	2019-20 37.9%	30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and multi-tiered system of supports to improve outcomes in CCSS ELA and math, and Next Generation Science Standard (NGSS). These sequences provide staff strategies to improve Student Success Plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5306	District Funded 2000-2999: Classified Personnel Salaries LCFF
1950	District Funded 3000-3999: Employee Benefits LCFF
5950	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216 and AB 2306.. Additional support and interventions are provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families utilize interpreting and translation services as needed to support their students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43938	District Funded 1000-1999: Certificated Personnel Salaries LCFF
17061	District Funded 3000-3999: Employee Benefits LCFF
6756	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3704	Title I Part A: Allocation 3000-3999: Employee Benefits
3637	CSI

	5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent and student focus groups to obtain feedback to improve student outcomes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
503	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript generation process for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
813	District Funded 2000-2999: Classified Personnel Salaries LCFF
335	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1553	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
45	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
45	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
136	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
75	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When students enroll, transcripts are analyzed and updated. The counselor meets with each student to see if the student qualifies for graduation under a reduced credit statute. Once the transcript is updated, school staff work with each student to develop a student success plan, which includes goal setting and a plan for credit recovery. This plan is closely monitored by all school staff

to ensure that the student stays on track and make adjustments as needed. This level of monitoring allows students to graduate from high school with a diploma or equivalency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The strategies used have demonstrated overall positive growth and will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Learn assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2019-20 75.0%	69%
Ren Learn Math Growth	2019-20 100%	74%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire quality support staff including transition specialists, assessment/data specialists, and mental health specialists, to support family and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

230505	District Funded 1000-1999: Certificated Personnel Salaries LCFF
34471	District Funded 2000-2999: Classified Personnel Salaries LCFF
100428	District Funded 3000-3999: Employee Benefits LCFF
2199	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
55579	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
29431	Title I Part A: Allocation 3000-3999: Employee Benefits
4822	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Career Technical Education (CTE) teachers lead site-based efforts with transition specialists to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with career exploration, job readiness goals, and when appropriate counseling, anger management, credit recovery and college enrollment. We are refining our focus on college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27229	District Funded 1000-1999: Certificated Personnel Salaries LCFF
9352	District Funded

	3000-3999: Employee Benefits LCFF
15	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
870	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
595	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
604	Title I Part D: Allocation 3000-3999: Employee Benefits
5075	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to their needs. Teachers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Teachers and staff provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216, and AB 2306.

Continue implementation of independent living skills and the financial literacy program. Enhance the life skills classes that incorporate health, wellness, and transition skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24311	District Funded 1000-1999: Certificated Personnel Salaries LCFF

10611	District Funded 2000-2999: Classified Personnel Salaries LCFF
10592	District Funded 3000-3999: Employee Benefits LCFF
40	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
11708	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
136	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3745	Title I Part A: Allocation 3000-3999: Employee Benefits
3457	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1895	Title I Part D: Allocation 3000-3999: Employee Benefits
3500	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service and civic engagement opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
706	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through CTE field trips, life skills units and the close monitoring of academic progress as well as the continued check in with the trauma counselors. The growth in Ren Learn may be attributed to the implementation of Read 180 with full integrity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will not be changes made to the strategies/activities. One area we will look closely at is the testing environment and readiness of the student during post testing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
Family Engagement Events	2 times a year	2 times a year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
154	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, ending substance abuse, post-secondary training, and career exploration support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
576	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
53	Title I Part A: Allocation 3000-3999: Employee Benefits
54	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
18	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SSC and limited events have been offered, but participation has been inconsistent. The move to distance learning also impacted the ability to have on campus events. The parents/guardians that do attend have expressed an appreciation for being invited to the school. We will strive to focus on increasing parent engagement immediately.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By providing increased opportunities to participate in student exhibitions and annual events, we hope attract more parents/guardians. If multiple events are offered, especially when focused on their student, we hope to increase the parent/guardians level of comfort at the school site. We are implementing new return to district protocols that dramatically enhance school district personnel and parent involvement, with the goal of placing students in traditional placements of their choice.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-20 5.6%	<5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

We are developing strategies to support students and families affected by the pandemic. Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. School Crisis Intervention Counselor and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in the areas of trauma informed care and social emotional learning. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding reducing bullying, improving school safety, and Williams compliance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

881	District Funded 1000-1999: Certificated Personnel Salaries LCFF
15065	District Funded 2000-2999: Classified Personnel Salaries LCFF
6922	District Funded 3000-3999: Employee Benefits LCFF
5739	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
471	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
258	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
68	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
37	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the strategies/activities implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going trauma informed care and social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in crisis intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will be no changes to the strategies/activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$115,172.84
Total Federal Funds Provided to the School from the LEA for CSI	$181,064
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$821,700.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$103,446.00
Title I Part A: Allocation	$125,053.00

Subtotal of additional federal funds included for this school: $228,499.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$585,497.00
Title I Part D: Allocation	$7,704.00

Subtotal of state or local funds included for this school: $593,201.00

Total of federal, state, and/or local funds for this school: $821,700.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CSI	103,446.00
District Funded	585,497.00
Title I Part A: Allocation	125,053.00
Title I Part D: Allocation	7,704.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	405,856.00
2000-2999: Classified Personnel Salaries	88,349.00
3000-3999: Employee Benefits	194,848.00
5000-5999: Services and Other Operating Expenditures	132,647.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	103,446.00
1000-1999: Certificated Personnel Salaries	District Funded	334,188.00
2000-2999: Classified Personnel Salaries	District Funded	72,383.00
3000-3999: Employee Benefits	District Funded	151,065.00
5000-5999: Services and Other Operating Expenditures	District Funded	27,861.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,287.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,235.00
3000-3999: Employee Benefits	Title I Part A: Allocation	41,191.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	1,340.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	4,381.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	731.00
3000-3999: Employee Benefits	Title I Part D: Allocation	2,592.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,721.00
Goal 2	91,807.00
Goal 3	571,876.00
Goal 4	855.00
Goal 5	29,441.00

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:

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Philip Cloeter	Classroom Teacher
Elke Uno	Other School Staff
Ann Leber	Parent or Community Member
Emilio Treto-Gallegos	Secondary Student
Ron Tam	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on February 26, 2021.

Attested:

Principal, Lisa Alcala on 2/26/21

SSC Chairperson, Elke Uno on 2/26/21

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

NORTH AREA COMMUNITY SCHOOL

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Area Community School	34-10348-0106245	February 26, 2021	April 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Consistent with the SCOE LCAP, North Area Community School serves students who need supports not commonly found within traditional middle or high schools. North Area Community School is directly responsible for serving expelled youth. Within North Area Community school there are two programs. The base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2019-20 CALPADS reporting, students in SCOE community schools are enrolled for an average of 65 days.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support (MTSS), intensive intervention in English Language Arts (ELA) and mathematics, project based learning, and a focus on 21st Century skills so students will be successful in their post-secondary education, technical training, or employment. Our achievement is a result of a continuous improvement cycle focusing on the education and wellness programs in our school.

In March of 2020 the school moved to a distance learning model in response to the COVID pandemic, our team developed many new innovative processes, schedules, and student engagement strategies that we will retain into the future.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 8
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement....27
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....37
Goal 3....42
Goal 4....47
Goal 5....50
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds....53
Budgeted Funds and Expenditures in this Plan....54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source....54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source....54
Expenditures by Goal....55
School Site Council Membership....56
Recommendations and Assurances 57

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).

With the shift to distance learning, families were surveyed to identify their access to technology. Every family was was given a school issued Chromebook and Wi-Fi hotspot as needed. The most recent SCOE Community School (CS) parent/guardian surveys showed common themes regarding what is working in the programs: strong teachers who care about the whole child; our one-child at a time approach; and our commitment to supporting our students and their families through intensive interventions and wrap-around support services. Surveys also indicated stakeholders valued: a Common Core State Standards (CCSS) aligned curriculum, school climate and safety; transition support; and the Career Technical Education (CTE) offerings and assistance with employment. Students and parents/guardians provided valuable input on how we are doing in the areas mentioned above through surveys completed throughout the year at school events, via email, US mail, text messages, and phone calls. Staff is surveyed annually, and their input from the surveys is used to plan professional development (PD) sequences and evaluate our practices.

Classroom Observations

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

Formal classroom observations are conducted to measure student engagement and evaluate instruction and the site leader conducts informal classroom observations daily. With the shift to distance learning, observations and evaluation were completed remotely via Zoom. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction that meets state standards as well as trying to meet the unique social, emotional, academic, and transition needs of a highly mobile population.

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our community school programs based on five indicators of success: attendance, academic achievement in English Language Arts (ELA), academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. North Area Community School conducts staff meetings to review and evaluate student data, and accountability outcomes, which include Renaissance STAR assessments pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social/emotional growth while supporting academic achievement.

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

North Area Community School utilizes assessments appropriate for a mobile student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. Teachers have access to individual student data through Renaissance and PowerSchool. Additional measurements include attendance, successful transitions, and assessments. These measures are used to inform program practice and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to conference with parents/guardians. We utilize a MTSS model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate and engage multiple levels within one classroom. Students with the greatest needs are provided additional intervention periods in ELA and math during the school day. We also employ special education teachers, academic teachers, transition specialists and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential as long as they meet SCOE's subject matter requirements. Also, CTE teachers must hold a California Designated Subjects credential appropriate to the subjects they teach.

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

SCOE provides weekly professional development (PD) for certificated staff. This year a shift was made to address distance learning, with a focus on zoom and Google Classrooms. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, North Area Community School has access to instructional coaches, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

Teachers attend weekly PD focused on research-based instructional strategies. There was a shift to provided additional training to address the needs that surfaced with the switch to distance learning. Also, teachers are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff is also surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. All PD activities are coordinated to support the Local Education Agency (LEA) plan. We have access to a curriculum specialist for ELA and math intervention, as well as Big Picture Learning coach; teachers may work with the curriculum specialist to utilize effective instructional strategies and increase student engagement.

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

Curriculum specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. PAR consulting teachers assist on a voluntary or referral basis. SCOE provides evidence-based PD for all CS faculty, focusing on research-based instructional strategies to close the achievement gap for our students.

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

Teachers at North Area Community School have instructional planning time after each school day so that they may lesson plan by grade level and subject matter. In addition to weekly meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies and direct instruction in the areas of comprehension, vocabulary, fluency, and mathematics.

Teaching and Learning

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

North Area Community School uses standards-aligned instructional materials for core instruction and intervention.

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

North Area Community School meets the recommended instructional minutes for ELA and math instruction. The transition specialists and site teachers conduct a transcript analysis and Ren Learn ELA and math assessments for every new student and make determinations for intervention placement based on the above assessments.

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

North Area Community School staff utilizes instructional materials that are aligned with CCSS and designed for all student groups, including English Learners (EL) and Special Education.

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

North Area Community School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include Edge, Edgenuity, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials. The site principal led a variety of engagement processes, including LCAP information Zoom meetings, individual parent engagement via phone and email, parent and student engagement via Zoom, email engagement for all parents, and Zoom IEP and SST meetings.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Renaissance STAR assessments data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Hampton Brown Edge, Edgenuity, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at North Area Community School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. We also employ a Crisis Intervention team consisting of mental health clinicians to assist families and students during difficult times.

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)

North Area Community School has an active School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets three times per year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, email, phone calls, text messages, and personal contact during school events.

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- Student Success Plan developed for each student
- Career and post-secondary exploration and training- Northern California Construction Training (NCCT)
- 916 Ink writing program
- Life skills
- Square Root Academy (STEM Engagement)
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits and temporary clinicians to increase college and career readiness
- Crisis intervention counselors

Fiscal support (EPC)

Title IA and Title ID funds are used to provide Tier I and II supports, including additional intervention periods during the school day, intervention materials, tutors, counselors, a parent/guardian liaison, a bilingual parent/guardian liaison, and three Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with the School Site Council in the Spring of 2020 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-20 LCAP goals. Parents, community members, and school staff were engaged in ongoing discussions via Zoom meetings during the spring and early fall of the 2020-2021 school year. The site principal led a variety of engagement processes, including LCAP information and survey meetings, individual

parent engagement and survey administration, parent and student engagement following Zoom student exhibitions, email engagement for all parents, and IEP and SST meetings. Stakeholders were involved throughout the year through parent, student and staff meetings, our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders. This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have compared distributions of funds to our three Comprehensive Support and Improvement schools within SCOE to ensure equitable allocation of funds including federal, state, and local sources to our schools with the highest concentration of low income students.

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, qualified and experienced teachers are teaching our low income students, and students of color.

We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC a-g coursework. In addition we ensure our students have access to poetry and writing workshops and construction technology classes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.8%	0%	0%	4	0	0
African American	26.2%	38.2%	35.4%	37	26	34
Asian	4.3%	1.5%	4.2%	6	1	4
Filipino	1.4%	0%	0%	2	0	0
Hispanic/Latino	35.5%	38.2%	39.6%	50	26	38
Pacific Islander	0%	4.4%	0%	0	3	0
White	20.6%	10.3%	7.3%	29	7	7
Multiple/No Response	9.2%	7.4%	13.5%	13	5	13
			Total Enrollment	141	68	96

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	1		
Grade 8	22	1	2
Grade 9	27	1	3
Grade 10	26	6	4
Grade 11	4	5	53
Grade 12	61	55	34
Total Enrollment	141	68	96

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	11	6	12	7.8%	8.8%	12.5%
Fluent English Proficient (FEP)	15	7	12	10.6%	10.3%	12.5%
Reclassified Fluent English Proficient (RFEP)		1	0	0	9.1%	0.0%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	*	*	*	*	*	*	*	*	*			
Grade 8	28	23	*	20	22	*	20	21	*	71.4	95.7	
Grade 11	*	*	*	*	*	*	*	*	*			
All	45	43	90	25	30	6	25	29	6	55.6	69.8	6.7

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2488.	2418.	*	0.00	0.00	*	0.00	0.00	*	50.00	19.05	*	50.00	80.95	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	40.00	20.69	*	60.00	79.31	*

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	5.00	0.00	*	50.00	28.57	*	45.00	71.43	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4.00	0.00	*	44.00	31.03	*	52.00	68.97	*

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	*	30.00	9.52	*	70.00	90.48	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	24.00	13.79	*	76.00	86.21	*

Listening Demonstrating effective communication skills									
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	*	80.00	33.33	*	20.00	66.67	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	72.00	31.03	*	28.00	68.97	*

Research/Inquiry Investigating, analyzing, and presenting information									
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	5.00	0.00	*	45.00	19.05	*	50.00	80.95	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4.00	0.00	*	48.00	20.69	*	48.00	79.31	*

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	*	*	*	*	*	*	*	*	*			
Grade 8	28	23	*	21	21	*	21	21	*	75	91.3	
Grade 11	*	*	*	*	*	*	*	*	*			
All	45	43	90	23	31	5	23	31	5	51.1	72.1	5.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2451.	2417.	*	0.00	0.00	*	0.00	0.00	*	23.81	14.29	*	76.19	85.71	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	21.74	9.68	*	78.26	90.32	*

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	*	14.29	10.00	*	85.71	90.00	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	13.04	6.67	*	86.96	93.33	*

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	0.00	*	23.81	23.81	*	76.19	76.19	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	21.74	16.13	*	78.26	83.87	*

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	*	42.86	50.00	*	57.14	50.00	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	39.13	46.67	*	60.87	53.33	*

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 9	*	*	*	*	*	*	*	*
Grade 10	*		*		*		*	
Grade 11		*		*		*		*
Grade 12		*		*		*		*
All Grades							*	*

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	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*	*	*	*	*

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	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

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
All Grades		*	*	*		*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*		*	*	*

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		*	*	*	*	*	*	*

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
All Grades	*	*	*	*		*	*	*

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
68	**89.7**	**8.8**	**4.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	8.8
Foster Youth	3	4.4
Homeless	8	11.8
Socioeconomically Disadvantaged	61	89.7
Students with Disabilities	7	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	38.2
Asian	1	1.5
Hispanic	26	38.2
Two or More Races	5	7.4
Pacific Islander	3	4.4
White	7	10.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
College/Career Red		

Conclusions based on this data:

1. Based on the data suspension rates there is a need to continue to support staff in implementing other means of correction for behavior. Additionally, the school is increasing counseling supports to help students develop improve social/emotional skills.
2. Base on the graduation data there is a need to accurately classify incoming students at their appropriate grade level based on their credits, and continue to monitor their progress towards graduation.
3. Based on the data for college/career readiness there is a need to have a 30,60,90 day plan for all students and develop a tool to help monitor and track student progress.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	Orange Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange Less than 11 Students - Data Not Displayed for Privacy 1		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange Less than 11 Students - Data Not Displayed for Privacy 1	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1	0 Students	0 Students
46		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
1 **Prepared**	1 **Prepared**	0 **Prepared**
2 **Approaching Prepared**	3.1 **Approaching Prepared**	2.2 **Approaching Prepared**
96.9 **Not Prepared**	95.9 **Not Prepared**	97.8 **Not Prepared**

Conclusions based on this data:

1. Based on the data for college/career readiness there is a need to have a 30,60,90 day plan for all students and develop a tool to help monitor and track student progress.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

Conclusions based on this data:

1. Base on the data our chronic absenteeism has declined. We will continue using intervention put in place such as phone calls home, home visits, SSTs, and positive incentives.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
78.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +43.6	2	3
46		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
84.6	78.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +51.3	Increased +44.9	3
13	42	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
68.4	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +33.3		1	
19			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
76.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +49	1	1	7
17			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
34.7	78.3

Conclusions based on this data:

1. Base on the graduation data there is a need to insure we accurately classify incoming students at their appropriate grade level based on their credits, and continue to monitor their progress towards graduation.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
6.7	5.3	Less than 11 Students - Data Not
Declined Significantly -11	Declined -2.1	10
180	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
7.1	8.1	0
Declined -10.2	Declined -9.8	Declined -25
28	149	20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow		No Performance Color	
9.8		Less than 11 Students - Data	
Declined -9.7		5	
61			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
2.8	11.8	Less than 11 Students - Data	4.5
Declined -10	Declined -6.4	3	Declined -19.8
72	17		22

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	17.6	6.7

Conclusions based on this data:

1. Based on the data suspension rates there is a need to continue to support staff in implementing other means of correction for behavior. Additionally, the school is increasing counseling supports to help students develop improve social/emotional skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our school is committed to increasing high attendance for all students. In general, the need to increase attendance is greater in our Senior Extension Program which serves Transition Age Youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2019-20 60.8%	73%
Attendance rate - Senior Extension	2019-20 65.3%	57%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. During distance learning, students are sent reminders via text if they are not in the class Zoom. We hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. We engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, parent/guardian luncheons, RT bus passes, and field trips. Senior Extension, which is a hybrid independent study program where students have access to a fully-credentialed supportive teacher five days a week. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, student mentorships, and a check-in/check-out process at all school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1113	District Funded 2000-2999: Classified Personnel Salaries LCFF
492	District Funded 3000-3999: Employee Benefits LCFF
2079	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
12287	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
6737	Title I Part A: Allocation 3000-3999: Employee Benefits
5218	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Collaborate with non-profit partners and partner with Probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service and interventions for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, SETA, Earth Mama, HAWK, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research and communication skills; and construction training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12450	District Funded 1000-1999: Certificated Personnel Salaries LCFF

9286	District Funded 2000-2999: Classified Personnel Salaries LCFF
7032	District Funded 3000-3999: Employee Benefits LCFF
18239	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
2125	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
63750	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CALWORKS

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Attendance has improved. SCOE attributes this increase to using the identified strategies. For some students, the ability to Zoom into a class, has removed the barriers that prevented school attendance. Upon enrollment, students and families members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well to confirm that there is a plan for transportation. All students have an RT pass for taking public transportation. When students are absent, without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day without parent/guardian communication. Students with above 80% on time attendance earn incentives points that can be used at the school store.. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our Attendance Outreach Liaison, will contact the family via phone and/or a home visit in an effort to identify and remove any obstacles preventing the student from coming to school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of our current strategies, we will continue implementing and refining the current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to achieving successful transitions of 100% of our students by earning a high school diploma through credit completion, or enrolling at another local school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2019-20 95.1%	100%
Successful Transition Rate - Senior Extension	2019-20 99.0%	100%
SCOE Credit Completion Rate - Base Program	2019-20 33.3%	57%
SCOE Credit Completion Rate - Senior Extension	2019-20 22.2%	23%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and multi-tiered system of supports to improve outcomes in CCSS ELA and math, and Next Generation Science Standard (NGSS). These sequences provide staff strategies to improve Student Success Plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9019	District Funded 2000-2999: Classified Personnel Salaries LCFF
3314	District Funded 3000-3999: Employee Benefits LCFF
5100	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216 and AB 2306.. Additional support and interventions are provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families utilize interpreting and translation services as needed to support their students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
74695	District Funded 1000-1999: Certificated Personnel Salaries LCFF
29003	District Funded 3000-3999: Employee Benefits LCFF
11486	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
6297	Title I Part A: Allocation 3000-3999: Employee Benefits
3118	CSI

	5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent and student focus groups to obtain feedback to improve student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
855	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Information System department staff meet each semester to continuously improve the consistency and efficiency of the transcript generation process for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1381	District Funded 2000-2999: Classified Personnel Salaries LCFF
570	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2640	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
231	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
127	Title I Part D: Allocation 3000-3999: Employee Benefits
77	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When students enroll, transcripts are analyzed and updated. The counselor meets with each student to see if the student qualifies for graduation under a reduced credit statute. Once the transcript is updated, school staff work with each student to develop a student success plan, which includes goal setting and a plan for credit recovery. This plan is closely monitored by all school staff to ensure that the student stays on track and make adjustments as needed. This level of monitoring allows students to graduate from high school with a diploma or equivalency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The strategies used have demonstrated overall positive growth and will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Learn assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2019-20 30%	65%
Ren Learn Math Growth	2019-20 66.7%	74%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire quality support staff including transition specialists, assessment/data specialists, and mental health specialists, to support family and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
391858	District Funded

	1000-1999: Certificated Personnel Salaries LCFF
58600	District Funded 2000-2999: Classified Personnel Salaries LCFF
170727	District Funded 3000-3999: Employee Benefits LCFF
3738	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
94484	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
50033	Title I Part A: Allocation 3000-3999: Employee Benefits
4133	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Career Technical Education (CTE) teachers lead site-based efforts with transition specialists to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with career exploration, job readiness goals, and when appropriate counseling, anger management, credit recovery and college enrollment. We are refining our focus on college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46289	District Funded 1000-1999: Certificated Personnel Salaries LCFF
15898	District Funded 3000-3999: Employee Benefits

	LCFF
25	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
1480	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1011	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1027	Title I Part D: Allocation 3000-3999: Employee Benefits
4350	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to their needs. Teachers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Teachers and staff provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216, and AB 2306.

Continue implementation of independent living skills and the financial literacy program. Enhance the life skills classes that incorporate health, wellness, and transition skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41329	District Funded 1000-1999: Certificated Personnel Salaries LCFF
18039	District Funded

	2000-2999: Classified Personnel Salaries LCFF
18006	District Funded 3000-3999: Employee Benefits LCFF
68	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
19904	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
231	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
6367	Title I Part A: Allocation 3000-3999: Employee Benefits
5877	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
3222	Title I Part D: Allocation 3000-3999: Employee Benefits
3000	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1200	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through Advisory, a CTE course, field trips, financial literacy units and the close monitoring of academic progress. These strategies led to significant increases in both reading and math scores.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will not be changes made to the strategies/activities. One area we will look closely at is the testing environment and readiness of the student during post testing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
family engagement events	3 times a year	3 times a year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
261	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, ending substance abuse, post-secondary training, and career exploration support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
979	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
90	Title I Part A: Allocation 3000-3999: Employee Benefits
92	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
30	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SSC and limited events have been offered, but participation has been inconsistent. The move to distance learning also impacted the ability to have on campus events. The parents/guardians that do attend have expressed an appreciation for being invited to the school. We will strive to focus on increasing parent engagement immediately.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By providing increased opportunities to participate in student exhibitions and annual events, we hope attract more parents/guardians. If multiple events are offered, especially when focused on their student, we hope to increase the parent/guardians level of comfort at the school site. We are implementing new return to district protocols that dramatically enhance school district personnel and parent involvement, with the goal of placing students in traditional placements of their choice.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2019-20 2.5%	<12

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

We are developing strategies to support students and families affected by the pandemic. Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. School Crisis Intervention Counselor and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in the areas of trauma informed care and social emotional learning. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding reducing bullying, improving school safety, and Williams compliance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1497	District Funded 1000-1999: Certificated Personnel Salaries LCFF
25610	District Funded 2000-2999: Classified Personnel Salaries LCFF
11768	District Funded 3000-3999: Employee Benefits LCFF
9757	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
801	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
439	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
115	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
63	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall the strategies/activities implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going trauma informed care and social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in crisis intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were spent as intended. Carryover funds will be spent in accordance with strategies and activities as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time there will be no changes to the strategies/activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$335,918.04
Total Federal Funds Provided to the School from the LEA for CSI	$155,198
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,306,119.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$88,669.00
Title I Part A: Allocation	$212,515.00

Subtotal of additional federal funds included for this school: $301,184.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$991,838.00
Title I Part D: Allocation	$13,097.00

Subtotal of state or local funds included for this school: $1,004,935.00

Total of federal, state, and/or local funds for this school: $1,306,119.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CSI	88,669.00
District Funded	991,838.00
Title I Part A: Allocation	212,515.00
Title I Part D: Allocation	13,097.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	689,955.00
2000-2999: Classified Personnel Salaries	150,189.00
3000-3999: Employee Benefits	331,242.00
5000-5999: Services and Other Operating Expenditures	134,733.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	88,669.00
1000-1999: Certificated Personnel Salaries	District Funded	568,118.00
2000-2999: Classified Personnel Salaries	District Funded	123,048.00
3000-3999: Employee Benefits	District Funded	256,810.00
5000-5999: Services and Other Operating Expenditures	District Funded	43,862.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	114,388.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	25,899.00
3000-3999: Employee Benefits	Title I Part A: Allocation	70,026.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	2,202.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	7,449.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	1,242.00
3000-3999: Employee Benefits	Title I Part D: Allocation	4,406.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,808.00
Goal 2	147,913.00
Goal 3	960,896.00
Goal 4	1,452.00
Goal 5	50,050.00

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:

1 School Principal

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Philip Cloeter	Classroom Teacher
Elke Uno	Other School Staff
Ann Leber	Parent or Community Member
Emilio Treto-Gallegos	Secondary Student
Ron Tam	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on February 26th, 2021.

Attested:

Principal, Lisa Alcalá on 2/26/21

SSC Chairperson, Elke Uno on 2/26/21

SACRAMENTO COUNTY BOARD OF EDUCATION
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
April 20, 2021

SUPPORT SERVICES

Expenditure

Informed K12

Contractor will provide access to the Informed K12 System which supports internal office forms and workflow processes such as electronic signatures, interactive form fields, pre-filled data fields, and reusable templates to track responses and approvals. Contract will include an implementation package with supported set-up, trainings, and data review and report for initial launch.

New

Dates of Service: 04/21/21-06/30/21

Source of Funds: General Program Support Fund — $62,029

Rex Moore

Contractor will update electrical wiring in the Missile Way Training Shop located at 10190 Missile Way by taking out the old phone wiring and light fixtures, installing LED strip fixtures, quad outlet receptacles, ground fault receptacles, and upgrading the existing circuits to meet code standards.

New

Dates of Service: 04/21/21-06/30/21

Source of Funds: Routine Maintenance Fund — $13,805

STUDENT PROGRAMS

Improve Your Tomorrow

Contractor will provide tailored, post-release transition services through the Project RISE (Respect. Integrity. Strength. Excellence) program for youth incarcerated in the Sacramento County Youth Detention Facility. The program will provide expanded learning opportunities through tutoring services and mentorship across partner school sites for at-promise youth.

New

Dates of Service: 04/21/21-10/21/22

Source of Funds: Career Technical Education (CTE) and After School Education and Safety Program (ASES) — $201,875

RECAP

	Expenditure
Support Services	75,834
Student Programs	201,875
TOTAL	**$277,709**

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.1.**
Enclosures:	**3**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: Education for Homeless Children and Youth (EHCY)

Department/Director: Educational Services/Brent Malicote

Funding Source: California Department of Education

Amount Requested: $750,000

Fiscal Year(s): 2021-2022, 2022-2023, 2023-2024

Program Description:
The Sacramento County Office of Education (SCOE) will receive a grant award in the amount of $250,000 per year, for three years, from the California Department of Education/Integrated Student Support & Programs Office (CDE/ISSPO) to facilitate equal access to public education by providing technical assistance and support to local education agencies (LEAs) and community partners through SCOE's Project TEACH program. Program services include conducting workshops for LEAs and community partners; resolving eligibility and school of origin disputes; facilitating collaboration among LEAs and community partners; representing the needs of homeless youth in the community; and providing outreach to Sacramento County families and youth experiencing homelessness.

The SCOE Project TEACH Coordinator, supported by the Project Specialist I, is the designated homeless liaison for students experiencing homelessness enrolled in SCOE schools and programs. The liaison's responsibilities entail determining eligibility; providing case management; providing referrals and the basic resources needed to participate in school; and informing staff of the needs and statutory rights of homeless youth.

New Positions:
None

Subcontracts:
None

Evaluation Component:
SCOE will submit a budget, expenditure reports, and a year-end program report annually to CDE/ISSPO.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Education for Homeless Children and Youth (EHCY)
Contact Person/Dept. /Phone #: Dr. Nancy Herota/Educational Services/916-228-2226
Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.70	164,225		164,225
Temporary Employees			0
Employee Benefits	54,463		54,463
Books and Supplies	3,941		3,941
Travel and Conference	1,088		1,088
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	950		950
Communications (postage/phones)	3,578		3,578
Printing Services	1,323		1,323
Indirect % 8.90	20,432		20,432
Other:			0
Totals	$250,000	$0	$250,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.95	36	123,953	
Project Specialist I	0.70	18	36,654	
Administrative Assistant	0.05	29/6	3,618	
Totals	1.70		$164,225	$0

Revised 07/15

Initials of Grants Financial Staff: MMD

Date: 3/8/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Education for Homeless Children and Youth (EHCY)
Contact Person/Dept. /Phone #: Dr. Nancy Herota/Educational Services/916-228-2226
Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.65	162,269		162,269
Temporary Employees			0
Employee Benefits	58,879		58,879
Books and Supplies	2,304		2,304
Travel and Conference	1,088		1,088
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	950		950
Communications (postage/phones)	3,578		3,578
Printing Services	500		500
Indirect % 8.90	20,432		20,432
Other:			0
Totals	$250,000	$0	$250,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.96	36	127,061	
Project Specialist I	0.69	18	35,208	
Totals	1.65		$162,269	$0

Revised 07/15

Initials of Grants Financial Staff: UMD NLS
Date: 3/8/21

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Education for Homeless Children and Youth (EHCY)
Contact Person/Dept. /Phone #: Dr. Nancy Herota/Educational Services/916-228-2226
Fiscal Year: 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.64	162,365		162,365
Temporary Employees			0
Employee Benefits	60,509		60,509
Books and Supplies	778		778
Travel and Conference	1,088		1,088
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	950		950
Communications (postage/phones)	3,578		3,578
Printing Services	300		300
Indirect % 8.90	20,432		20,432
Other:			0
Totals	$250,000	$0	$250,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.95	36	128,707	
Project Specialist I	0.69	18	33,658	
Totals	1.64		$162,365	$0

Revised 07/15

Initials of Grants Financial Staff: YMO IP NS

Date: 3/8/21

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.2.**
Enclosures:	**1**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: Sacramento Healthy HeART and Mind Collaborative

Department/Director: College & Career Readiness/Dr. Matt Perry

Funding Source: City of Sacramento

Amount Requested: $166,539

Fiscal Year(s): 2020-2021

Program Description:
The Sacramento County Office of Education (SCOE) will receive a grant award in the amount of $166,539 from the City of Sacramento to support the Healthy HeART and Mind Collaborative. This program integrates mentors, artists, and mental health supports designed to assist those students most impacted by the effects of COVID-19 on school closures.

Many students are feeling isolated, are experiencing anxiety, and other mental health related issues as a result of being unable to engage in in-person interactions with students, teachers, coaches, and other adult role models. The program will attempt to provide an outlet for these students as well as offer mental and social supports to overcome the obstacles presented due to the pandemic and distance learning.

New Positions:
None

Subcontracts:

- HAWK Institute – $12,144, to provide mentors and artists for two SCOE schools
- Sierra Health Foundation – $133,584, to provide mentors and artists for 13 Sacramento City Unified School District schools and 11 Twin Rivers Unified School District schools
- Focus 5, Inc. – $3,772, for professional development for mentors
- Mentor California – $2,000 for professional development for mentors

Evaluation Component:
None

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☑ Local ☐ State ☐ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Healthy HeART and Mind Collaborative
Contact Person/Dept. /Phone #: Jacqueline White / Career Technical Education / 916-228-2347
Fiscal Year: 2020 - 2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits			0
Books and Supplies	1,428		1,428
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect	151,500		151,500
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	13,611		13,611
Other:			0
Totals	$166,539	$0	$166,539

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Totals	0.00		$0	$0

Revised 07/15

Initials of Grants Financial Staff: _____

Date: 3/20/21

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.3.**
Enclosures:	**3**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: California Environmental Literacy

Department/Director: Educational Services/Brent Malicote

Funding Source: California Department of Education/Educator Excellence and Equity Division

Amount Requested: $360,000

Fiscal Year(s): 2021-2022, 2022-2023, 2023-2024

Program Description:
The Sacramento County Office of Education (SCOE) is being awarded the grant for California Environmental Literacy Development. Working with CSUS University Enterprises Inc. and with SCOE's Sly Park staff in the development of professional learning services.

New Positions:
None

Subcontracts:
Subcontract agreement with CSUS University Enterprises Inc. in support of CA Environmental Literacy Development.

Evaluation Component:
To evaluate the effectiveness of the grant, online surveys will be used throughout the grant timeframe. After professional development in August of each year, the training sessions surveys will be sent to the participating teachers. Also, at the end of each year, after the Spring Symposium, surveys will be sent to schools, districts, and county offices of education to determine the fidelity of implementation of content acquired from the trainings.

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: California Environmental Literacy

Contact Person/Dept. /Phone #: Brent Malicote/Educational Services/(916)228-2653

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.04	4,505		4,505
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits	1,095		1,095
Books and Supplies	9,187		9,187
Travel and Conference	1,000		1,000
Subcontracts Not Subject to Indirect	35,000		35,000
Subcontracts Subject to Indirect	25,000		25,000
Other Services / Operating Expenses	37,266		37,266
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	6,947		6,947
Other:			0
Totals	$120,000	$0	$120,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.02	M40	2,424	
Curriculum Specialist	0.02	M38	2,081	
Totals	0.04		$4,505	$0

Revised 07/15

Initials of Grants Financial Staff: BW MS NP

Date: 3/15/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: California Environmental Literacy
Contact Person/Dept. /Phone #: Brent Malicote/Educational Services/(916)228-2653
Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.04	4,509		4,509
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits	1,080		1,080
Books and Supplies	9,272		9,272
Travel and Conference	1,000		1,000
Subcontracts Not Subject to Indirect	35,000		35,000
Subcontracts Subject to Indirect	25,000		25,000
Other Services / Operating Expenses	37,192		37,192
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	6,947		6,947
Other:			0
Totals	$120,000	$0	$120,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.02	M40	2,426	
Curriculum Specialist	0.02	M38	2,083	
Totals	0.04		$4,509	$0

Revised 07/15

Initials of Grants Financial Staff: B W MS NS

Date: 3/15/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: California Environmental Literacy
Contact Person/Dept. /Phone #: Brent Malicote/Educational Services/(916)228-2653
Fiscal Year: 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.04	4,514		4,514
Salaries - Classified (FTE):			0
Temporary Employees			0
Employee Benefits	1,169		1,169
Books and Supplies	8,583		8,583
Travel and Conference	1,000		1,000
Subcontracts Not Subject to Indirect	35,000		35,000
Subcontracts Subject to Indirect	25,000		25,000
Other Services / Operating Expenses	37,787		37,787
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	6,947		6,947
Other:			0
Totals	$120,000	$0	$120,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.02	M40	2,428	
Curriculum Specialist	0.02	M38	2,086	
Totals	0.04		$4,514	$0

Revised 07/15

Initials of Grants Financial Staff: B W MS

Date: 3/15/21

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.4.**
Enclosures:	**3**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: K-12 Strong Workforce Program – Greater Sacramento Region Workforce Collaborative

Department/Director: College & Career Readiness/Dr. Matt Perry

Funding Source: California Community College Chancellor's Office (CCCCO) K-12 Strong Workforce Program

Amount Requested: $1,233,329

Fiscal Year(s): 2020-2021, 2021-2022, 2022-2023

Program Description:
The K-12 Strong Workforce Program (K12 SWP) is a state education, economic, and workforce development initiative. The goal of the initiative is to provide students with the knowledge and skills necessary to successfully transition to employment and postsecondary education. For this application, the Sacramento County Office of Education (SCOE) will provide regional activities in Northern California that expand teacher capacity relating to K-12 Career Technical Education (CTE); summer learning programs, professional development, and communities of practice for CTE teachers, counselors, and administrators, to increase the number of work-based learning experiences for students in participating districts.

New Positions:
- Work-Based Learning Coordinator
- Project Specialist II

Subcontracts:
- Facilitators for summer camps
- Presenters for teacher professional development
- Contractors to coordinate the counselor community of practice
- Hatching Results contract for counselor professional development
- Contracts for summer project coordinators

Evaluation Component:
SCOE will submit quarterly progress and fiscal reports to CCCCO including outcomes identified in the implementation plan.

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: K12 Strong Workforce Program - Greater Sacramento Region Workforce Collaborative
Contact Person/Dept. /Phone #: Jacqueline White / College & Career Readiness / 916-228-2347
Fiscal Year: 2020 - 2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 4.27	31,588	352,562	384,150
Salaries - Classified (FTE): 0.63	26,575	27,423	53,998
Temporary Employees	0		0
Employee Benefits	17,847	123,405	141,252
Books and Supplies	42,000		42,000
Travel and Conference	0		0
Subcontracts Not Subject to Indirect	0		0
Subcontracts Subject to Indirect	0		0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 4.00	4,720		4,720
Other: Partner in-kind match		694,143	694,143
Totals	$122,730	$1,197,533	$1,320,263

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.25	36M	31,588	
Project Specialist II	0.25	29M	26,575	
Curriculum Specialist	0.26	38M		35,790
Director I	0.18	40M		26,815
Director II	0.16	43M		26,080
Program Analyst	0.23	36/C		14,761
Project Specialist	0.15	18M		12,662
CTE Teacher	3.42			263,877
Totals	4.90		$58,163	$379,985

Revised 07/15

Initials of Grants Financial Staff: [signature] AMG

Date: 3/24/21 NS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: K12 Strong Workforce Program - Greater Sacramento Region Workforce Collaborative
Contact Person/Dept. /Phone #: Jacqueline White / College & Career Readiness / 916-228-2347
Fiscal Year: 2021 - 2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 5.13	170,440	337,328	507,768
Salaries - Classified (FTE): 1.00	109,490		109,490
Temporary Employees	8,000		8,000
Employee Benefits	77,893	95,648	173,541
Books and Supplies	21,385		21,385
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect	474,800		474,800
Other Services / Operating Expenses			0
Communications (postage/phones)	2,000		2,000
Printing Services	1,000		1,000
Indirect % 4.00	34,600		34,600
Other:			0
Totals	$899,608	$432,976	$1,332,584

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	1.00	36M	130,144	
Project Specialist II	1.00	29M	109,490	
Director II	0.25	43M	40,296	
Curriculum Specialist	0.46	35M		65,535
CTE Teachers	3.42			271,793
Totals	6.13		$279,930	$337,328

Revised 07/15

Initials of Grants Financial Staff: MM AS

Date: 3/24/21 NS

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☑ State ☐ Federal ☑ New Grant ☐ Continuing Grant

Grant Title: K12 Strong Workforce Program - Greater Sacramento Region Workforce Collaborative
Contact Person/Dept. /Phone #: Jacqueline White / College & Career Readiness / 916-228-2347
Fiscal Year: 2022 - 2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 1.00	132,747		132,747
Salaries - Classified (FTE): 0.00			0
Temporary Employees	2,000		2,000
Employee Benefits	35,279		35,279
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	32,000		32,000
Communications (postage/phones)	850		850
Printing Services			0
Indirect % 4.00	8,115		8,115
Other:			0
Totals	$210,991	$0	$210,991

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	1.00	36M	132,747	
Totals	1.00		$132,747	$0

Revised 07/15

Initials of Grants Financial Staff: MM MS

Date: 3/24/21 MS

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.5.**
Enclosures:	**3**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: Transition Partnership Program

Department/Director: Special Education/Brent Malicote

Funding Source: Department of Rehabilitation

Amount Requested: $192,102

Fiscal Year(s): 2021-2022, 2022-2023, 2023-2024

Program Description:
The Transition Partnership Program (TPP), a cooperative venture between the California Department of Rehabilitation (DOR) and the Sacramento County Office of Education (SCOE), assists students who attend SCOE Juvenile Court, Community, and Special Education programs in making successful transitions from “school-to-world". Services include job exploration counseling, workplace readiness training, work-based learning experiences/work experience, instruction in self-advocacy, and counseling on post-secondary education. Students can be referred to DOR as clients after TPP completion or as determined by degree of need.

New Positions:
None

Subcontracts:
None

Evaluation Component:
Yearly review of goals established in the contract by DOR and SCOE.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Transition Partnership Program
Contact Person/Dept. /Phone #: Brent Malicote/Special Education/228-2653
Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05		4,838	4,838
Salaries - Classified (FTE): 1.13	36,417	23,795	60,212
Temporary Employees			0
Employee Benefits	15,409	10,849	26,258
Books and Supplies	3,900		3,900
Travel and Conference	469		469
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	3,185		3,185
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	4,654		4,654
Other:			0
Totals	$64,034	$39,482	$103,516

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Special Education Technician	0.73	23/F	36,417	
Ed Teacher	0.05	8/VI		4,838
Job Developer	0.40	26/F		23,795
Totals	1.18		$36,417	$28,633

Revised 07/15

Initials of Grants Financial Staff: MO/LC NS

Date: 3/26/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Transition Partnership Program
Contact Person/Dept. /Phone #: Brent Malicote/Special Education/228-2653
Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05		4,935	4,935
Salaries - Classified (FTE): 1.10	35,603	24,265	59,868
Temporary Employees			0
Employee Benefits	16,102	11,878	27,980
Books and Supplies	3,900		3,900
Travel and Conference	590		590
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	3,185		3,185
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	4,654		4,654
Other:			0
Totals	$64,034	$41,078	$105,112

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Special Education Technician	0.70	23/F	35,603	
Ed Teacher	0.05	8/VI		4,935
Job Developer	0.40	26/F		24,265
Totals	1.15		$35,603	$29,200

Revised 07/15

Initials of Grants Financial Staff: [signature] AD

Date: 3/26/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: Transition Partnership Program
Contact Person/Dept. /Phone #: Brent Malicote/Special Education/228-2653
Fiscal Year: 2023-2024

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05		5,014	5,014
Salaries - Classified (FTE): 1.09	35,513	24,648	60,161
Temporary Employees			0
Employee Benefits	16,324	12,252	28,576
Books and Supplies	3,900		3,900
Travel and Conference	458		458
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	3,185		3,185
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	4,654		4,654
Other:			0
Totals	$64,034	$41,914	$105,948

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Special Education Technician	0.69	23/F	35,513	
Ed Teacher	0.05	8/VI		5,014
Job Developer	0.40	26/F		24,648
Totals	1.14		$35,513	$29,662

Revised 07/15

Initials of Grants Financial Staff: [illegible]

Date: 3/26/21

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Agenda Item No.:	**VIII.C.6.**
Enclosures:	**3**
Board Meeting Date:	**04/20/21**

Grant/Contract Proposal Abstract

Title of Grant/Contract: Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement County Office of Education

Department/Director: Planning and Improvement/Brent Malicote

Funding Source: California Department of Education/ESSA Funds

Amount Requested: $540,541

Fiscal Year(s): 2021-2022, 2022-2023

Program Description:
The Budget Act of 2020 apportioned the ESSA, Section 1003 funding to county offices of education (COEs) to provide technical assistance and support for Local Educational Agencies (LEAs) in their county that serve schools meeting the criteria for Comprehensive Support and Improvement (CSI) for the purpose of sustaining and improving student outcomes in CSI schools. School planning and LEA support and assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP), school planning processes, and differentiated assistance efforts.

The Sacramento County Office of Education (SCOE) Planning and Improvement Department will provide technical assistance and support, including review and approval of the CSI prompts in the LEA LCAP Plan Summary, to each LEA in Sacramento County that serves schools that meet the criteria for CSI.

Consistent with California's System of Support to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes, SCOE will use these funds to build LEA capacity to support their schools through meaningful engagement in the school improvement planning and improvement processes, including technical assistance activities related to the following:

1. Family and community engagement to inform and support continuous improvement.
2. Needs assessments and root cause analysis of persistently low student outcomes.
3. Identifying and developing evidence-based actions and interventions.
4. Using data to develop, implement, monitor, and evaluate the effectiveness of programs and services.
5. Cycles of inquiry with school leadership teams to advance equity for students with disabilities and other underserved student groups.
6. Identify resource inequities, which may include a review of LEA and school-level budgets.

New Positions:
None

Subcontracts:
None

Evaluation Component:
The ESSA Comprehensive Support and Improvement County Office of Education budget expenditures and services provided must be reported quarterly to the California Department of Education via the Grant Management and Reporting Tool. All funds must be encumbered, expended, and legally obligated within the dates designated. No extensions or carryover of the grant will be allowed.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: ESSA Comprehensive Support and Improvement County Office of Education
Contact Person/Dept. /Phone #: Brent Malicote/Planning and Improvement/916-228-2653
Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.60	91,243		91,243
Salaries - Classified (FTE): 0.55	55,815		55,815
Temporary Employees			0
Employee Benefits	39,016		39,016
Books and Supplies	2,108		2,108
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	55,000		55,000
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	22,088		22,088
Other:			0
Totals	$270,270	$0	$270,270

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.20	M47	37,006	
Coordinator	0.40	M36	54,237	
Project Specialist II	0.35	M29	39,925	
Program Analyst	0.20	36D	15,890	
Totals	1.15		$147,058	$0

Revised 07/15

Initials of Grants Financial Staff: BW MS NS

Date: 3/30/21

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☑ Federal ☐ New Grant ☑ Continuing Grant

Grant Title: ESSA Comprehensive Support and Improvement County Office of Education
Contact Person/Dept. /Phone #: Brent Malicote/Planning and Improvement/916-228-2653
Fiscal Year: 2022-2023

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.47	76,097		76,097
Salaries - Classified (FTE): 0.52	50,987		50,987
Temporary Employees			0
Employee Benefits	33,940		33,940
Books and Supplies	10,000		10,000
Travel and Conference	4,000		4,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	70,000		70,000
Communications (postage/phones)	3,000		3,000
Printing Services	159		159
Indirect % 8.90	22,088		22,088
Other:			0
Totals	$270,271	$0	$270,271

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Executive Director	0.22	M47	41,521	
Coordinator	0.25	M36	34,576	
Project Specialist II	0.25	M29	29,088	
Program Analyst	0.27	36D	21,899	
Totals	0.99		$127,084	$0

Revised 07/15

Initials of Grants Financial Staff: BW MLS ND

Date: 3/30/21

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	Resolution No. 21-02 – Authorization for the Temporary Interfund Transfer of Funds	**Agenda Item No.:** **Enclosures:**	VIII.D. 1
Reason:	Adoption	**From:** **Prepared By:** **Board Meeting Date:**	David W. Gordon Nicolas Schweizer 04/20/21

BACKGROUND:

The Board of Education is requested to adopt Resolution No. 21-02 – Authorizing the Temporary Interfund Transfer of County School Service Fund, Adult Education Fund, and Child Development Fund monies.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board adopt Resolution No. 21-02 Authorizing the Temporary Interfund Transfer of County School Service Fund, Adult Education Fund, and Child Development Fund monies.

SACRAMENTO COUNTY BOARD OF EDUCATION

Authorization for Temporary Interfund Transfer of Funds

Resolution No. 21-02

WHEREAS, California Education Code section 42603 provides for the governing board of any school district to direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations subject to the specified conditions; and

WHEREAS, California Education Code sections 35160 and 35160.2 together allow county boards of education to initiate activities which are not in conflict with or inconsistent with any law and which are not in conflict with the purposes for which county offices of education are established; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds of accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED the Sacramento County Board of Education adopts the authorization for fiscal year 2020-2021 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

1. County School Service Fund
2. Adult Education Fund
3. Child Development Fund

PASSED AND ADOPTED by the Sacramento County Board of Education during its regular Board meeting on the 20th day of April 2021 by the following vote:

AYES	_____	_____
NOES	_____	_____
ABSENT	_____	_____
ABSTAIN	_____	_____

_____ _____

Joanne Ahola, Board President David W. Gordon, Board Secretary

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject:	Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001	**Agenda Item No.:** **Enclosures:**	VIII.E. 3
Reason:	First Reading of Proposed Elimination of Board Policies and Bylaw	**From:** **Prepared By:** **Board Meeting Date:**	Policy Committee Teresa Stinson 04/20/21

BACKGROUND:

On March 16, 2021, the Policy Committee reviewed the attached Board Policies and Bylaw and recommended that their proposed elimination be forwarded to the Board for First Reading. These policies and bylaw are recommended for elimination for the reasons explained below.

- BP 5145 – Health Examination is outdated, and the topic is covered in other policies and the law.

- BP 6000 – Coordination of Educational Programs of the County School Service Fund predates the Local Control Funding Formula and does not accurately reflect the current role of SCOE, which is addressed in other policies and the law.

- BB 8001 – Board Member Liaison is outdated and refers to entities that no longer exist. The essence of the policy will be incorporated into a broader bylaw on the role of the Board.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that the proposed elimination of the above-listed Board Policies and Bylaw be submitted to the Board of Education for First Reading.

HEALTH EXAMINATION BP 5145

The Sacramento County Board of Education recognizes that good health is essential to effective learning. It encourages parents/guardians to obtain physical examinations for their school-age children to determine health status; facilitate the removal of handicaps to learning, and find out whether some special adaptation of the school program may be necessary. The Board also recognizes the importance of examinations required by state health regulations.

ELIMINATED

4/13/90	Draft
11/13/90	First Reading
12/4/90	Second Reading
12/4/90	Approved
2/11/93	Reviewed by Legal Counsel
11/10/20	**Reviewed by Cabinet**
03/16/20	**Reviewed by Policy Committee**
04/20/21	**First Reading**

COORDINATION OF EDUCATIONAL PROGRAMS OF THE COUNTY SCHOOL SERVICE FUND **BP 6000**

I. The Sacramento County Board of Education recognizes and agrees with legislative intent to coordinate educational programs for local school districts and county office programs.

II. The County Board of Education, through its review of the annual budget and goal statements, recognizes its authority to direct the County Superintendent to coordinate those educational programs that are of greatest need to one or more districts. The Board also recognizes the importance of funding research and innovative solutions for critical contemporary problems facing youth in education. The Board specifically seeks to supplement and not supplant work or responsibilities of local school districts.

III. The County Board of Education directs the County Superintendent to monitor the specific laws and regulations that pertain to the administration of the school service funds; and to present to the Board annually an evaluation of the funded programs' effectiveness and any changes in the Administrative Regulations.

IV. The County Board of Education further directs the County Superintendent to develop Administrative Regulations which include, but are not limited to, the following procedures:

a. development of annual plans to meet local district and county program needs.

b. criteria for needs assessments and program evaluations

c. criteria for annual reports to the County Board of Education.

ELIMINATED

REFERENCES: Administrative Code Sections 17320, 17321, 17322;
Education Code Sections 1260, 1262, 1263, 1700-03, 1943, 1945, 1946.

5/2/89
5/8/89 Revised
5/16/89 First Reading
6/6/89 Second Reading
6/6/89 Approved
11/08/20 Reviewed by Cabinet
03/16/20 Reviewed by Policy Committee
04/20/21 First Reading

BOARD MEMBER LIAISON BB 8001

The County Board of Education shall maintain formal lines of communication with certain organizational bodies by the appointment of one of its members to serve as the official liaison. The Board Executive Committee shall make these appointments on or about the annual organizational meeting of the County Board of Education, but no later than the second meeting in July.

The organizational bodies holding this status include, but are not limited to, the following:

FNL Foundation
Personnel Commission
California County Boards of Education (CCBE)
Sacramento County School Boards Association (SCSBA)
Strategic Planning
SB 1882
Technical Academy

The County Board of Education shall also have representation on the Sacramento County School Attendance Review Board. The Board President shall nominate a trustee of the governing board who shall be appointed by the County Board of Education.

ELIMINATED

4/5/89	Draft 5/16/89 Approved
5/2/89	First Reading 8/18/95 Revised
5/8/89	Revised 10/17/95 Revised
5/16/89	Second Reading 11/17/95 Revised
5/16/89	Revised 1/2/96 Approved
6/22/05	Second Reading and Adoption
11/10/20	**Reviewed by Cabinet**
03/16/20	**Reviewed by Policy Committee**
04/20/21	**First Reading**