



# 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
Nathaniel S. Colley Senior High School	34-10348-0118745		

## 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, Nathaniel S. Colley Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Nathaniel S. Colley Sr. High School is directly responsible for serving expelled youth. Within the 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 predominantly 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. An ELD Coordinator has been hired to improve services provided to English learners. In general, our students have a high rate of school mobility across all student subgroups.

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.

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# 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).

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. Student responds positively to one or more survey statements measuring connectedness and engagement.-79% all

## 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. 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. Nathaniel S. Colley Senior 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)

Nathaniel S. Colley Senior 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. ELA Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment is 21.4% Math Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment is 27.3% It is worth noting that students who initially test at grade level do not take a post assessment.

## **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. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, student engagement, EL, SEL and DEI. In addition, Nathaniel S. Colley Senior High School has access to instructional coaches, CCSS English and mathematics, and Peer Assistance and Review (PAR) support. Professional development is embedded into the the staff schedule. Two Mondays a month are dedicated to DEI, SEL, and academic development.

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

Staff attend weekly professional development focused on research-based instructional strategies. Also, staff are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff are 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 Nathaniel S. Colley Colley Sr. High School have instructional planning time 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)**

Nathaniel S. Colley Senior 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)

Nathaniel S. Colley Colley Sr. High School meets the recommended instructional minutes for ELA and math instruction. The counselor, 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 fifteen high school credits every quarter. Students completing credit completion 10 credits per month is 25.4%. We want to continue and increase this.

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

Nathaniel S. Colley 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)

Nathaniel S. Colley 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. Colley has adopted NGSS aligned science curriculum through STEMScopes.

## 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. Staffing supports the behavioral needs and mental wellness of students through trauma informed practices. Students have additional access to extended year instruction and enrichment.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens 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. Students continue to enroll in NCCT and earn credits. Participated in the Design Build competition. Published a book through 916 INK

## **Parental Engagement**

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

Parent/guardian involvement is a priority at Colley Sr. High School. A Vice Principal for Family and Student Engagement was hired to build relationships and increase two-way communication with families, and provide linkage to community resources. 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 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 dedicated site based Mental Health and Wellness Clinician to assist families and students during difficult times. SCOE has partnerships with community based organizations to provide additional support to students. ELAC advises school site on site plan, parental involvement and attendance policies.

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)

Nathaniel S. Colley Sr. High School operates a combined School Site Council (SSC) with Elinor L. Hickey and North Area Community Schools, comprised of pertinent stakeholders. The SSC meets several 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 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)
- Life skills
- 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 to increase college and career readiness
- Mental Health and Wellness Clinician

## 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 Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

## Educational Partner 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 include the School Site Council with the development of the School Plan for Student Achievement (SPSA) and review of the LCAP goals. The site principal led a variety of engagement processes, individual parent engagement and survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST and Meet and Greet meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, 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.

## 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 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, credentialed 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 writing workshops.

Our students have experienced struggles accessing their education at comprehensive high schools. Many of our students have experienced trauma or unstable home environments.

It has been difficult to staff CTE positions and fill substitute teacher positions. Many of our students and families struggle with reliable transportation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	1.04%	0.88%	5	2	2
African American	21.6%	27.60%	24.67%	88	53	56
Asian	5.2%	2.08%	4.41%	21	4	10
Filipino	1.7%	2.08%	0%	7	4	0
Hispanic/Latino	40.5%	47.92%	48.9%	165	92	111
Pacific Islander	1.0%	1.04%	1.76%	4	2	4
White	18.9%	10.94%	12.33%	77	21	28
Multiple/No Response	8.6%	7.29%	5.73%	35	14	13
	<b>Total Enrollment</b>			407	192	227

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Grade 7	69		1
Grade 8	74		8
Grade 9	25	6	2
Grade 10	15	14	23
Grade 11	181	139	112
Grade 12	43	33	81
<b>Total Enrollment</b>	<b>407</b>	<b>192</b>	<b>227</b>

### Conclusions based on this data:

1. This school serves primarily BIPOC students.
2. The enrollment decreased.
3. The majority of our students are in 11th grade.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	32	37	10.80%	16.7%	16.3%
Fluent English Proficient (FEP)	61	30	35	15.00%	15.6%	15.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Data shows a need to focus our efforts on identifying our English Learners who are eligible for reclassification.
2. No students have been reclassified in the last 2 years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		0	*		0	*				
Grade 7	76	*		0	*		0	*		0.0		
Grade 8	88	5		0	*		0	*		0.0		
Grade 11	202	137		0	12		0	12		0.0	8.8	
All Grades	368	147		0	19		0	19		0.0	12.9	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		2475.		0.00			16.67			16.67			66.67		
All Grades	N/A	N/A	N/A	0.00			15.79			15.79			68.42		

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts											
	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*					*				*	
Grade 7			*				*				*	
Grade 8			*				*				*	

Grade Level	Writing Producing clear and purposeful writing											
	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*					*				*	
Grade 7			*				*				*	
Grade 8			*				*				*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

**Conclusions based on this data:**

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. There is a need to increase CAASPP participation among our independent study students.

# 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	*	*		0	*		0	*					
Grade 7	76	*		0	*		0	*		0.0			
Grade 8	88	5		0	*		0	*		0.0			
Grade 11	202	137		0	11		0	11		0.0	8.0		
All Grades	368	147		0	17		0	17		0.0	11.6		

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*				*
Grade 7		*			*			*			*				*
Grade 8		*			*			*			*				*
Grade 11		2449.			0.00			0.00			0.00				100.0
All Grades	N/A	N/A	N/A		0.00			0.00			5.88				94.12

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6				*				*						*
Grade 7				*				*						*
Grade 8				*				*						*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6				*				*						*
Grade 7				*				*						*
Grade 8				*				*						*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

**Conclusions based on this data:**

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. There is a need to increase CAASPP participation among our independent study students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students										
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		20-21	21-22
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22		
Grade 6										0
Grade 7	*		*		*				4	
Grade 8	*		*		*				5	
Grade 9	*		*		*			*		0
Grade 10		*		*			*		0	*
Grade 11	*	*	*	*	*		*	*	*	*
Grade 12	*	*	*	*	*		*	*	*	*
All Grades									12	7

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	58.33	*	16.67	*	0.00	*	12	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	*	41.67	*	16.67	*	0.00	*	12	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	33.33	*	58.33	*	8.33	*	12	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	0.00	*	91.67	*	8.33	*	12	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	83.33	*	16.67	*	0.00	*	12	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	16.67	*	33.33	*	50.00	*	12	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	8.33	*	91.67	*	0.00	*	12	*

#### Conclusions based on this data:

- There is a need to increase ELPAC participation among our independent study students.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
192	79.7	16.7	3.1
Total Number of Students enrolled in Nathaniel S. Colley Senior High School.			
Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.			
Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.			
Students whose well being is the responsibility of a court.			

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	16.7
Foster Youth	6	3.1
Homeless	41	21.4
Socioeconomically Disadvantaged	153	79.7
Students with Disabilities	27	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	27.6
American Indian	2	1.0
Asian	4	2.1
Filipino	4	2.1
Hispanic	92	47.9
Two or More Races	14	7.3
Pacific Islander	2	1.0
White	21	10.9

**Conclusions based on this data:**

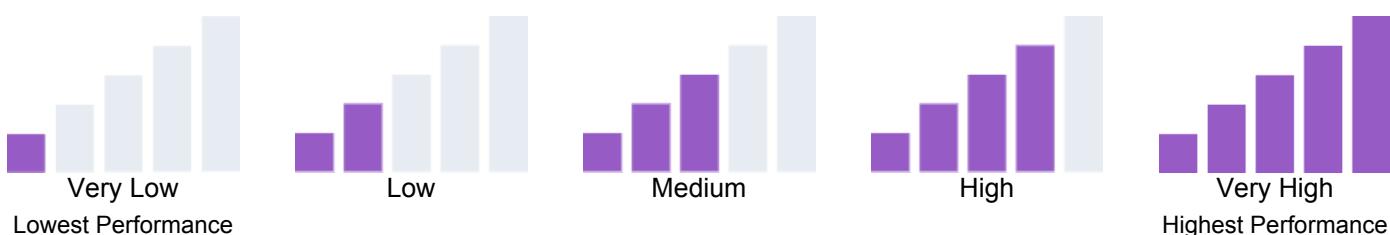
1. Most of our students at this site are socioeconomically disadvantaged.
2. There is a high percentage of homeless students.
3. The majority of students identify as BIPOC.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



**Conclusions based on this data:**

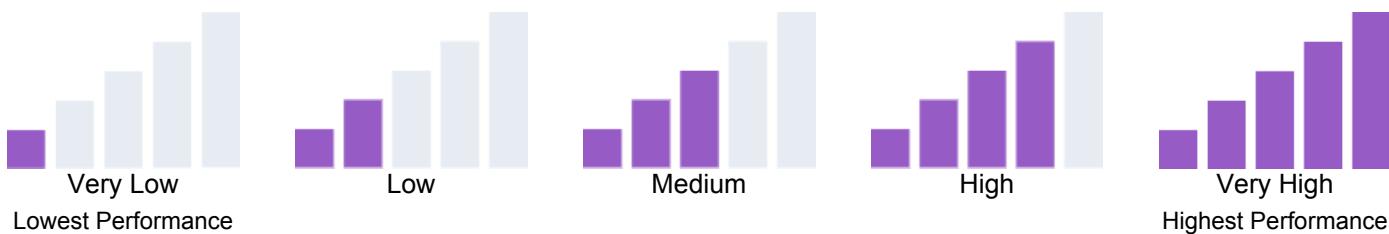
1. Based on the graduation data there is a need to accurately classify incoming students at their appropriate grade level based on their credits, and continue to monitor their progress towards graduation.
2. College and career data collection processes will be refined to ensure college and career indicators are captured accurately.
3. We will need to Increase mental health and wellness supports for students and engage in PD for staff.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



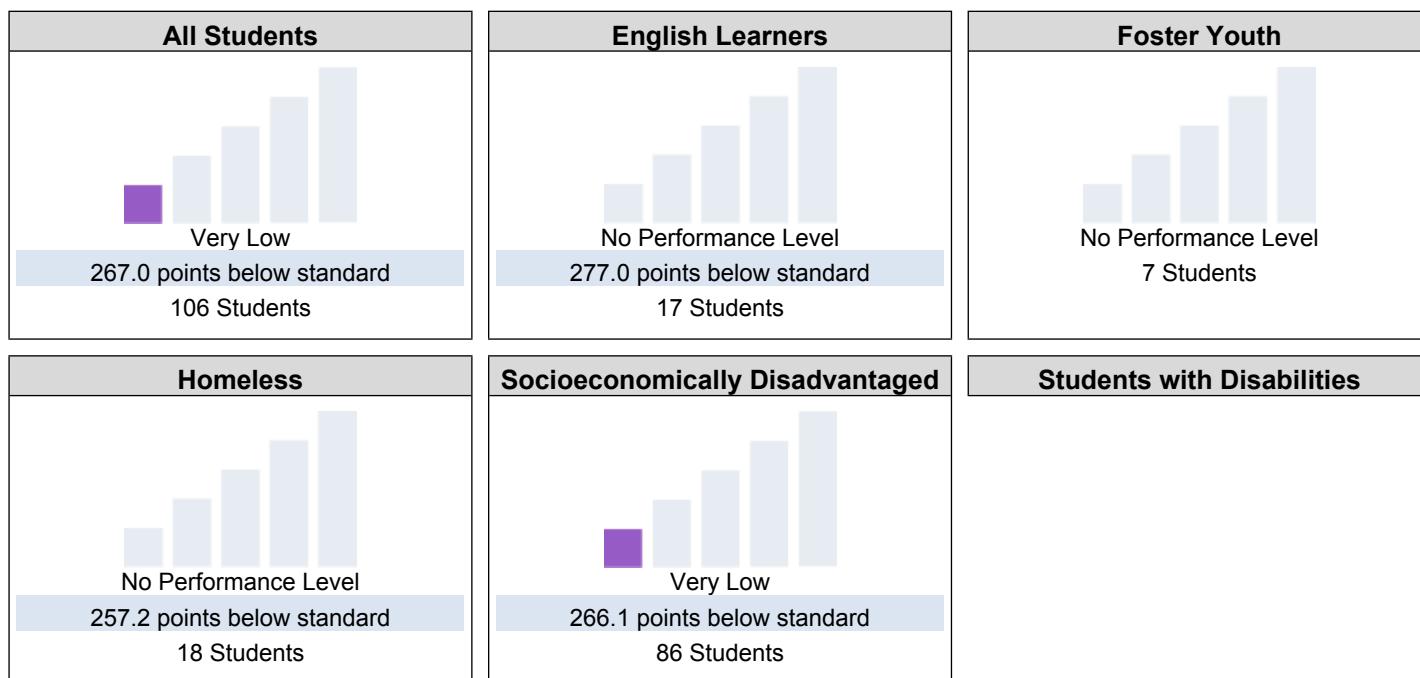
This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

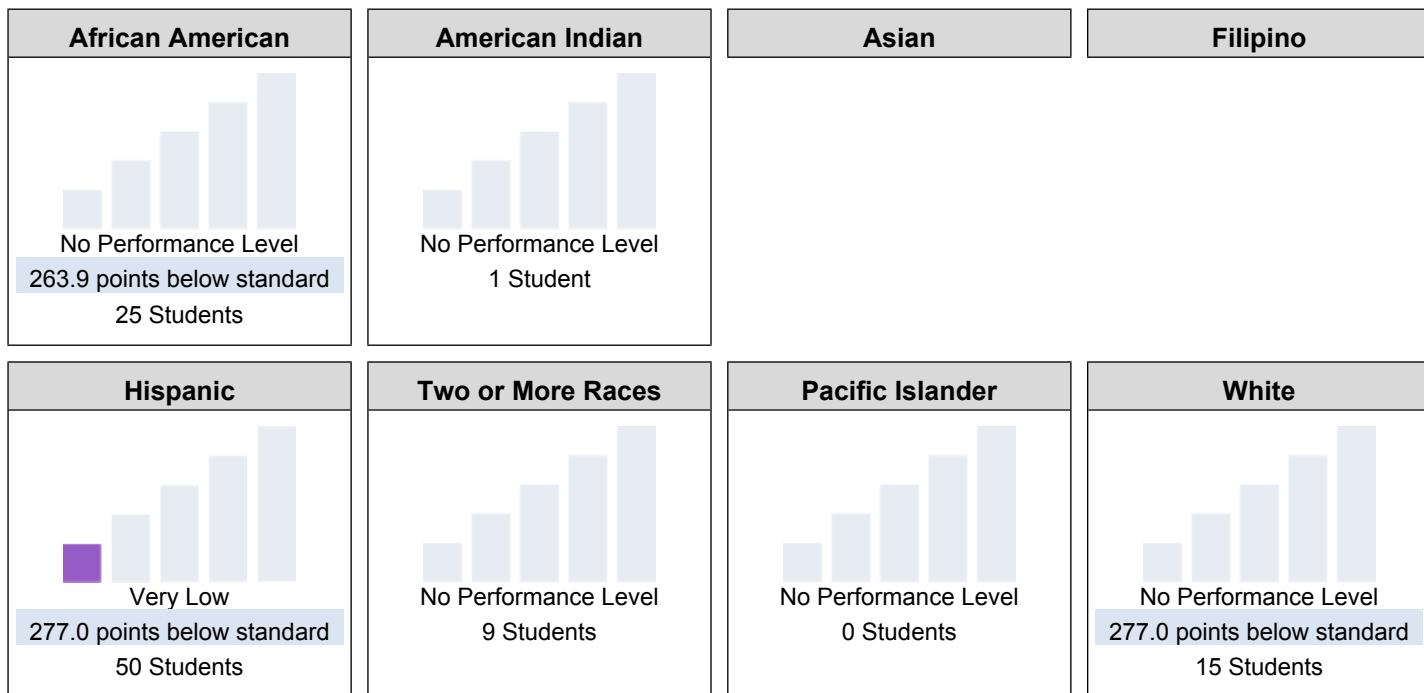
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
277.0 points below standard 17 Students	0 Students	262.5 points below standard 73 Students

### Conclusions based on this data:

1. Most students are below standard.
2. RFEP and English Only students are below standard.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



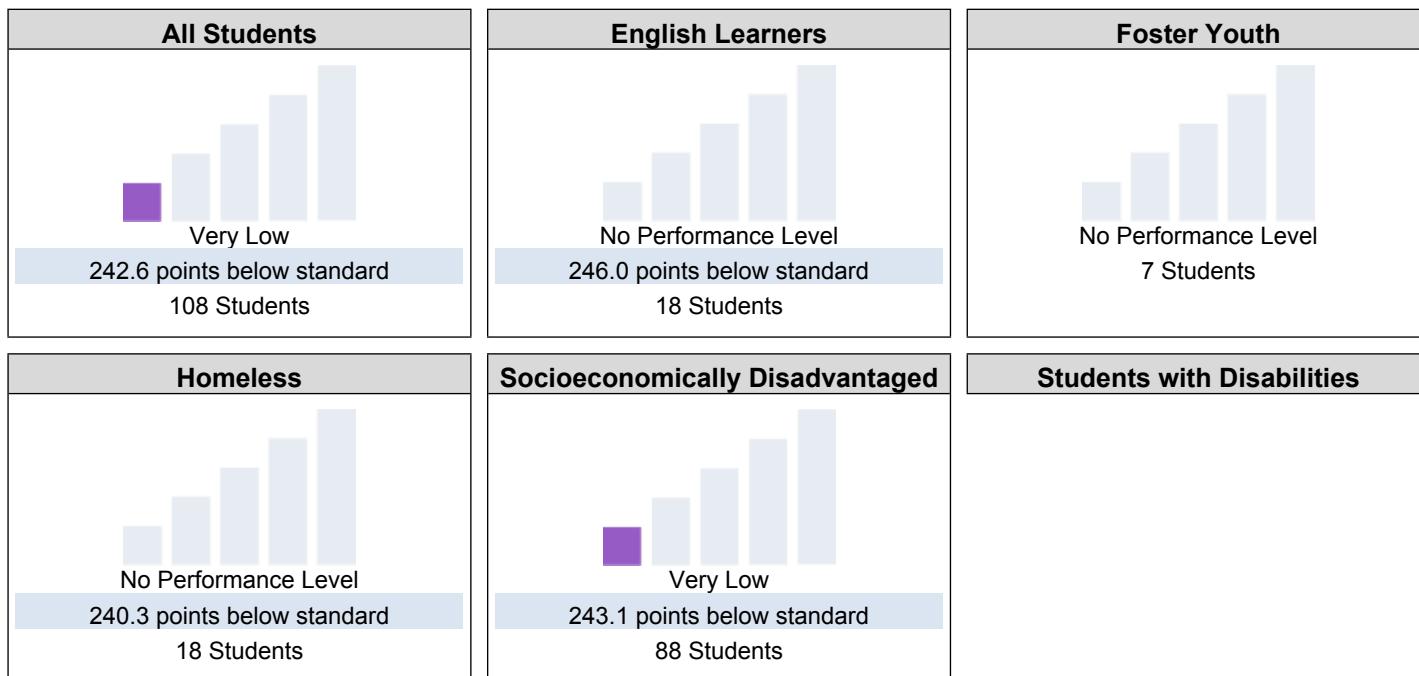
This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

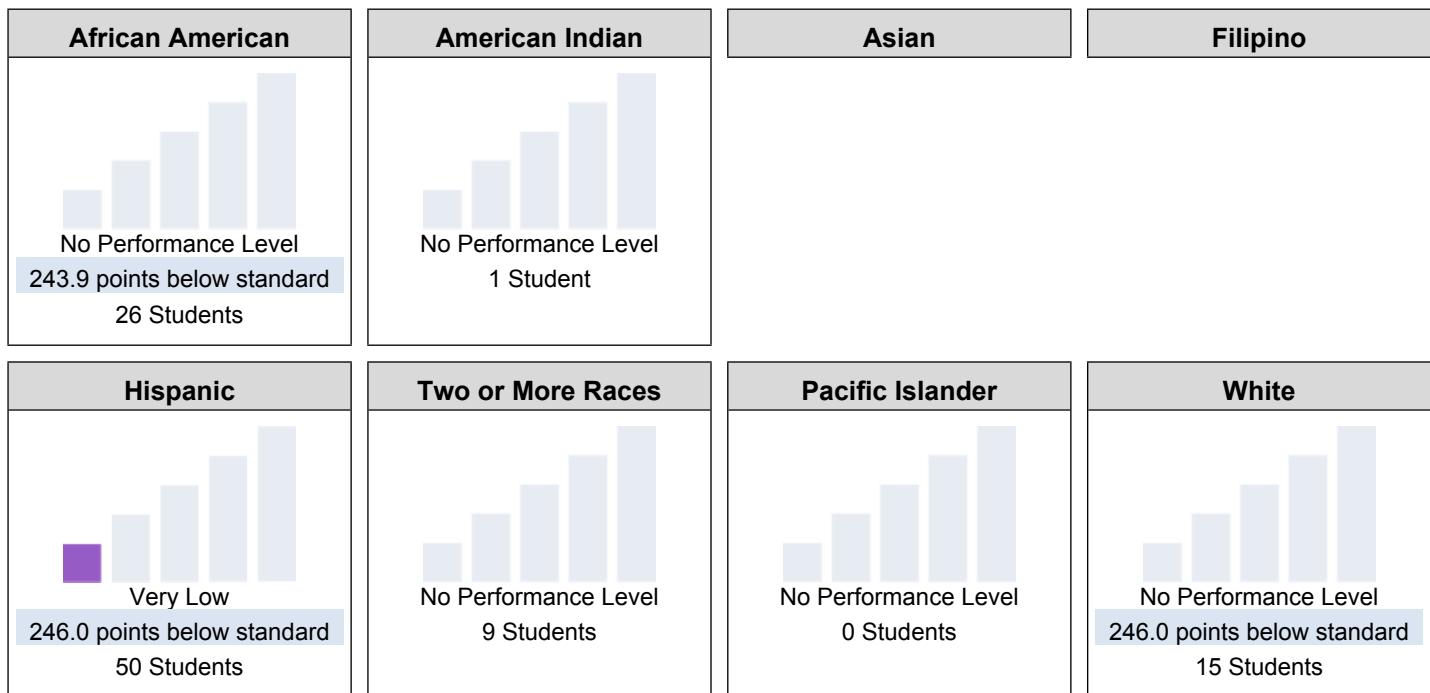
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
246.0 points below standard 18 Students	0 Students	241.1 points below standard 74 Students

### Conclusions based on this data:

1. All students are below standard.
2. English only students are below standard.

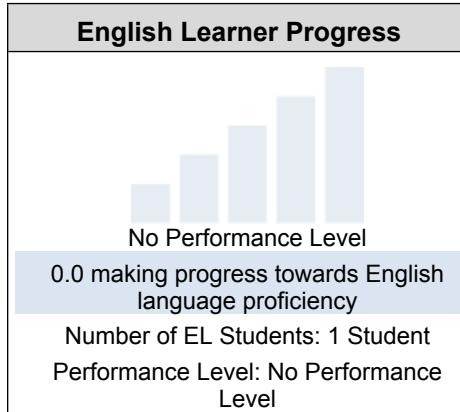
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Site does not meet minimum criteria for data reporting.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

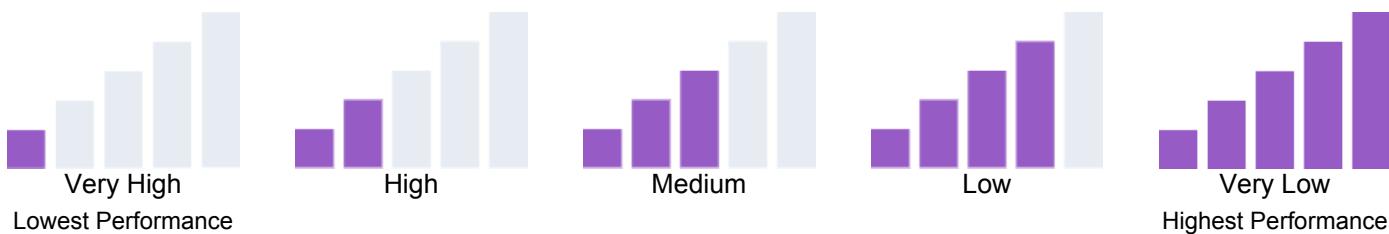
1. College/career data was not reported.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

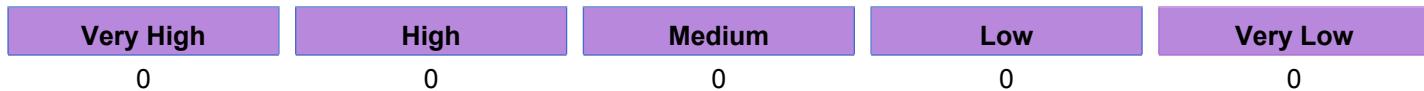
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



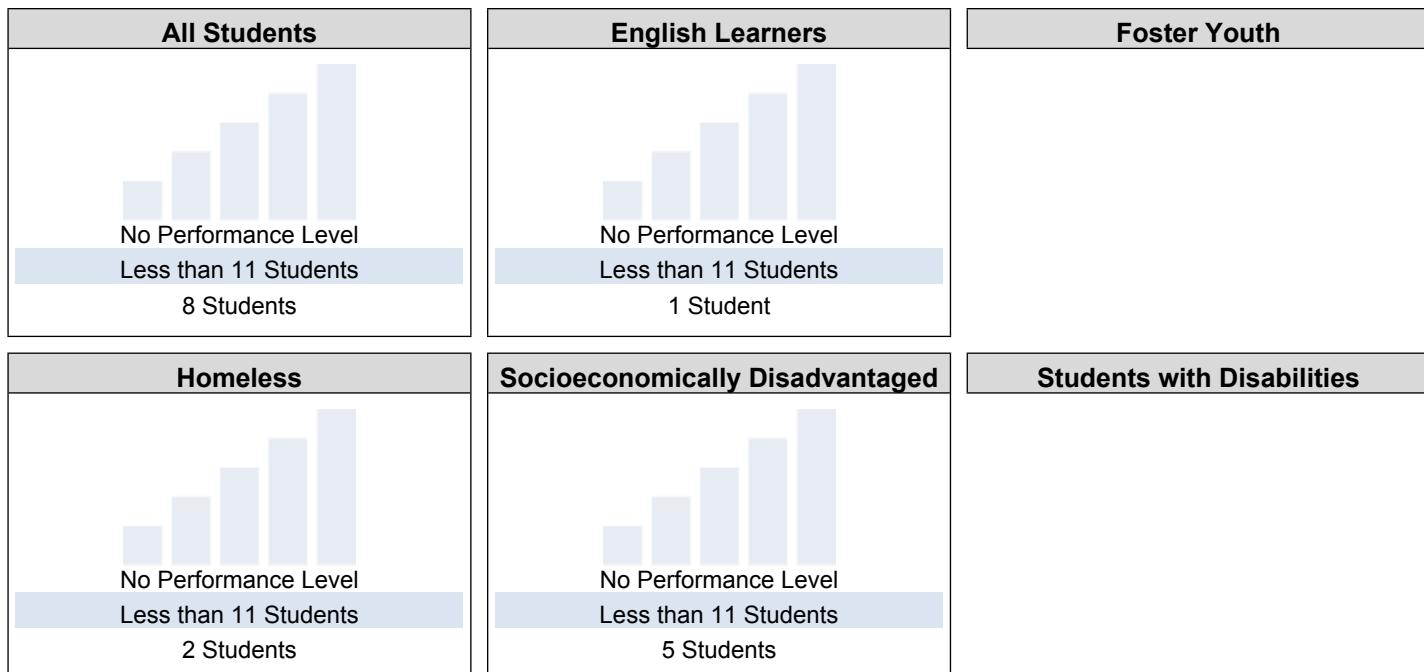
This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

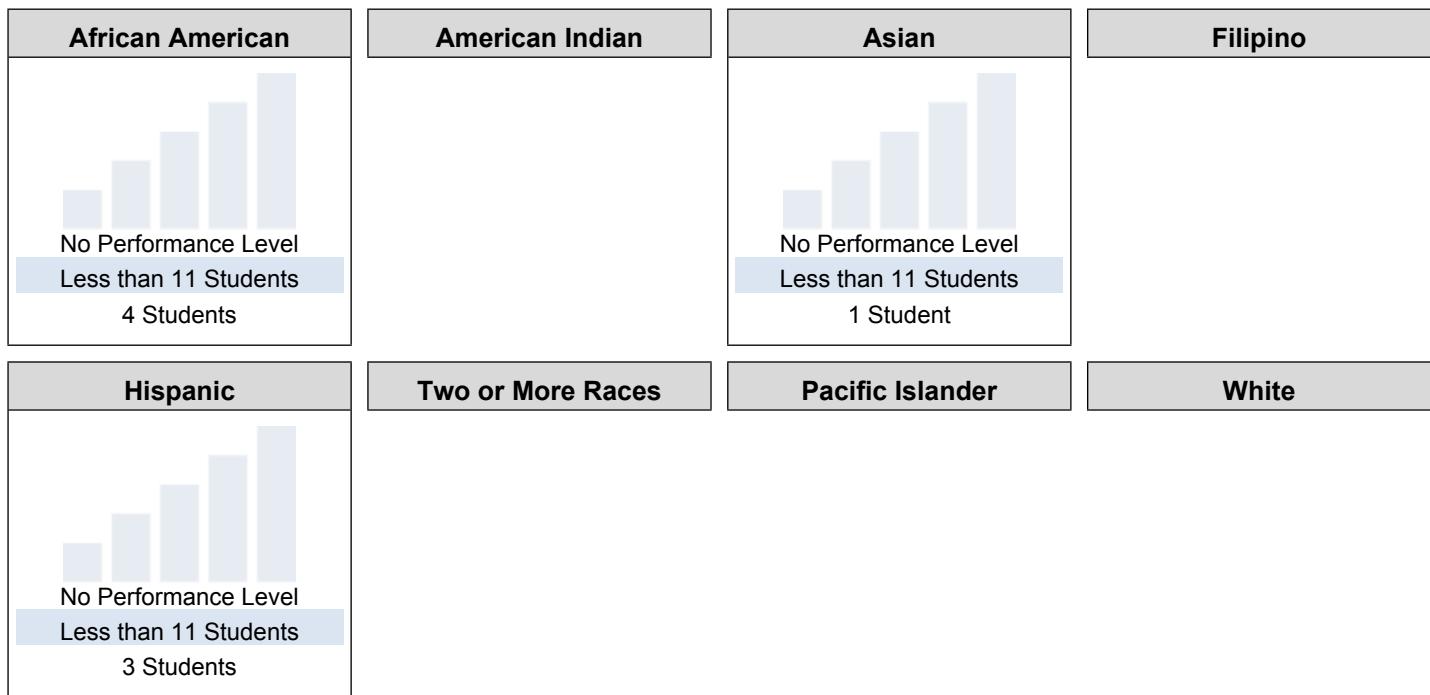


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



**Conclusions based on this data:**

1. Increasing attendance is a focus.

# School and Student Performance Data

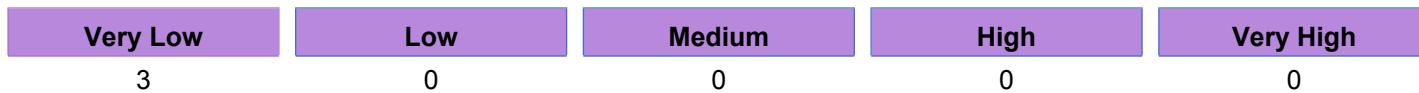
## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



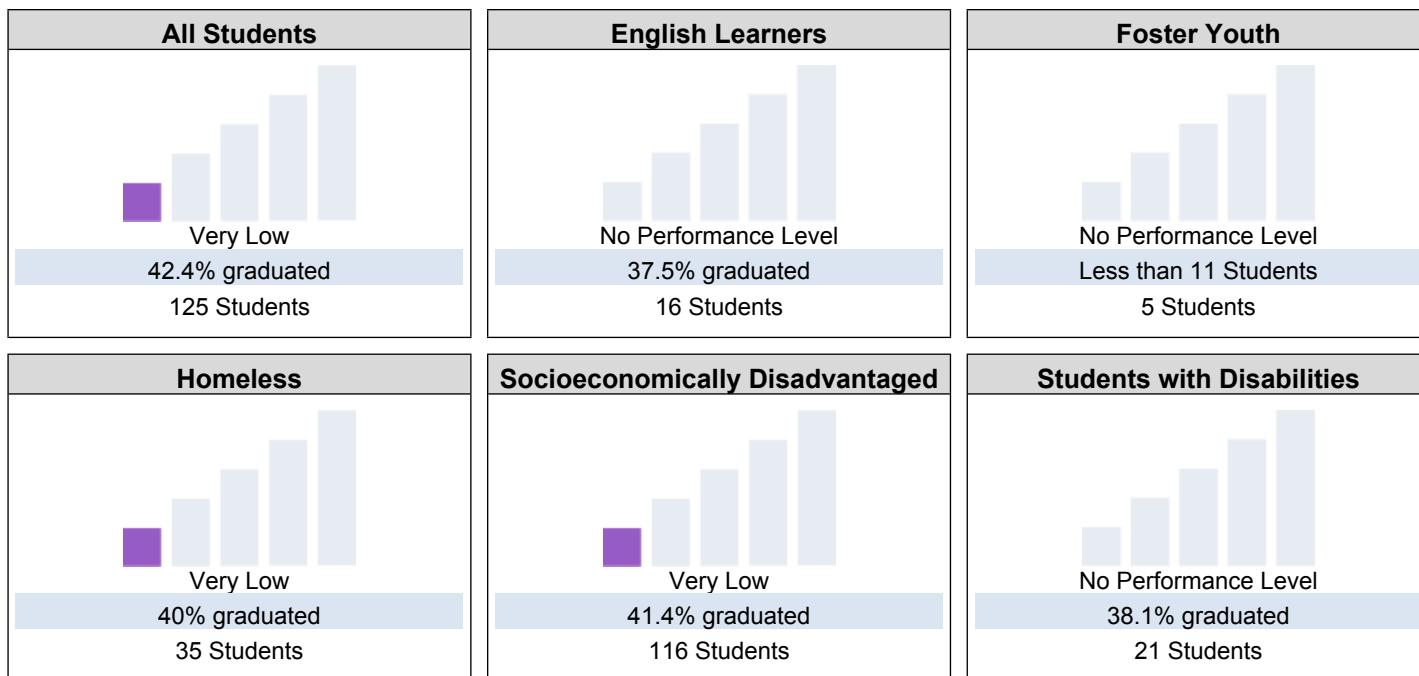
This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

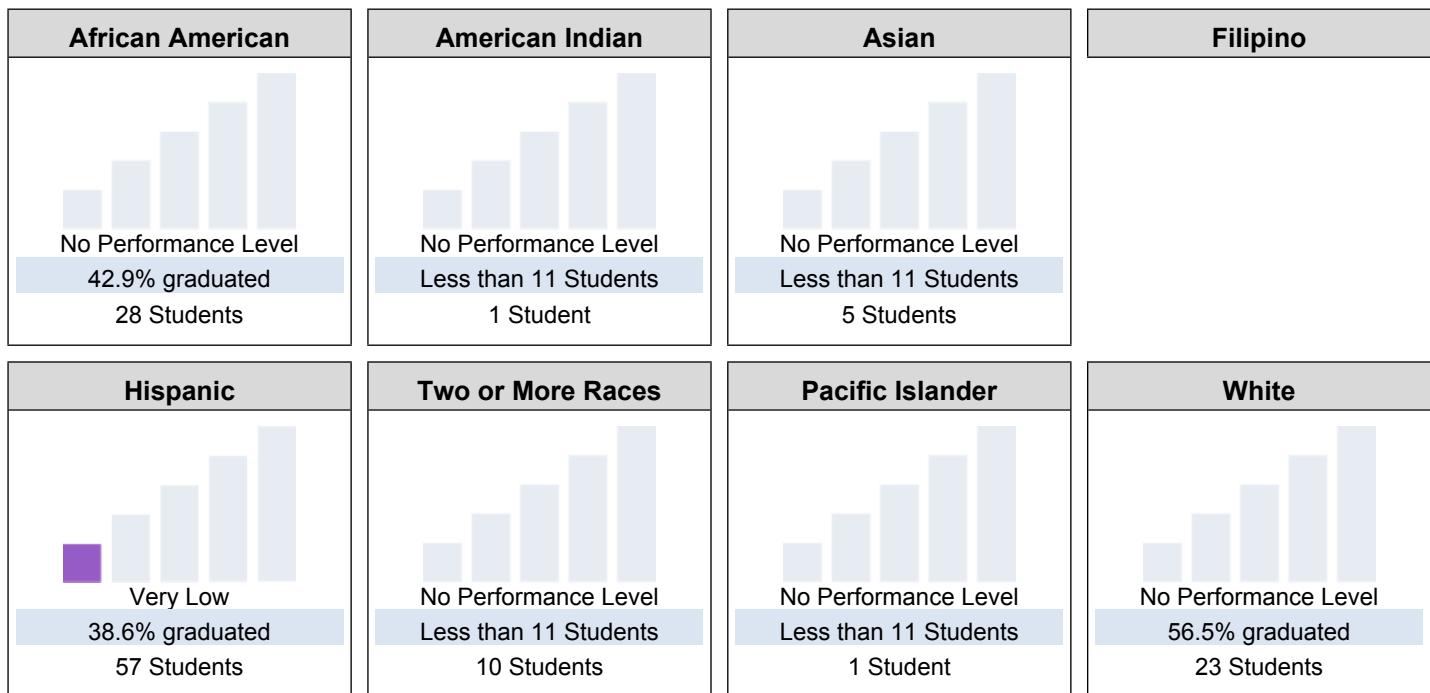


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group



## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



**Conclusions based on this data:**

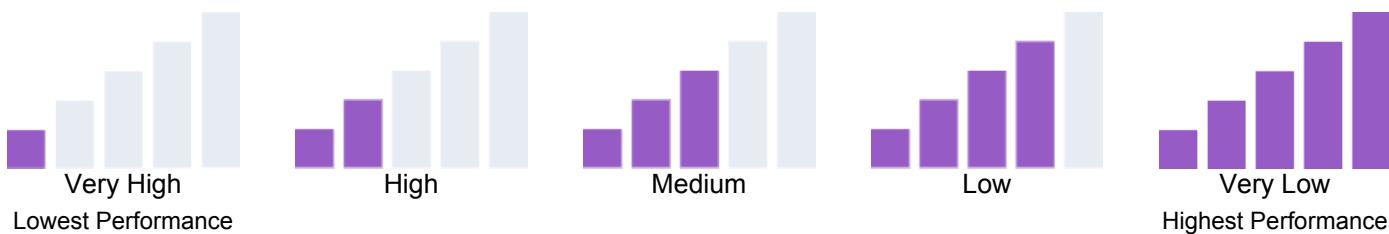
1. Overall graduation rate is low. This may be attributed to students enter our program severely credit deficient.
2. Graduation rate for students who are socioeconomically disadvantaged is lower than the overall graduation rate.
3. Graduation rate for students with disabilities is lower than the overall graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

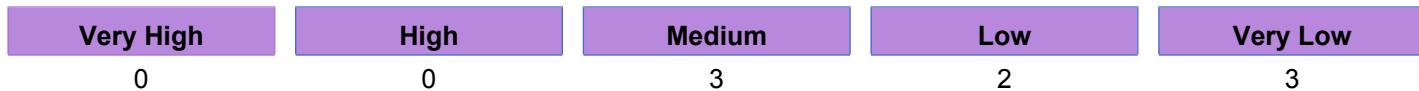
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



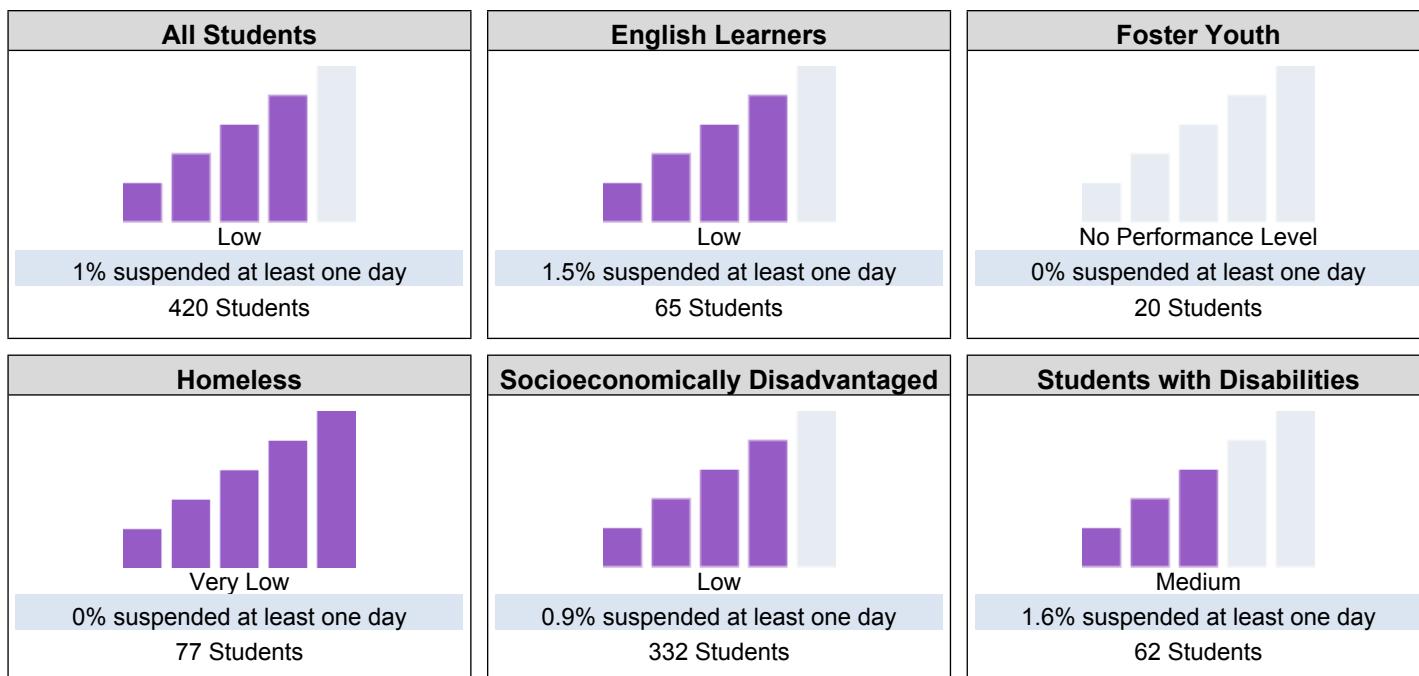
This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

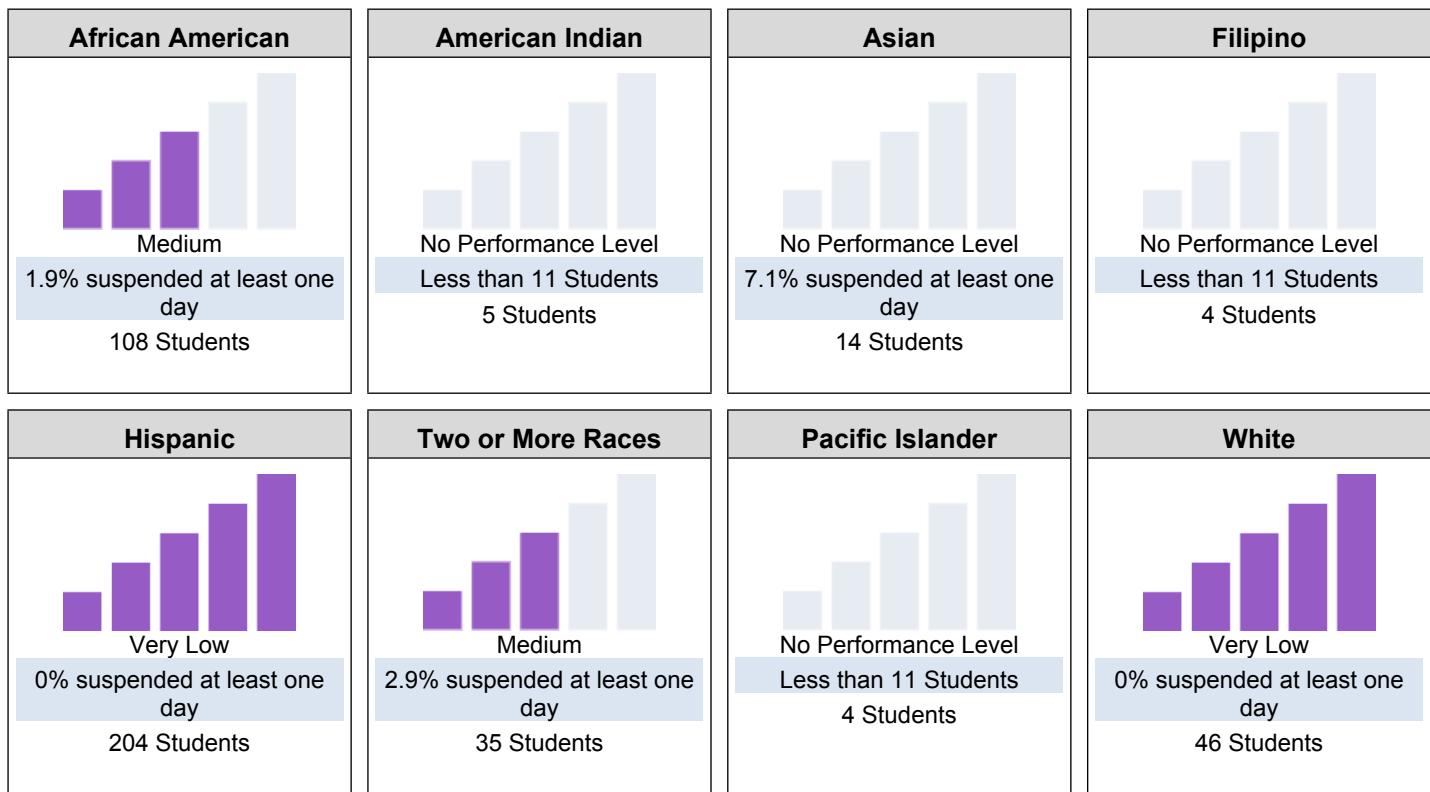


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Decreasing suspension rates is still a focus.
2. Highest suspension rates are for African American students and students of two or more races.
3. Students with disabilities are suspended at a rate higher than the overall.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Success

## LEA/LCAP Goal

Student Success

## Goal 1

Guarantee all students successful transitions in our programs to prepare them for college, career, and success in life by achieving a Successful Transition Rate of 100% each year.

### Identified Need

Nathaniel S. Colley Senior High School serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement. In developing the goal for Student Success, we identified a need for SCOE's students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a Student Success Plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students need engaging experiences that expose them to post-secondary opportunities. The graduation rate remains well below the state average.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment or testing at grade level initially.	3.4% Midyear 2022	8.4%
Math Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment or testing at grade level initially.	10.7% Midyear 2022	15.7%
Credit completion (10 credits per month)	5.9% - Community School 22% - Senior Extension	10.9% - Community School 27% - Senior Extension

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of Career Assessment for students who enrolled in the current year	19 - Community school 76 - Senior Extension	100%
Percent of EL Students enrolled at least 90 cumulative days who progress at least one level on the ELPAC.	0%	10%
Successful transitions	92.3% Community School, 80% senior extension	100% CS, 100% SE

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

Professional development will focus on Designated and Integrated ELD Strategies, Literacy, Big Picture Learning, diversity, equity, and inclusion, trauma-informed practices, social emotional learning and positive mentoring with students. All staff participate in 2 Mondays/month in PD.

### 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)
4500	Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries

1320	Title I Part D: Allocation 3000-3999: Employee Benefits
58892	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
20587	District Funded 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

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment. Goal of 10 credits/month for each student at minimum. Teacher collaboration on credit accumulation goals.

### 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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
58892	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
20587	District Funded 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**

Non-profit community partners (NCCT, Earth Mama Healing, 916 Ink, Hawk) provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications, visual and performing arts. Expand partnerships and improve scheduling. Revise partnership with Square Root.

#### **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)
163775	CSI 5000-5999: Services and Other Operating Expenditures
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 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**

Summer school is offered to all students in grades 9-12.

**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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 3000-3999: Employee Benefits

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

EL Students

**Strategy/Activity**

Professional Development by new EL Coordinator in Designated and Integrated ELD.

**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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All strategies were implemented as planned and were effective. Discontinue Green Tech CBO (inconsistent) and Aging Up-most students did not qualify for their service.

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.

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.

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment. Goal of 10 credits per 30 instructional days. Used

mid-year data for baseline metrics. Revised RenLearn data to account for students that scored on grade level initially.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Partnership Goal

## LEA/LCAP Goal

Partnership Goal

## Goal 2

Through a safe and supportive school climate, partner with families and the community to guarantee successful transitions for our students to prepare them for college, career, and success in life.

### Identified Need

Both qualitative and quantitative data demonstrate the need to establish a school-going routine and strengthen a positive school climate and relationships systemwide. Attendance data indicates the need to focus on improved student engagement. Parent response to connectedness indicated a need for improvement in this area. There is a need for SCOE staff, community partners, and parents to work together to assure a successful transition for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate - Base Program	72% - Midyear 2022	74%
Attendance Rate - Senior Extension	76.9% - Midyear 2022	78.9%
When attending in person, do you feel safe at school? Positive student response.	93% Overall	98%
Graduation Rate	42.4%	47.4%
Suspension Rates	1%	0%
Student participation rate with CBOs-Base Program	86.3%	91.3%
Student participation rate with CBOs-Senior Extension	2.5%	25%

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

Mental health clinicians address urgent student needs including but not limited to bullying, trauma, suicide prevention, and LGBTQ+ student services. School staff will implement trauma-informed strategies to ensure students' social-emotional needs are met. Staff and students will be informed on how to refer students or self-refer.

### 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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 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

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. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with 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)
32500	Title I A Foster Youth Set Aside None Specified
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 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 via a diploma, CHSPE or HiSET, and conduct parent/guardian outreach and translation services. Develop a process for sharing documentation and links for graduation options.

### **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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 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**

School leadership discuss pertinent info with SIS department staff.

### **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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 3000-3999: Employee Benefits

## 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

Staff monitor student attendance with daily check in calls and home visits to address barriers to attendance. Students may be offered incentives, bus passes, and monthly awards for positive attendance. Review and revise attendance incentive procedures.

### 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)
12304	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

7557	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7253	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40739	District Funded 1000-1999: Certificated Personnel Salaries
6848	District Funded 2000-2999: Classified Personnel Salaries
15572	District Funded 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)

All

### Strategy/Activity

Staff will review rehabilitation plans for expelled students and monitor suspension rates by student group quarterly to identify and address potential disproportionalities.

### 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)
12169	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7474	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7173	Title I Part A: Allocation 3000-3999: Employee Benefits

3579	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1320	Title I Part D: Allocation 3000-3999: Employee Benefits
40292	District Funded 1000-1999: Certificated Personnel Salaries
6773	District Funded 2000-2999: Classified Personnel Salaries
15401	District Funded 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All actions implemented as written.

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.

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.

Staff and students will be informed on how to refer students or self-refer to mental health clinicians. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with students. Develop a process for sharing documentation and links for graduation options. School leadership discuss pertinent info with SIS department staff. Review and revise attendance incentive procedures.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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)
	District Funded 1000-1999: Certificated Personnel Salaries LCFF
	District Funded 2000-2999: Classified Personnel Salaries

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

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.

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

	Title I Part D: Allocation 3000-3999: Employee Benefits
	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)

#### 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.

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

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)

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.

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3 times a year	3 times a year
	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)

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.

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)

## 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.

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

	District Funded 1000-1999: Certificated Personnel Salaries LCFF
	District Funded 2000-2999: Classified Personnel Salaries LCFF
	District Funded 3000-3999: Employee Benefits LCFF

	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	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)

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.

	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	Title I Part A: Allocation 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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	\$402,703.00
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	\$1,278,315.00

## 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	\$163,775.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I Part A: Allocation	\$297,956.00
Title I Part D: Allocation	\$39,192.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$537,923.00

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	\$740,392.00

Subtotal of state or local funds included for this school: \$740,392.00

Total of federal, state, and/or local funds for this school: \$1,278,315.00

# 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	163,775.00
District Funded	740,392.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	297,956.00
Title I Part D: Allocation	39,192.00
Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	644,250.00
2000-2999: Classified Personnel Salaries	161,876.00
3000-3999: Employee Benefits	271,414.00
5000-5999: Services and Other Operating Expenditures	168,275.00
None Specified	32,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	163,775.00
1000-1999: Certificated Personnel Salaries	District Funded	483,988.00
2000-2999: Classified Personnel Salaries	District Funded	75,253.00

3000-3999: Employee Benefits	District Funded	181,151.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	135,209.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	83,044.00
3000-3999: Employee Benefits	Title I Part A: Allocation	79,703.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	25,053.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	3,579.00
3000-3999: Employee Benefits	Title I Part D: Allocation	10,560.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	675,774.00
Goal 2	602,541.00

# 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
- 1 Other School Staff
- 1 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Jennifer Leeper	Principal Classroom Teacher
Philip Cloeter	Classroom Teacher
Nicole Peyret	Classroom Teacher
Mark Benson	Other School Staff
Jerrell Abraham	Secondary Student
Nate Lopez	Secondary Student
Ron Tam	Parent or Community Member
	Parent or Community Member
	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 May 11, 2023.

Attested:

Two handwritten signatures are shown. The top signature is "Alcala" and the bottom signature is "Nate Lopez".

Principal, Lisa Alcala on 5/11/23

SSC Chairperson, Nate Lopez on 5/11/23





# 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		

## 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, 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 an EL Coordinator has been hired to improve and expand EL services. In general, our students have a high rate of school mobility across all student subgroups.

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 (MTSS), intensive intervention in English Language Arts (ELA) and mathematics, and a focus on college and career readiness skills through a dual enrollment MOU with Los Rios Community College District, and an MOU with Lake Tahoe Community College,

pre-apprenticeship career technical education (Culinary Arts, and Northern California Construction Training). Our goal is to prepare students to be successful in post-secondary education, 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.

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# 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).

Because we are a court school, our parents do not have direct access to our physical school. Staff do 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. Surveys also indicated stakeholders valued: a Common Core State Standards (CCSS) aligned curriculum, school climate and safety; transition support; 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 monthly Parent Orientations conducted in the Visitor's Centers, 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. 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)

SCOE has created a Local Accountability System for our court school program 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 students are achieving. Staff recognize the need to support student's social and emotional growth while supporting academic growth, while also supporting academic achievement.

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

El Centro Jr./Sr. High School utilizes assessments appropriate for a highly mobile student population. 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. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. 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 an SDC teacher, RSP teacher, RSP technicians, a para-educator, general education teachers, transition specialists, CTE teachers, a school psychologist, and we added a full time Vice Principal in 6/2022.

## **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.

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

SCOE provides weekly PD time for certificated staff. This PD is aligned to research-based instructional strategies, trauma Informed teaching practices, SEL, restorative practices, and DEI. Also, El Centro Jr./Sr. High School teachers benefit from a Curriculum Specialist, Technology Coordinator, Arts Coordinator, and an EL Coordinator as needed. Teachers have access to Peer Assistance and Review (PAR) support, and we work with publishers to provide additional support for curricular adoptions. Staff engage in bi-weekly peer collaboration to work together to improve instructional practices.

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

El Centro Jr./Sr. High School staff have one early release day per week dedicated to PD focused on research based instructional strategies and student engagement, collaboration time to work on curriculum development, peer observations, and well as team building activities. 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. We have access to a curriculum specialist for ELA and math intervention, as well as a 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. SCOE also provides Peer Assistance and Review (PAR) support as needed. SCOE provides evidence-based, ongoing PD for all Court School 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 El Centro Jr./Sr. High School engage in peer collaboration on Monday afternoons. Ongoing PD focuses on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies, DEI, SEL, restorative practices, trauma informed approaches to interventions. PD is also focused on direct instruction in the areas of reading comprehension, vocabulary, fluency, and mathematics is provided throughout the year. Also, our site-based decision-making team provides staff with additional voice in site based decisions.

## 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 instruction. Also, we utilize Title IA funds to provide additional intervention support each day in ELA and 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. These intervention periods are built into the master schedule. Teachers ensure that pacing maximizes instructional time. Students are expected to earn a minimum of ten high school credits for every 30 days of instruction.

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 Students with Disabilities.

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. El Centro has adopted NGGS science materials from Stem SCOPES.

## 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 they receive the educational resources and support necessary for academic achievement and college and career readiness. Staff utilize Renaissance Star data to provide appropriate intervention support in reading and math. Also, staff utilize trauma informed practices to support the mental health and wellness of each student.

Evidence-based educational practices to raise student achievement

El Centro Jr./Sr. High School teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens 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, CA standards-based CTE courses, and dual enrollment through Los Rios Community College District, and courses through Lake Tahoe Community College. 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)

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. El Centro Jr./Sr. High School staff attend monthly Parent Orientation Nights in the Visitor's Center to answer any additional questions parents/guardians may have. Additional resources include: administering parent/guardian LCAP surveys, calls home to discuss student progress, offering school print materials in other languages. We offer interpreting services as needed, our Project Teach staff supports our families experiencing homelessness, and our transition team focuses on contacting and assisting parents/guardians to support their student's academic and transition goals. SCOE has partnerships with community based organizations to provide additional support to students. We hired a Vice Principal in 2022 to focus on Family and Student Engagement, build relationships, increase communication with families, and provide linkage to community resources. In addition, two parent representatives serve on our School Site Council.

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 has a School Site Council (SSC) comprised of a wide variety of stakeholders to ensure parity. The SSC meets 3-4 times per year to provide input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and approve our adopted budget and budget revisions. The SSC also monitors, and reviews school programs for effectiveness, and approves Title I spending. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. LCAP surveys also provide valuable input into how we are doing. Input from parents/guardians is also gathered via the mail, surveys, email, phone calls, and texts.

## Funding

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

\* Designated periods for intervention/remediation during the school day

- Student Success Plans for all students
- Career exploration and preparation through Northern California Construction Training (NCCT)
- Individualized transition support
- Effective support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Ongoing tutoring and academic support
- Earth Mama Healing to support our female students

\* A full time Vice Principal

## 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, and 4 Transition Specialists so that we may provide intensive intervention, remediation, and necessary social/emotional supports.

## **Educational Partner 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 with the annual development of the School Plans for Student Achievement (SPSA) and review of LCAP goals and actions, and reviewing and approving our Title I budgets and expenditures.

The site principal led a variety of engagement processes, individual parent engagement and survey administration, email engagement for all parents, and IEP and SST meetings.

Stakeholders were involved throughout the year through calls home, surveys, and weekly program planning meetings with probation and mental health clinicians. In addition, we continue to engage stakeholders in site safety planning, School Site Council, and staff meetings.

## Resource Inequities

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

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, credentialed and experienced teachers are teaching our justice involved 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 writing workshops and construction technology classes.

Our students have experienced struggles accessing their education at comprehensive high schools. Many of our students have experienced trauma or unstable home environments.

It is difficult to find qualified substitute teachers.

We have difficulty accessing technology.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup			Number of Students		
	Percent of Enrollment	20-21	21-22	22-23	20-21	21-22
American Indian	%	%	0%			0
African American	41.5%	40.00%	36.78%	27	28	32
Asian	1.5%	1.43%	4.6%	1	1	4
Filipino	1.5%	%	0%	1		0
Hispanic/Latino	36.9%	25.71%	33.33%	24	18	29
Pacific Islander	1.5%	7.14%	1.15%	1	5	1
White	9.2%	18.57%	10.34%	6	13	9
Multiple/No Response	7.7%	5.71%	13.79%	5	4	12
	<b>Total Enrollment</b>			65	70	87

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Grade 7			1
Grade 8	2	2	2
Grade 9	2	4	9
Grade 10	12	11	10
Grade 11	26	22	30
Grade 12	23	18	19
<b>Total Enrollment</b>	<b>65</b>	<b>57</b>	<b>71</b>

### Conclusions based on this data:

1. Our student population has significantly decreased since 2019-20.
2. The majority of our students are African-American and Hispanic.
3. A majority of our students are in the 11th and 12th grades.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	6	4	3	9.20%	7.0%	4.2%
Fluent English Proficient (FEP)	6	3	7	9.20%	5.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Data shows a need to focus our efforts on identifying our English Learners who are eligible for reclassification.
2. No students have reclassified for the last two years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		0	0		0	0				
Grade 7	*	4		0	0		0	0			0.0	
Grade 8	*	5		0	0		0	0			0.0	
Grade 11	42	41		0	20		0	20		0.0	48.8	
All Grades	46	51		0	20		0	20		0.0	39.2	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2405.			5.00			0.00			10.00			85.00	
All Grades	N/A	N/A	N/A		5.00			0.00			10.00			85.00	

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

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

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

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

**Conclusions based on this data:**

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. Due to the high mobility of our students, CAASPP participation is challenging.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*			0			0					
Grade 7	*	4		0	0		0	0			0.0	
Grade 8	*	5		0	0		0	0			0.0	
Grade 11	42	41		0	18		0	18		0.0	43.9	
All Grades	46	50		0	18		0	18		0.0	36.0	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2426.			5.56			0.00			0.00				94.44
All Grades	N/A	N/A	N/A		5.56			0.00			0.00				94.44

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11														
All Grades														

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11														
All Grades														

Communicating Reasoning Demonstrating ability to support mathematical conclusions														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11														
All Grades														

### Conclusions based on this data:

- To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
- SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
- Due to the high mobility of our students, CAASPP participation is challenging.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
Grade 9	*		*		*		*		
Grade 10	*	*	*	*	*	*	*		*
Grade 11	*	*	*	*	*	*	*		*
Grade 12							0		
All Grades							6		*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*	*	*
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

#### Conclusions based on this data:

- Site did not meet the minimum criteria of students with valid test scores to disaggregate this data.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>57</b>	<b>100.0</b>	<b>5.3</b>	<b>19.3</b>

Total Number of Students enrolled in El Centro Jr./Sr. High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	5.3
Foster Youth	11	19.3
Homeless	5	8.8
Socioeconomically Disadvantaged	57	100.0
Students with Disabilities	21	36.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	42.1
American Indian		
Asian	1	1.8
Filipino		
Hispanic	14	24.6
Two or More Races	2	3.5
Pacific Islander	3	5.3
White	12	21.1

**Conclusions based on this data:**

1. 100% of our students are socioeconomically disadvantaged.
2. 57% percent are SWD.
3. Majority of students enrolled are BIPOC.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



**Conclusions based on this data:**

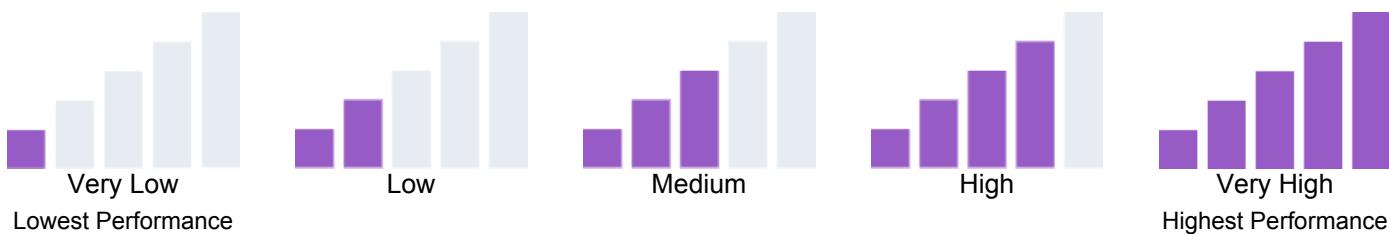
1. The change in California's calculation of graduation rate for DASS schools has resulted in a lower graduation rate.
2. We continue to have a very low suspension rate.

# School and Student Performance Data

## Academic Performance English Language Arts

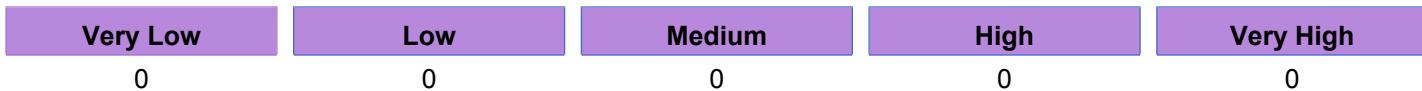
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



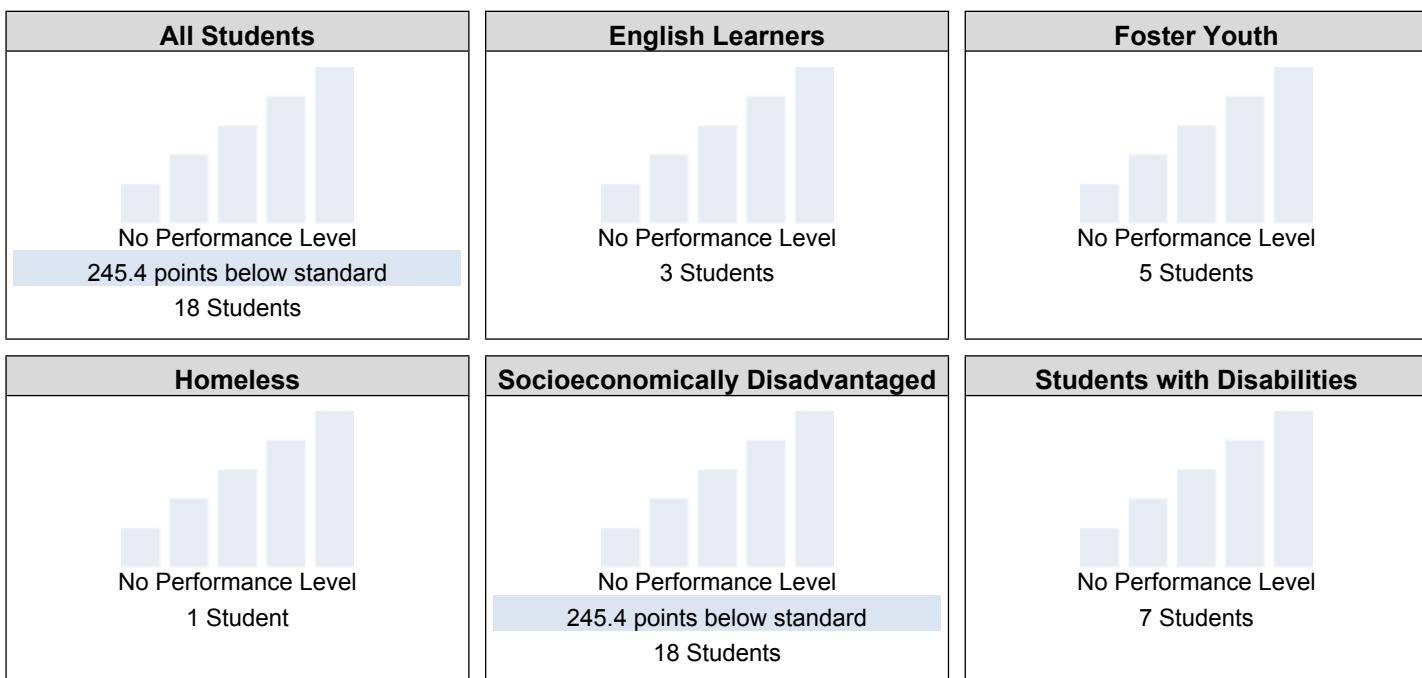
This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

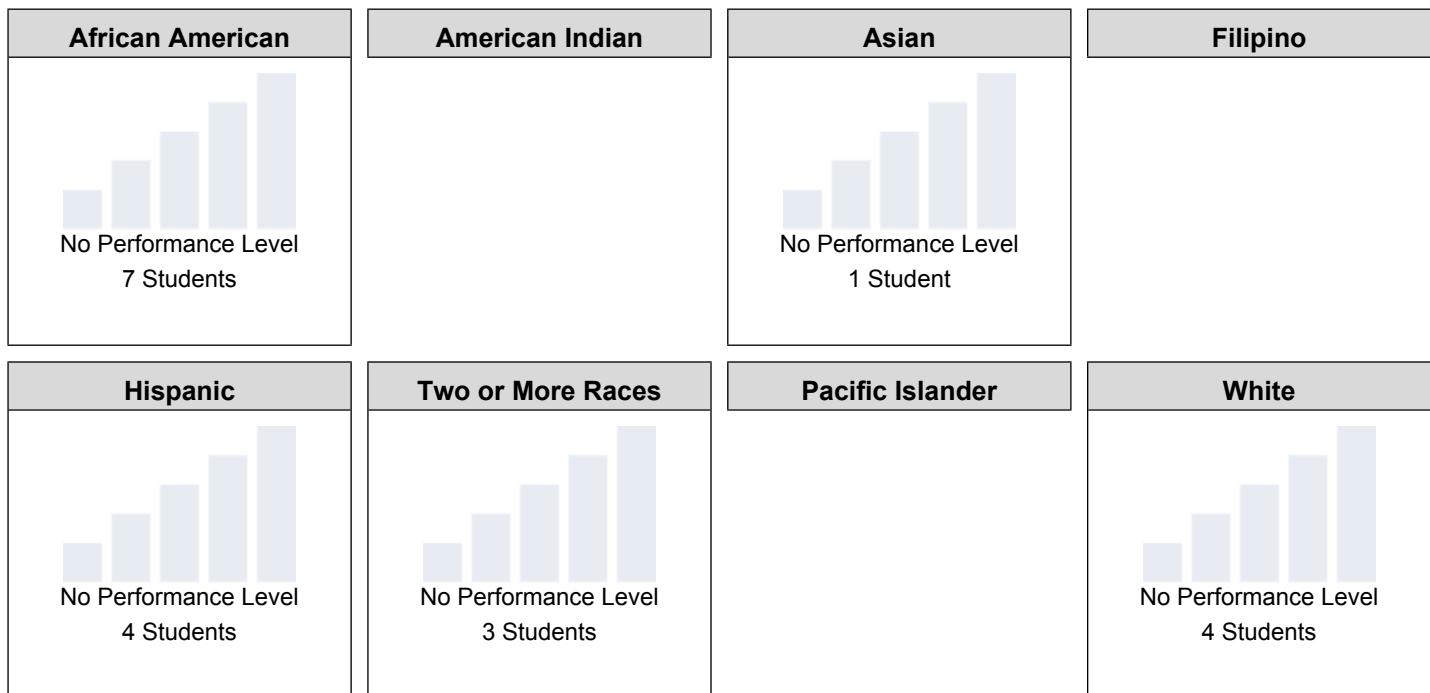


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
3 Students		<p>248.0 points below standard 15 Students</p>

### Conclusions based on this data:

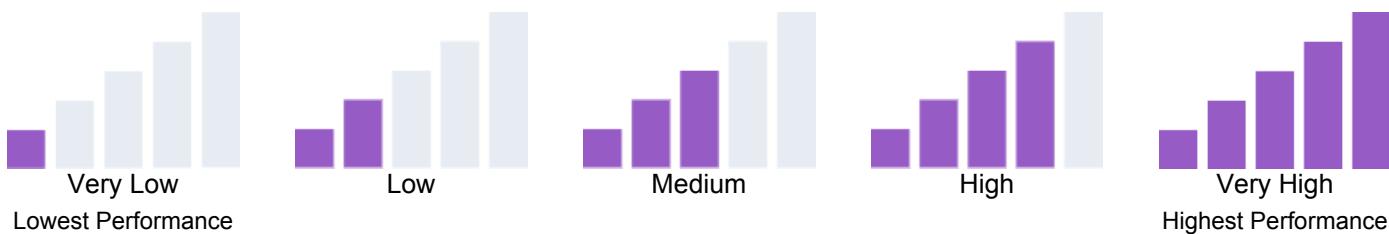
1. EL students are testing below standard. We realize we need to provide more resources to our English Learners.

# School and Student Performance Data

## Academic Performance Mathematics

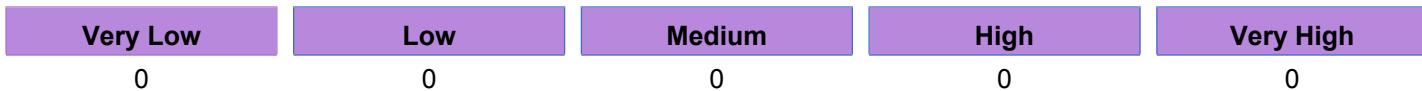
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



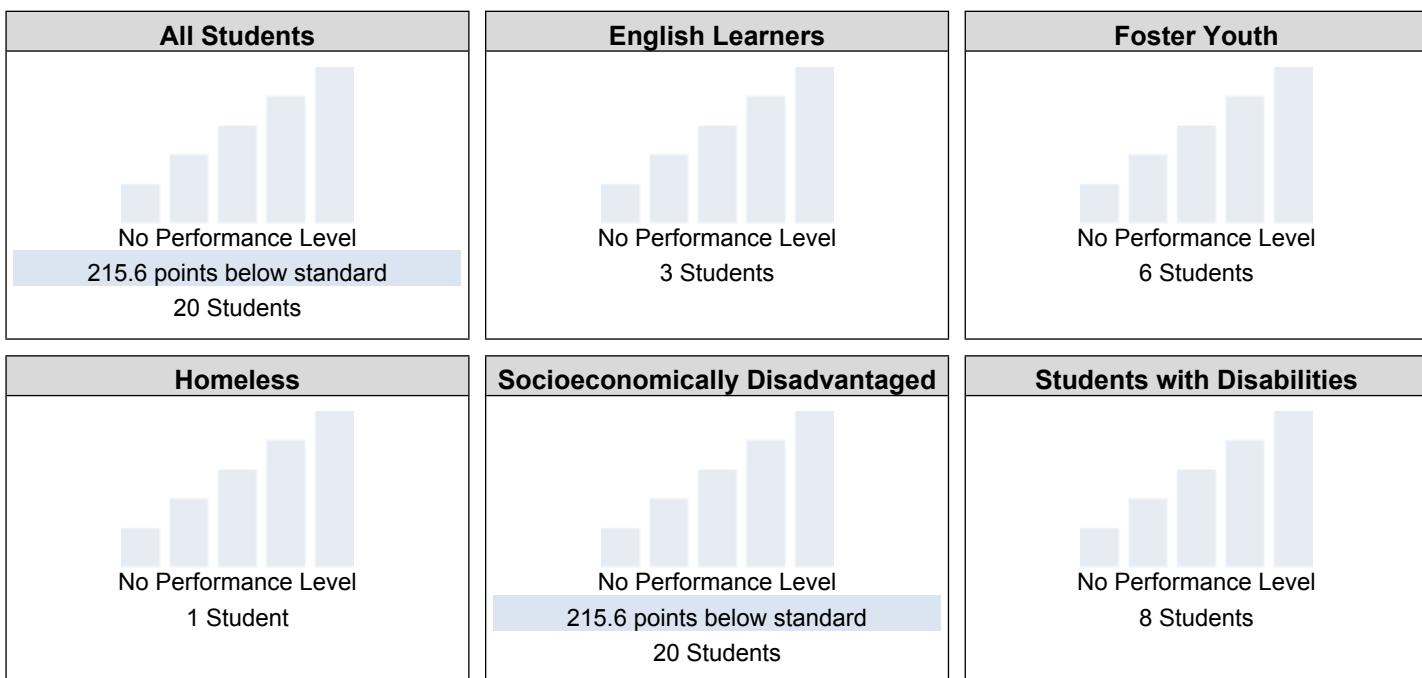
This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

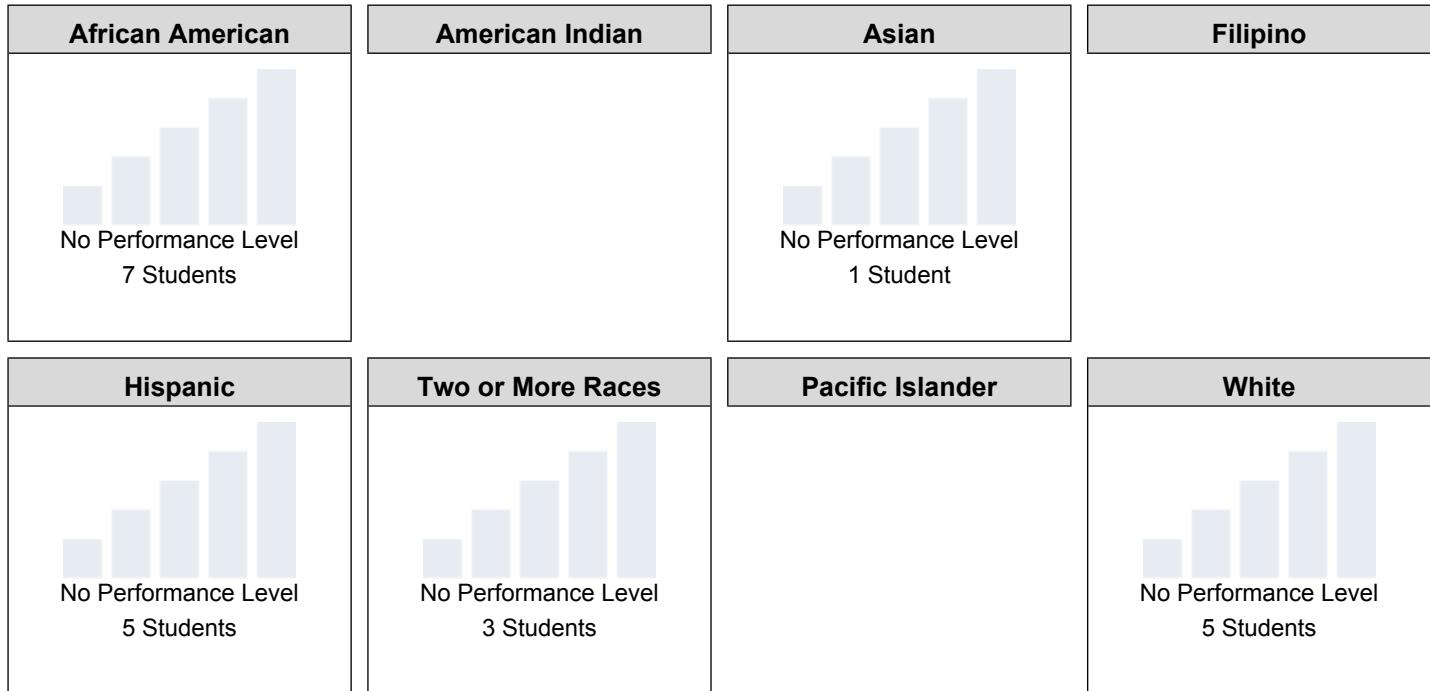


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

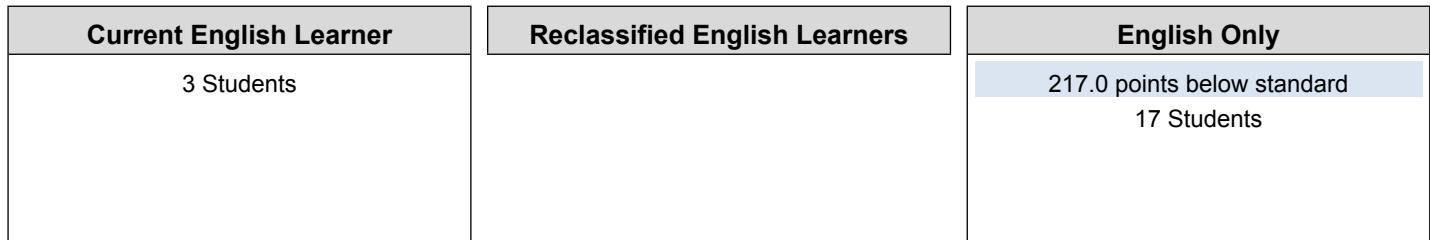


## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners



### Conclusions based on this data:

1. Students are scoring below average in all categories where there was enough data.

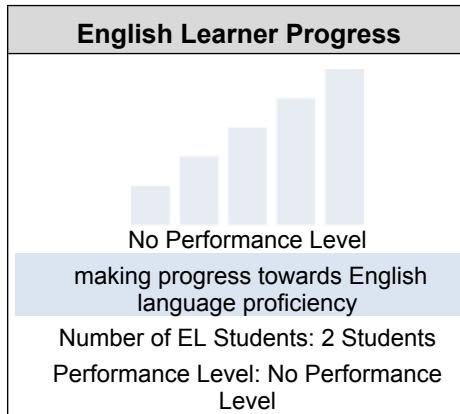
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

1. The site did not meet the minimum criteria for data reporting.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

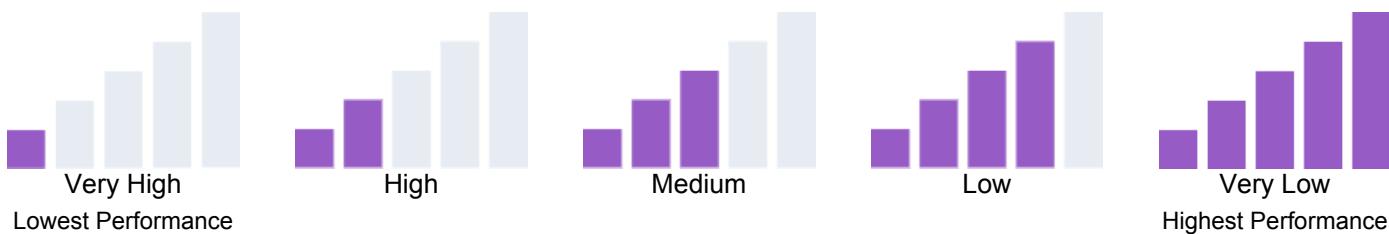
1. Data was not reported.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

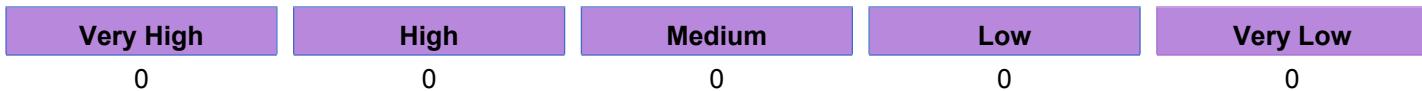
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



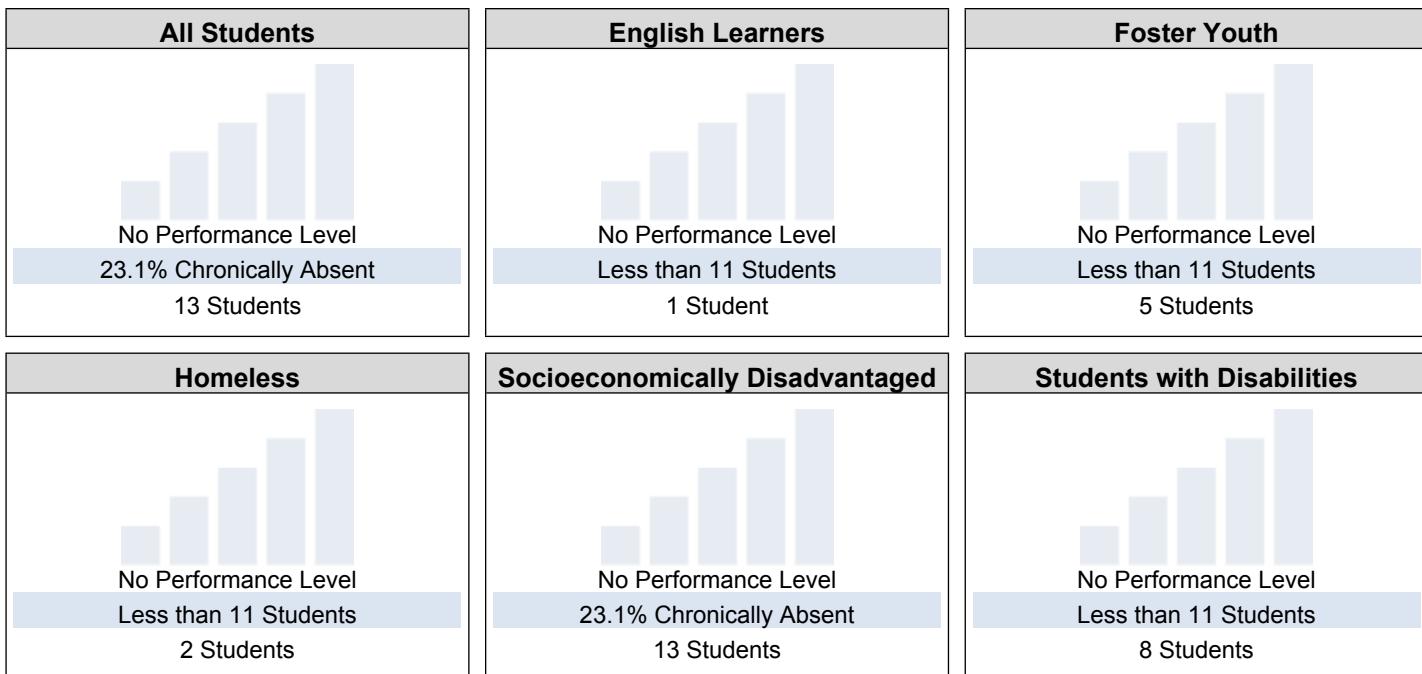
This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

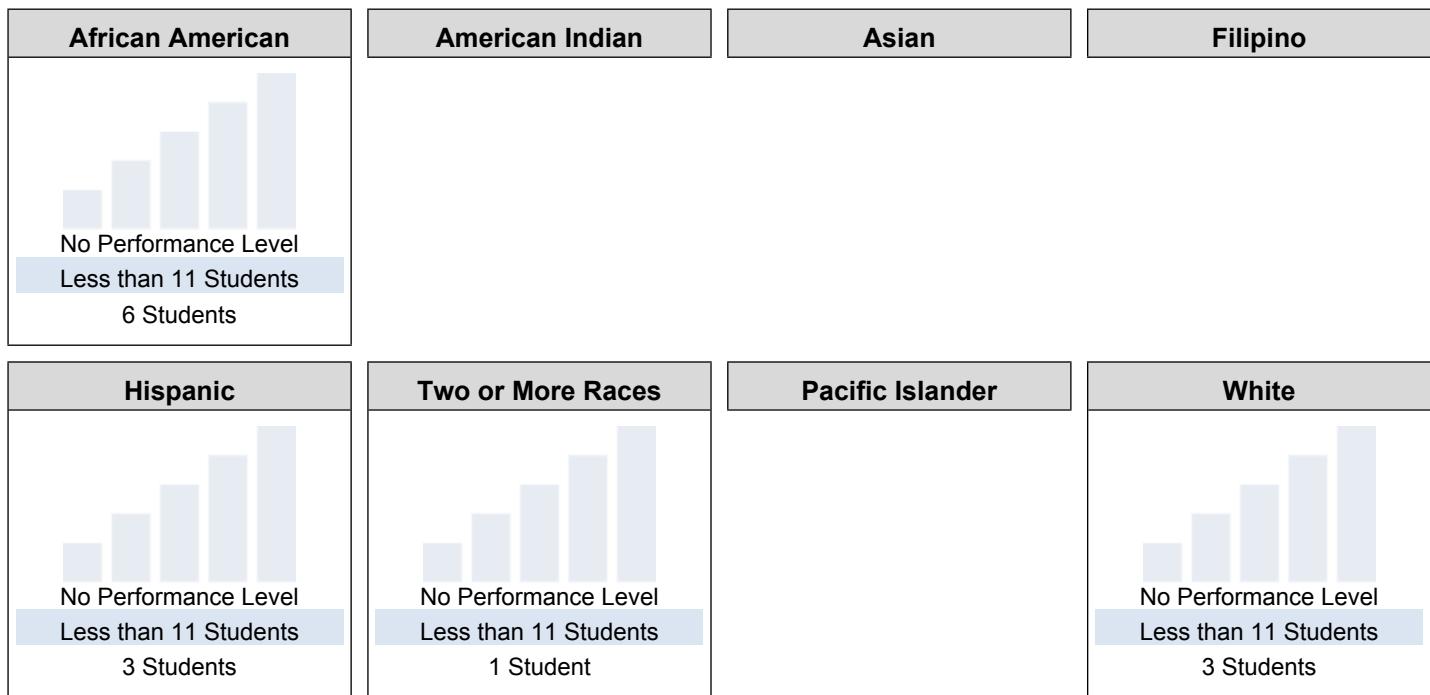


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### **Conclusions based on this data:**

1. Mandatory COVID quarantines and Unit closures impacted our attendance.

# School and Student Performance Data

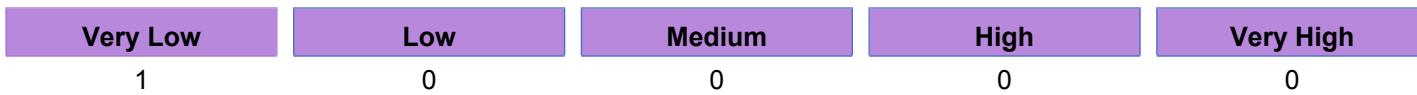
## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

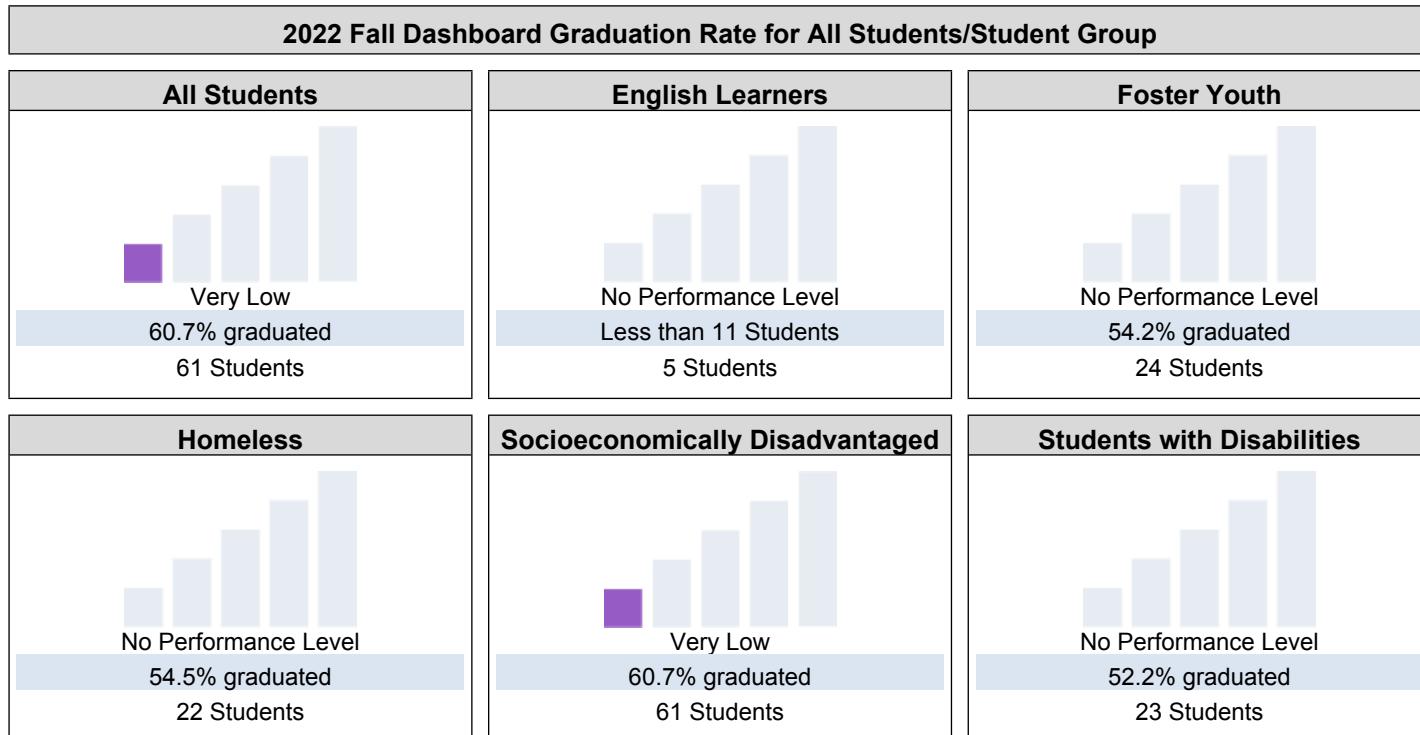


This section provides number of student groups in each level.

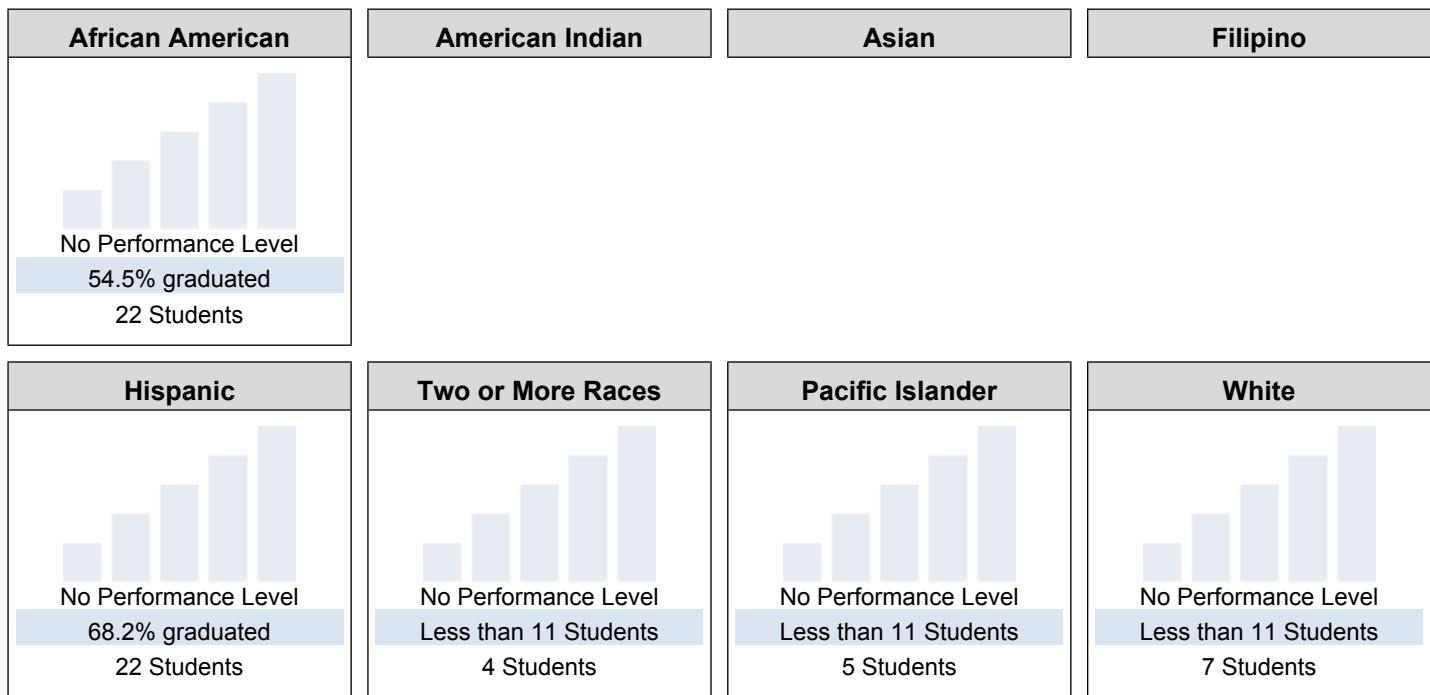
### 2022 Fall Dashboard Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### **Conclusions based on this data:**

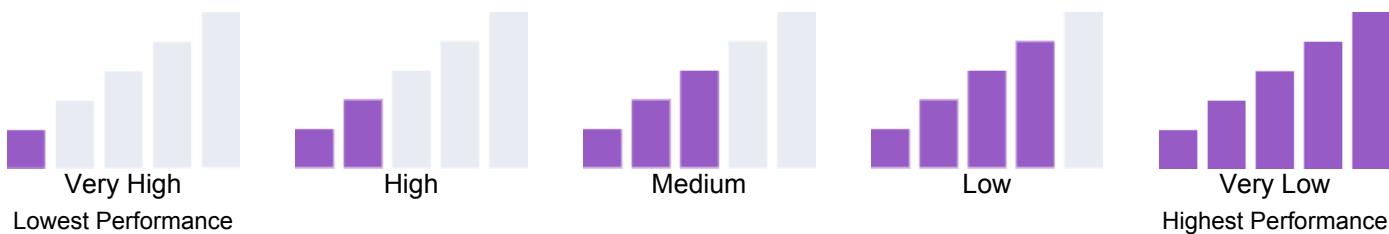
1. 60% of students graduated.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

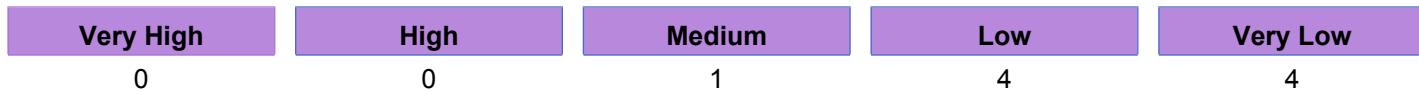
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



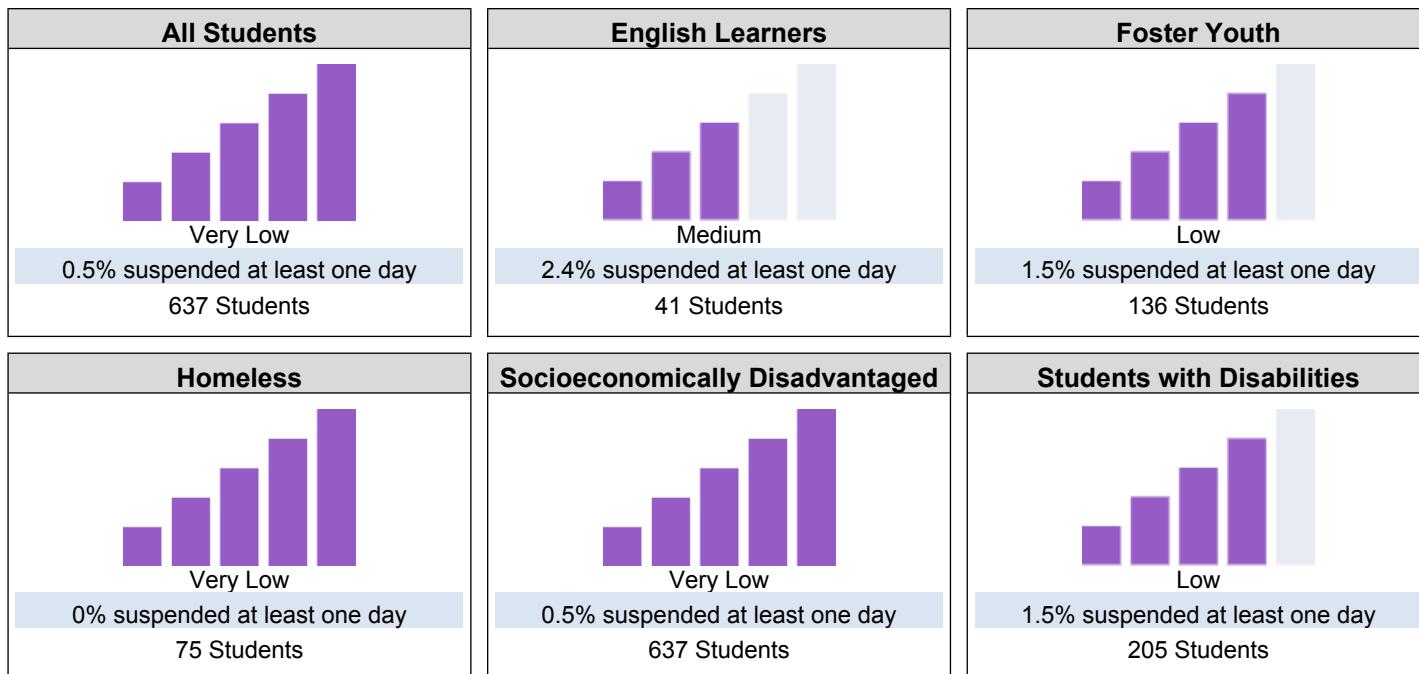
This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

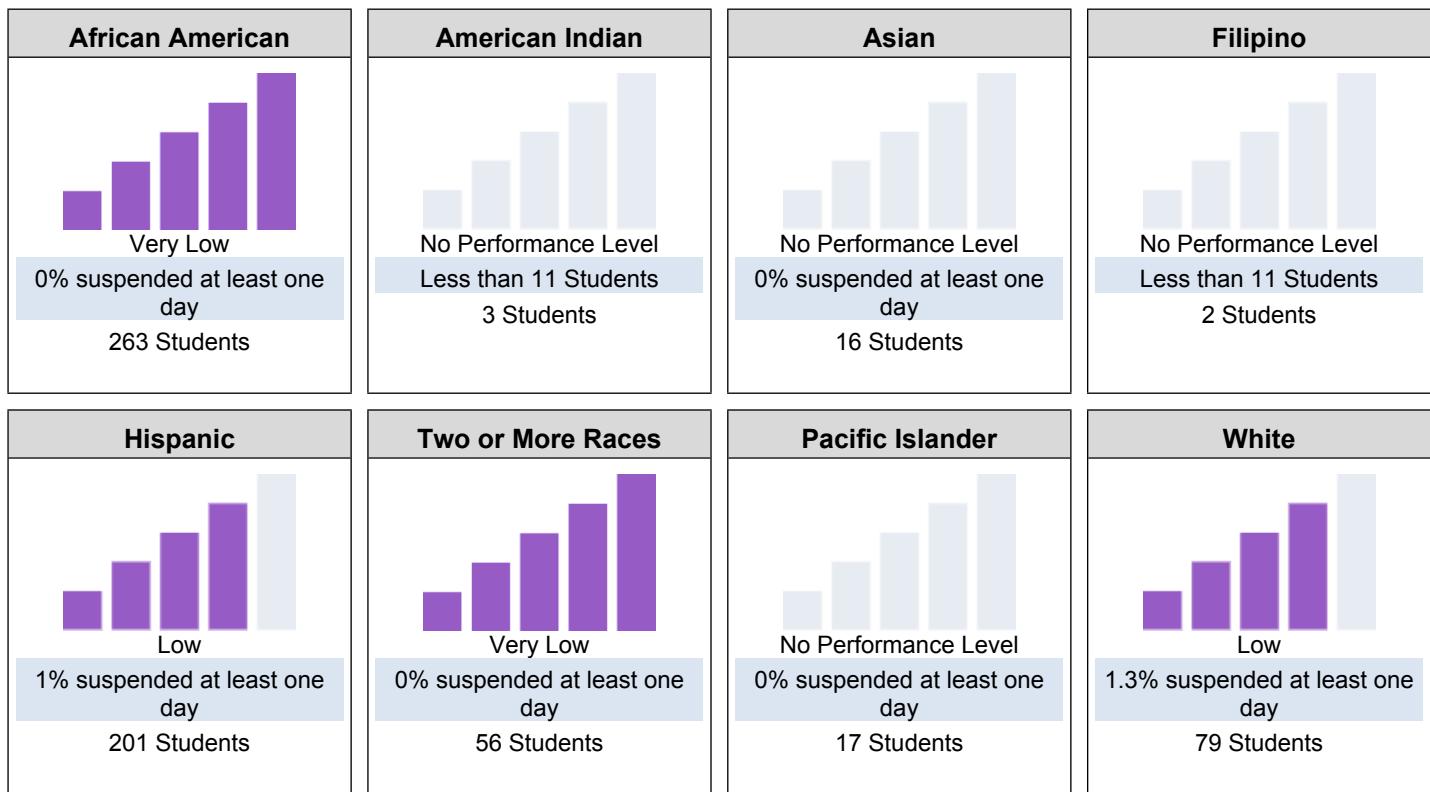


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspension rates are below 1.5% for all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Success Goal

## LEA/LCAP Goal

Student Success Goal

## Goal 1

Guarantee all students successful transition in our programs to prepare them for college, career, and success in life by achieving a Successful Transition Rate at 100% each year.

### Identified Need

El Centro Jr./Sr. High School serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement. In developing the goal for Student Success, we identified a need for SCOE's students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a Student Success Plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn for students enrolled for a minimum of 40 school days with a pre and post assessment, or initially tested at grade level	70.0%	75.0%
Math Ren Learn for students enrolled for a minimum of 40 school days with a pre and post assessment, or initially tested at grade level	72.0%	77.0%
Credit completion (10 per 30 school days)	48.0%	53.0%
Completion of career assessment	260 students	100%
Percent of ELs enrolled 90 cumulative days who progress at least one level on the ELPAC.	0	10.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transitions	100%	100%

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

Professional development will focus on Designed and Integrated ELD strategies, literacy, Big Picture Learning, diversity, equity, and inclusion, trauma-informed practices, social emotional learning, and mentoring.

### 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)
4500	Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits
20839	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
17624	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
15512	Title I Part D: Allocation 3000-3999: Employee Benefits
71441	District Funded 1000-1999: Certificated Personnel Salaries
21562	District Funded

**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**

Revisit credit accumulation goals and data points per grading period per student. As well as provide training for Edgenuity and curriculum development.

**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)
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits
14045	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
14192	Title I Part D: Allocation 3000-3999: Employee Benefits
71441	District Funded 1000-1999: Certificated Personnel Salaries
21562	District Funded 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**

Media Teacher/Librarian will support literacy, reading, writing, visual and performing arts, STEAM through the school library, and creating a space for our non-profits to support this work.

### **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)
99596	District Funded 1000-1999: Certificated Personnel Salaries
31581	District Funded 3000-3999: Employee Benefits
163775	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)

EL Students

#### Strategy/Activity

Professional Development provided by EL Coordinator in designated and integrated ELD

### **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)
31719	District Funded 1000-1999: Certificated Personnel Salaries ESSER III
9061	District Funded 3000-3999: Employee Benefits ESSER III

### **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

Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications and visual and performing arts. As well expand partnerships and improve scheduling.

### **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)
94562	District Funded 5000-5999: Services and Other Operating Expenditures ESSER

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

Professional development continues in these areas. Non-profit partners will continue and expand. Scheduling will be improved for non-profit partners. All strategies implemented were effective.

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.

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.

Professional development will be updated to include DEI and SEL. Non-profit partners will be expanded and scheduling revised. Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

Used mid year data for baseline. Revised Ren learn data to account for students that are already at grade level.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Partnership Goal

## LEA/LCAP Goal

Partnership Goal

## Goal 2

Through a safe and supportive school climate, partner with families and the community to guarantee successful transitions for our students to prepare them for college, career, and success in life.

### Identified Need

Both qualitative and quantitative data demonstrate the need to establish a school-going routine and strengthen a positive school climate and relationships systemwide. Data indicates the need to focus on improved student engagement. Parent response to connectedness indicated a need for improvement in this area. There is a need for SCOE staff, community partners, and parents to work together to assure a successful transition for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	98.0%	100%
Student survey percent of positive response to one or more statements measuring connectedness and engagement	73% in 2021-22	78.0%
Graduation Rate	60.7%	69%
Suspension Rates	.5%	0.00%
Student participation rate with CBOs	14%	20.0%

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

School staff will implement trauma informed strategies to ensure students' social-emotional needs are met.

### **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)
17624	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
15512	Title I Part D: Allocation 3000-3999: Employee Benefits
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits
53288	District Funded 1000-1999: Certificated Personnel Salaries
16548	District Funded 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**

School staff will 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. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with 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)
32500	Title I A Foster Youth Set Aside None Specified
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
17624	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
15512	Title I Part D: Allocation 3000-3999: Employee Benefits
53288	District Funded 1000-1999: Certificated Personnel Salaries
16548	District Funded 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 via a diploma, CHSPE or HiSET, and conduct parent/guardian outreach, interpreting, and translation services. Develop a process for sharing documentation and links for graduation options.

#### 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)
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

7453	Title I Part A: Allocation 3000-3999: Employee Benefits
17624	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
15512	Title I Part D: Allocation 3000-3999: Employee Benefits
53288	District Funded 1000-1999: Certificated Personnel Salaries
16548	District Funded 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

School leadership discuss pertinent info with SIS department staff

### 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)
1356	District Funded 2000-2999: Classified Personnel Salaries LCFF
569	District Funded 3000-3999: Employee Benefits LCFF
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits

17624	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
15512	Title I Part D: Allocation 3000-3999: Employee Benefits
53288	District Funded 1000-1999: Certificated Personnel Salaries
16548	District Funded 3000-3999: Employee Benefits

## 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

Staff monitor student attendance with daily check in, school messenger sends an auto-call when a student is absent, and monthly Parent Orientation to address barriers to school attendance.

### 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)
23175	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
53288	District Funded 1000-1999: Certificated Personnel Salaries
7453	Title I Part A: Allocation 3000-3999: Employee Benefits
17624	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
20839	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries

15512	Title I Part D: Allocation 3000-3999: Employee Benefits
16548	District Funded 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All actions implemented as written.

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.

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.

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

# 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	\$699,684
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	\$1,591,727.00

## 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	\$163,775.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I Part A: Allocation	\$214,396.00
Title I Part D: Allocation	\$372,926.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$788,097.00

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	\$803,630.00

Subtotal of state or local funds included for this school: \$803,630.00

Total of federal, state, and/or local funds for this school: \$1,591,727.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
CSI	163,775.00
District Funded	803,630.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	214,396.00
Title I Part D: Allocation	372,926.00
Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	825,866.00
2000-2999: Classified Personnel Salaries	144,014.00
3000-3999: Employee Benefits	326,510.00
5000-5999: Services and Other Operating Expenditures	262,837.00
None Specified	32,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	163,775.00
1000-1999: Certificated Personnel Salaries	District Funded	540,637.00
2000-2999: Classified Personnel Salaries	District Funded	1,356.00

3000-3999: Employee Benefits	District Funded	167,075.00
5000-5999: Services and Other Operating Expenditures	District Funded	94,562.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	162,225.00
3000-3999: Employee Benefits	Title I Part A: Allocation	52,171.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	123,004.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	142,658.00
3000-3999: Employee Benefits	Title I Part D: Allocation	107,264.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	785,107.00
Goal 2	806,620.00

# 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
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Barbara Modlin	Principal
Angel Martinez	Classroom Teacher
Ben Diaz	Classroom Teacher
Julie Wilde	Classroom Teacher
Cari Wernicke	Other School Staff
Chris Eldridge	Parent or Community Member
Jeanne Jackson	Parent or Community Member
Jamie Davis	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**

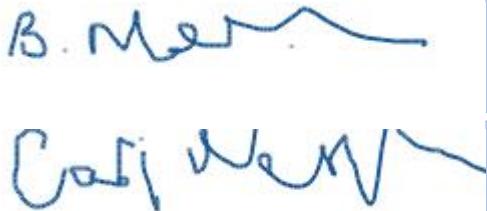
**Committee or Advisory Group Name**

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 .

Attested:

Two handwritten signatures in blue ink. The top signature is "B. Modlin" and the bottom signature is "Cari Wernicke".

Principal, Barbara Modlin on May 15, 2023

SSC Chairperson, Cari Wernicke on May 15, 2023





# 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		

## 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. An EL Coordinator as to be hired to improve EL services. In general, our students have a high rate of school mobility across all student subgroups.

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.

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# 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).

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. 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, teachers, transition specialists and CTE teachers, to provide comprehensive support. ELA Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment is 11.1% Math Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment was not available. It is worth noting that students who initially test at grade level do not take a post assessment.

## **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) and collaboration for certificated staff. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, student engagement, EL, DEI and SEL. 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)

Staff attend weekly PD focused on research-based instructional strategies. Also, staff are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff are surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. We have access to a curriculum specialist for ELA and math intervention, as well as a 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 each school day so that they may lesson plan by grade level and subject matter. In addition to weekly meetings, the staff are 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 counselor, 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 fifteen high school credits every quarter.

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. Elinor Lincoln Hickey Jr./Sr. High School has adopted NGSS aligned science from StemSCOPES.

## 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 they receive the academic support necessary for individual and academic achievement. Staff utilizes Renaissance STAR assessments data to further provide intervention support in reading and math. Staffing supports the behavioral needs and mental wellness of students through trauma informed practices. Students have additional access to extended year instruction and enrichment through summer school.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens 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. A Vice Principal for Family and Student Engagement was hired to build relationships and increase two-way communication with families, and provide linkage to community resources. 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 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 dedicated site based Mental Health and Wellness Clinician to assist families and students during difficult times. SCOE has partnerships with community based organizations to provide additional support to students.

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 a combined School Site Council with North Area Community School and Nathaniel S. Colley Sr. High School. The School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets several 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 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)
- Life skills
- 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 to increase college and career readiness
- Mental Health and Wellness Clinician

\*

## 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 Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

## **Educational Partner 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 includes School Site Council with the annual development of the School Plan for Student Achievement (SPSA) and review of the LCAP goals. The site principal led a variety of engagement processes, individual parent engagement and survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST and Meet and Greet meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, 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.

## 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 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, credentialed 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 writing workshops and construction technology classes.

Our students have experienced struggles accessing their education at comprehensive high schools. Many of our students have experienced trauma or unstable home environments.

It is difficult to find qualified substitute teachers.

Many of students and their families struggle with reliable transportation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	3.0%	1.02%	0.35%	3	3	1
African American	29.0%	19.11%	25.17%	29	56	72
Asian	6.0%	3.75%	4.9%	6	11	14
Filipino	1.0%	1.02%	0%	1	3	0
Hispanic/Latino	39.0%	31.74%	32.52%	39	93	93
Pacific Islander	2.0%	2.73%	1.75%	2	8	5
White	8.0%	31.40%	24.13%	8	92	69
Multiple/No Response	11.0%	7.17%	8.74%	11	21	25
	<b>Total Enrollment</b>			100	293	286

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Grade 6		20	
Grade 7		59	62
Grade 8		78	98
Grade 9	1	22	24
Grade 10	6	3	6
Grade 11	60	85	52
Grade 12	33	26	44
<b>Total Enrollment</b>	100	293	286

### Conclusions based on this data:

1. The school serves primarily BIPOC students.
2. Increase in the number of 7th and 8th grade students served.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	12	19	41	12.00%	6.5%	14.3%
Fluent English Proficient (FEP)	13	43	26	13.00%	14.7%	9.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Data shows a need to focus our efforts on identifying our English Learners who are eligible for reclassification.
2. No students have reclassified for the last two years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22			20			20			90.9	
Grade 7		65			55			54			84.6	
Grade 8	*	79		0	69		0	69			87.3	
Grade 11	83	67		0	4		0	4		0.0	6.0	
All Grades	84	233		0	148		0	147		0.0	63.5	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2413.			0.00			5.00			15.00			80.00		
Grade 7	2443.			0.00			5.56			35.19			59.26		
Grade 8	2476.			0.00			13.04			30.43			56.52		
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	0.00			8.84			29.25			61.90		

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts											
	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*					*				*	
Grade 7		1.85					64.81				33.33	
Grade 8		8.70					42.03				49.28	
All Grades		4.76					47.62				47.62	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		0.00			33.33			66.67	
Grade 8		4.35			37.68			57.97	
All Grades		2.04			31.97			65.99	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		1.85			70.37			27.78	
Grade 8		5.80			76.81			17.39	
All Grades		4.08			70.75			25.17	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7		1.85			44.44			53.70	
Grade 8		4.35			62.32			33.33	
All Grades		2.72			55.78			41.50	

#### Conclusions based on this data:

- To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
- SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
- There is a need to increase independent study student CAASPP participation.

# 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		22			19			19			86.4		
Grade 7		66			54			54			81.8		
Grade 8	*	79		0	69		0	68			87.3		
Grade 11	83	67		0	4		0	4		0.0	6.0		
All Grades	84	234		0	146		0	145		0.0	62.4		

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2403.			0.00			0.00			15.79			84.21		
Grade 7	2424.			0.00			1.85			18.52			79.63		
Grade 8	2458.			2.94			5.88			23.53			67.65		
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	1.38			3.45			20.00			75.17		

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6			*				*				*			*
Grade 7			0.00				31.48					68.52		
Grade 8			2.94				39.71					57.35		
All Grades			1.38				33.10					65.52		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6			*				*				*			*
Grade 7			0.00				31.48					68.52		
Grade 8			4.41				44.12					51.47		
All Grades			2.07				35.17					62.76		

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		*			*			*	
<b>Grade 7</b>		0.00			51.85			48.15	
<b>Grade 8</b>		4.41			52.94			42.65	
<b>All Grades</b>		2.07			53.10			44.83	

**Conclusions based on this data:**

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. There is need a need to increase CAASPP participation with independent study students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
Grade 7		*		*		*			4
Grade 8		*		*		*			*
Grade 9		*		*		*			*
Grade 11								*	0
Grade 12							0		0
All Grades							*		8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
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
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
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
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
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
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
All Grades		*		*		*	*

**Conclusions based on this data:**

- There is a need to increase ELPAC participation among our independent study students.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>293</b>	<b>63.1</b>	<b>6.5</b>	<b>2.7</b>

Total Number of Students enrolled in Elinor Lincoln Hickey Jr./Sr. High School.  
Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.  
Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.  
Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	6.5
Foster Youth	8	2.7
Homeless	44	15.0
Socioeconomically Disadvantaged	185	63.1
Students with Disabilities	25	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	19.1
American Indian	3	1.0
Asian	11	3.8
Filipino	3	1.0
Hispanic	93	31.7
Two or More Races	21	7.2
Pacific Islander	8	2.7
White	92	31.4

**Conclusions based on this data:**

1. Majority of the students enrolled at this site are socio-economically disadvantaged. This number has dropped as the CARE programs moved under this CDS code.
2. Majority of the students enrolled identify as BIPOC

# School and Student Performance Data

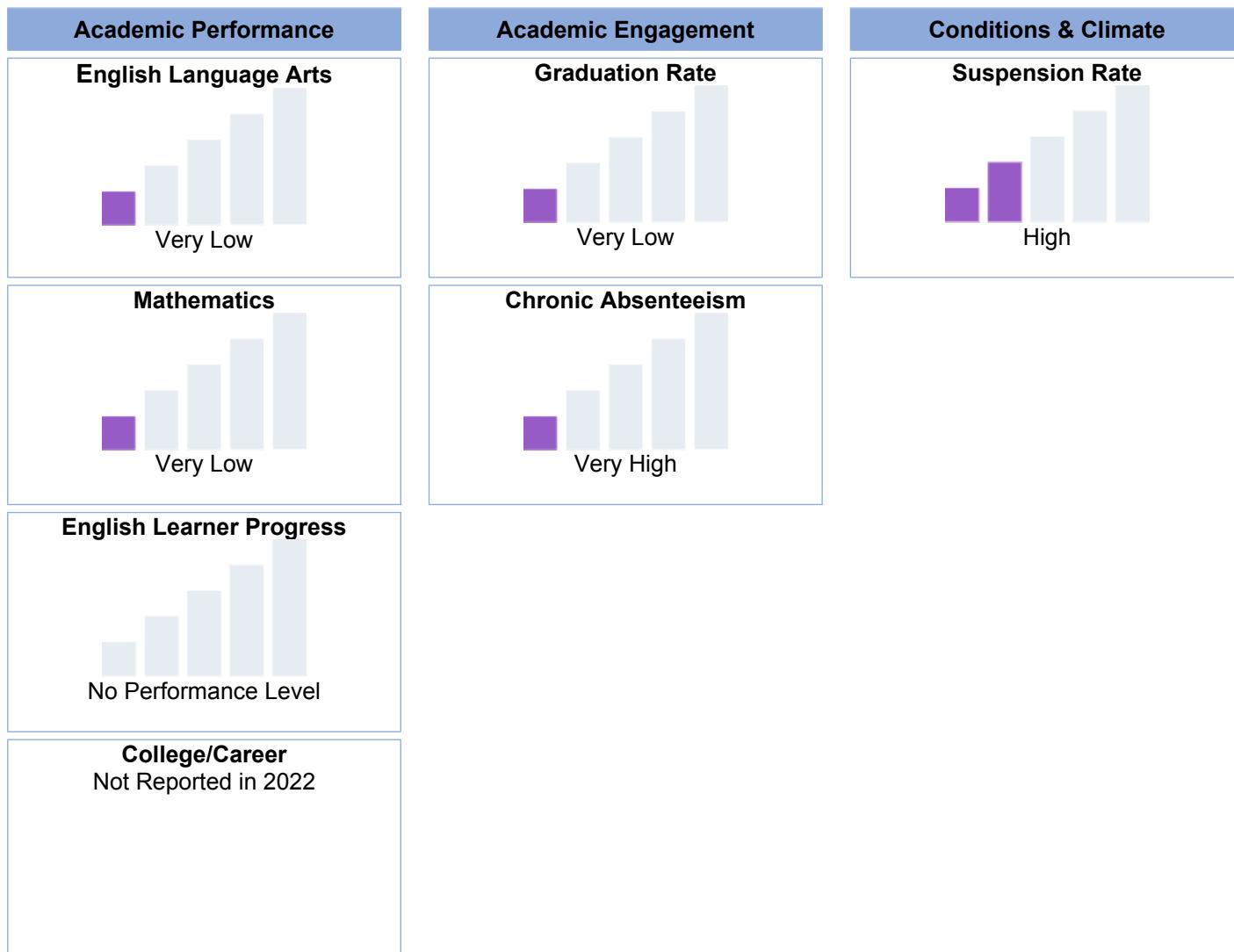
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



**Conclusions based on this data:**

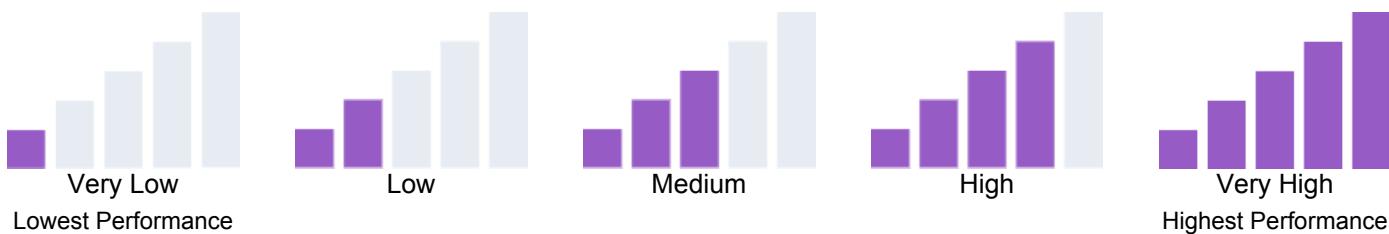
1. Need to identify sources of suspensions, CARE versus community school.
2. Provide increased mental health and wellness supports for students and professional development for staff.
3. Identify reasons for absences and look for supports to increase school attendance.

# School and Student Performance Data

## Academic Performance English Language Arts

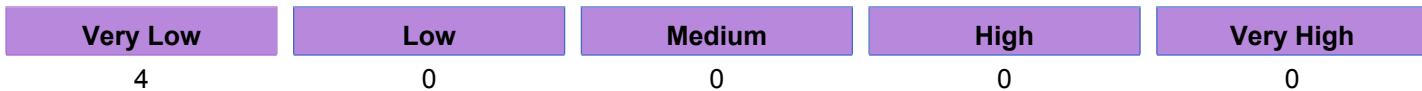
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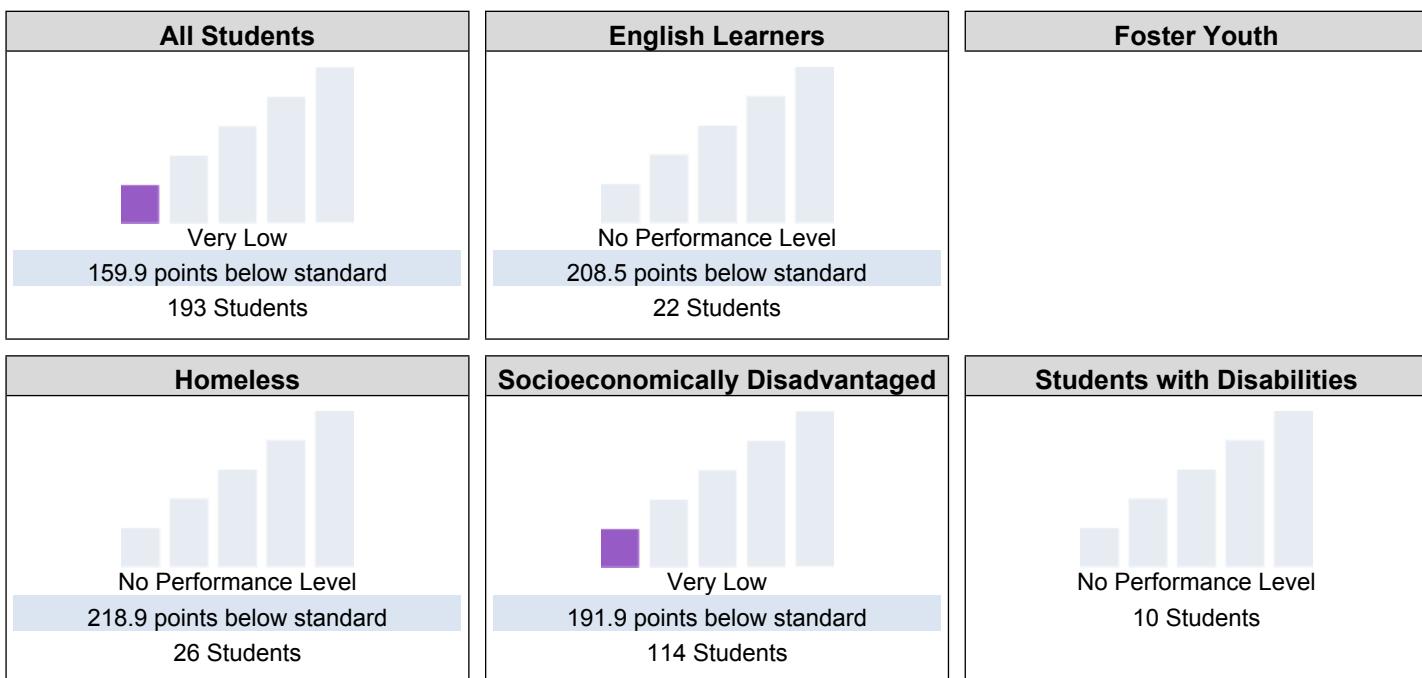
This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

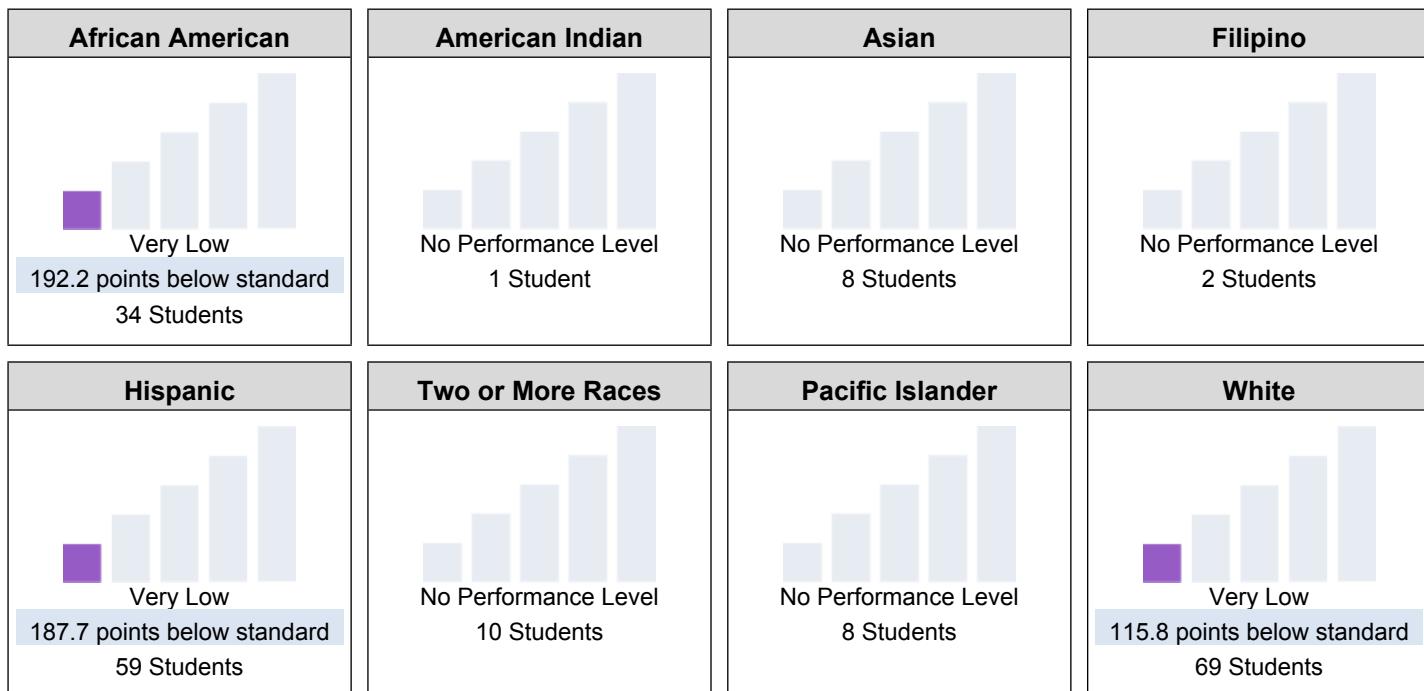


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
238.3 points below standard 16 Students	7 Students	145.8 points below standard 150 Students

### Conclusions based on this data:

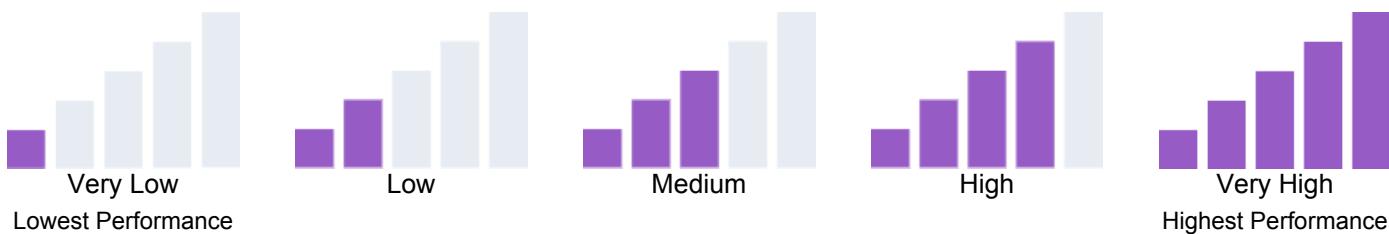
1. Most students are testing below average.

# School and Student Performance Data

## Academic Performance Mathematics

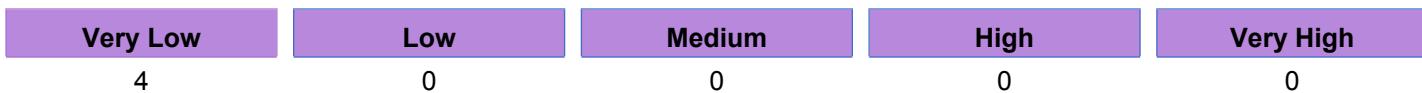
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



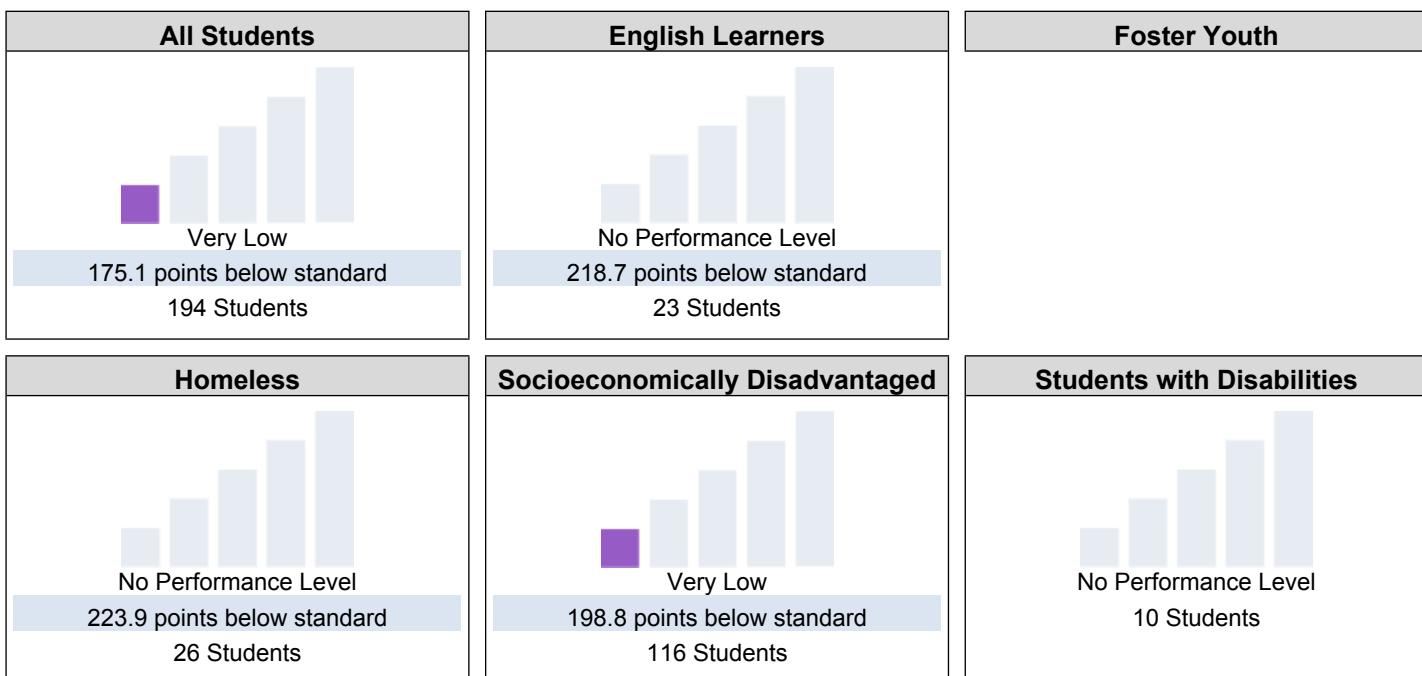
This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

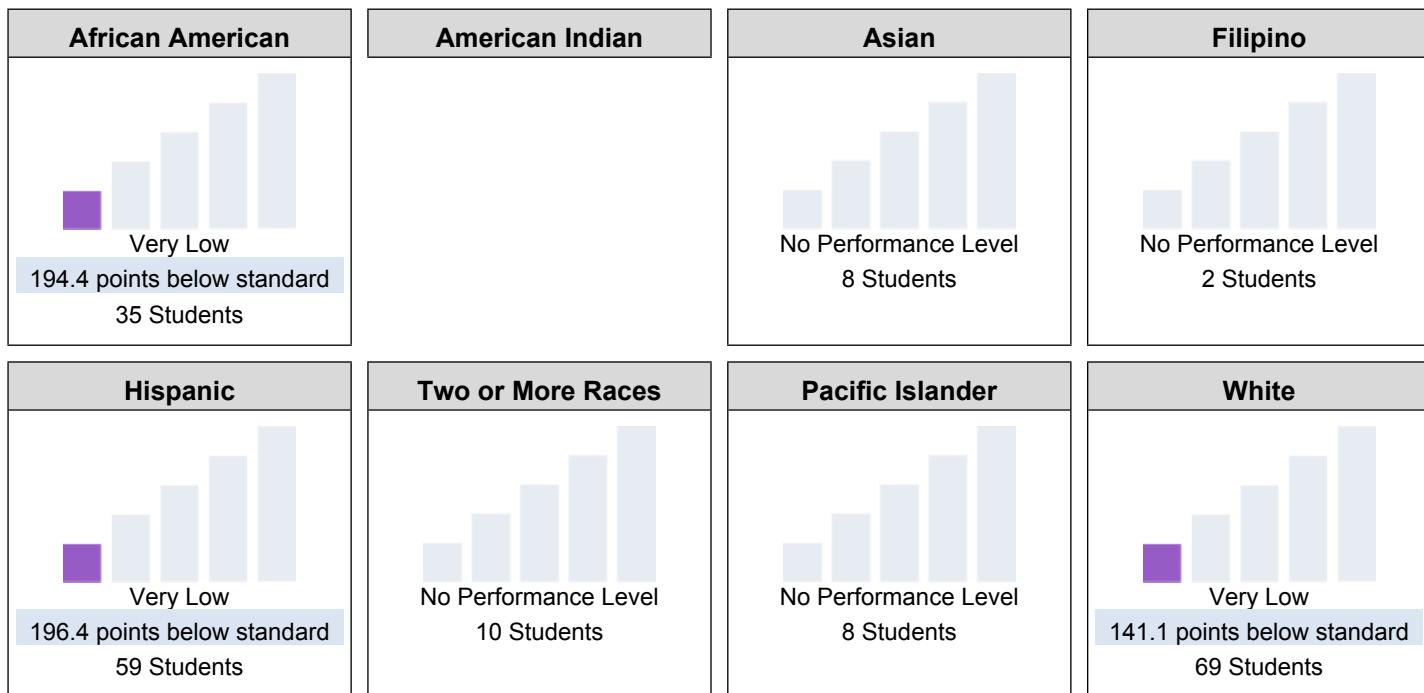


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
234.3 points below standard 16 Students	7 Students	164.6 points below standard 150 Students

### Conclusions based on this data:

1. Students are scoring below average in all categories where there was enough data.

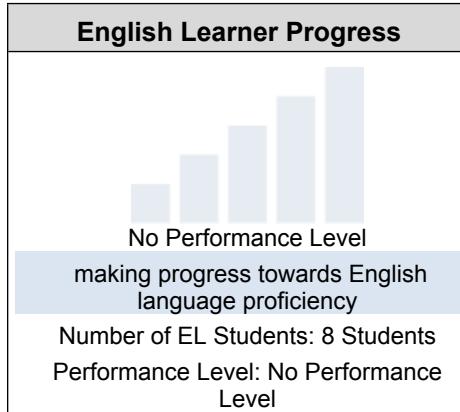
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

1. Site does not meet the minimum data.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

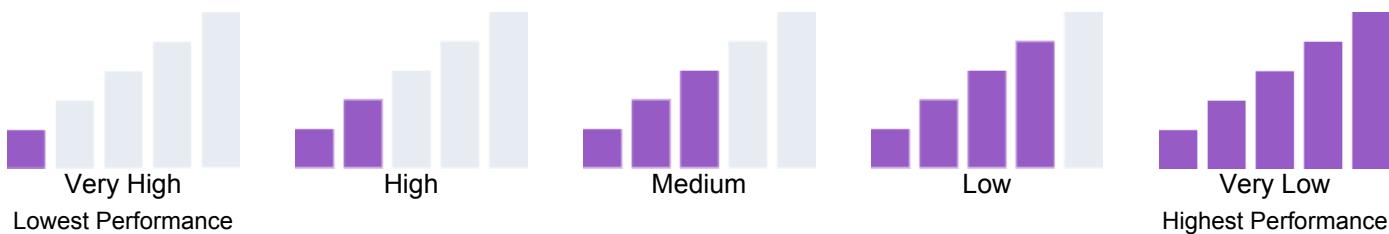
1. Data was not reported.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

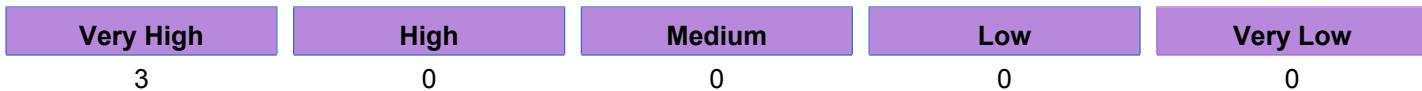
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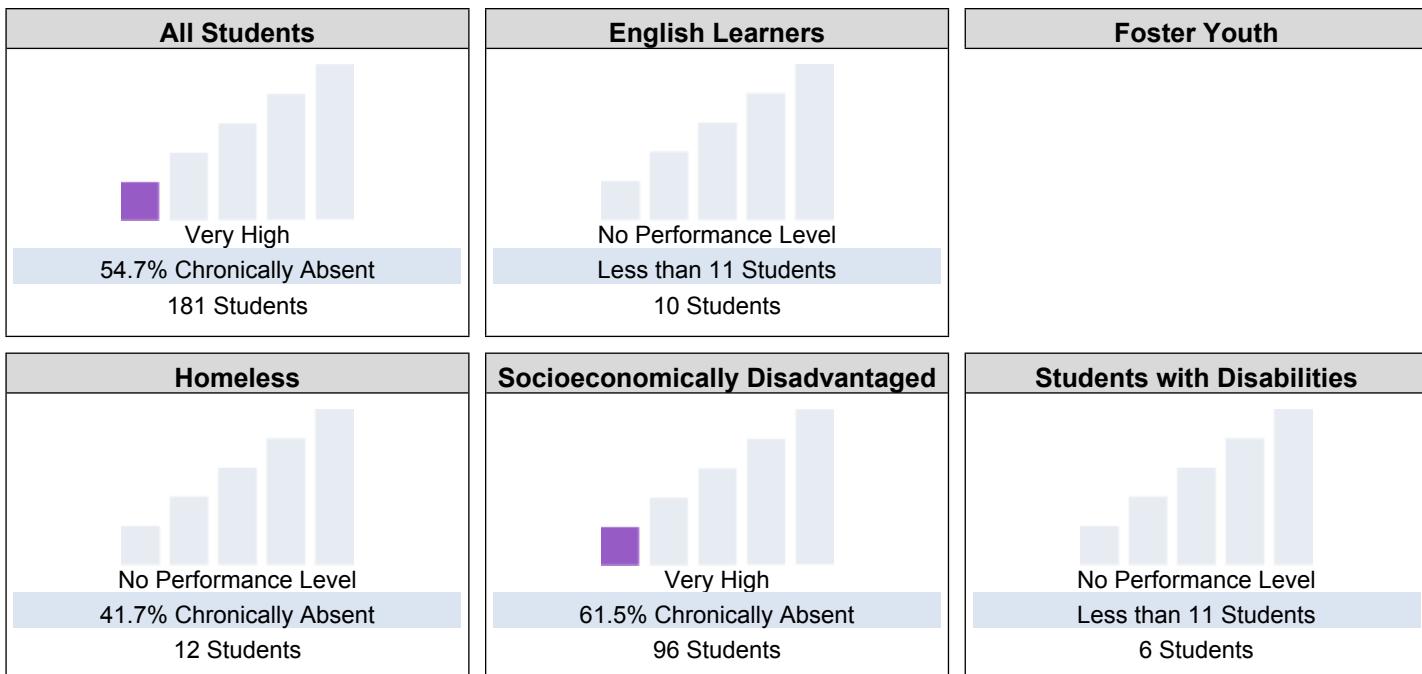
This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

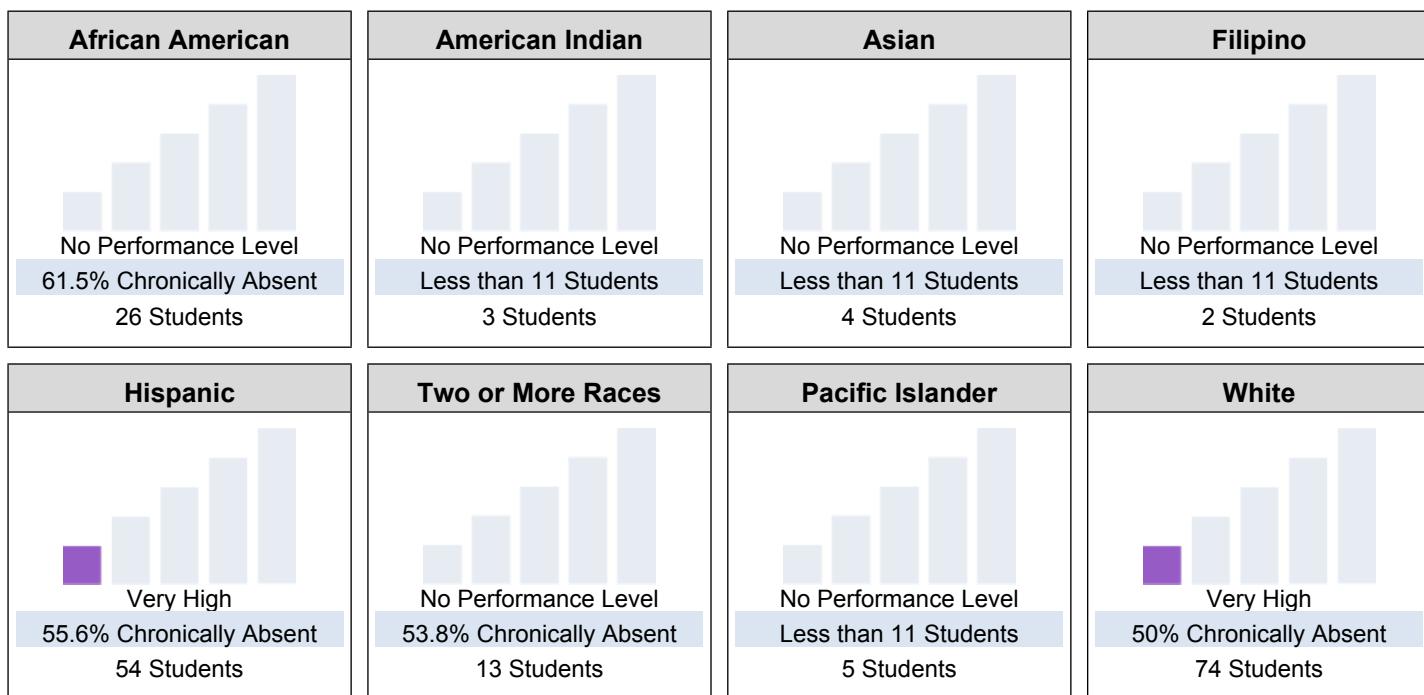


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Socioeconomically disadvantaged, Hispanic, and White have very high chronically absent rates.
2. In most categories there was no reported performance level.
3. Need to look at ways to remove obstacles to school attendance.

# School and Student Performance Data

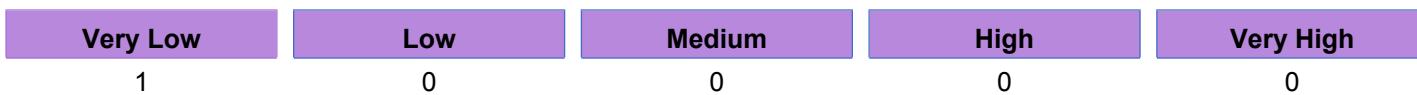
## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



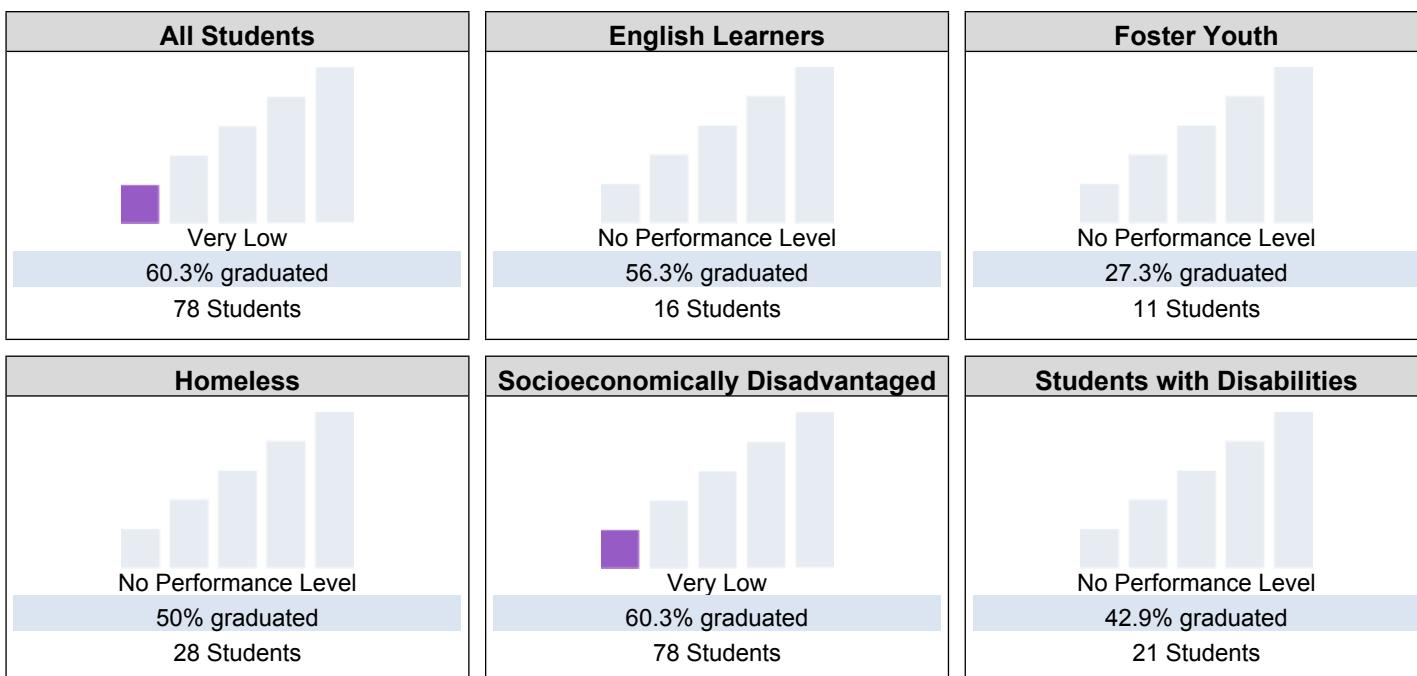
This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

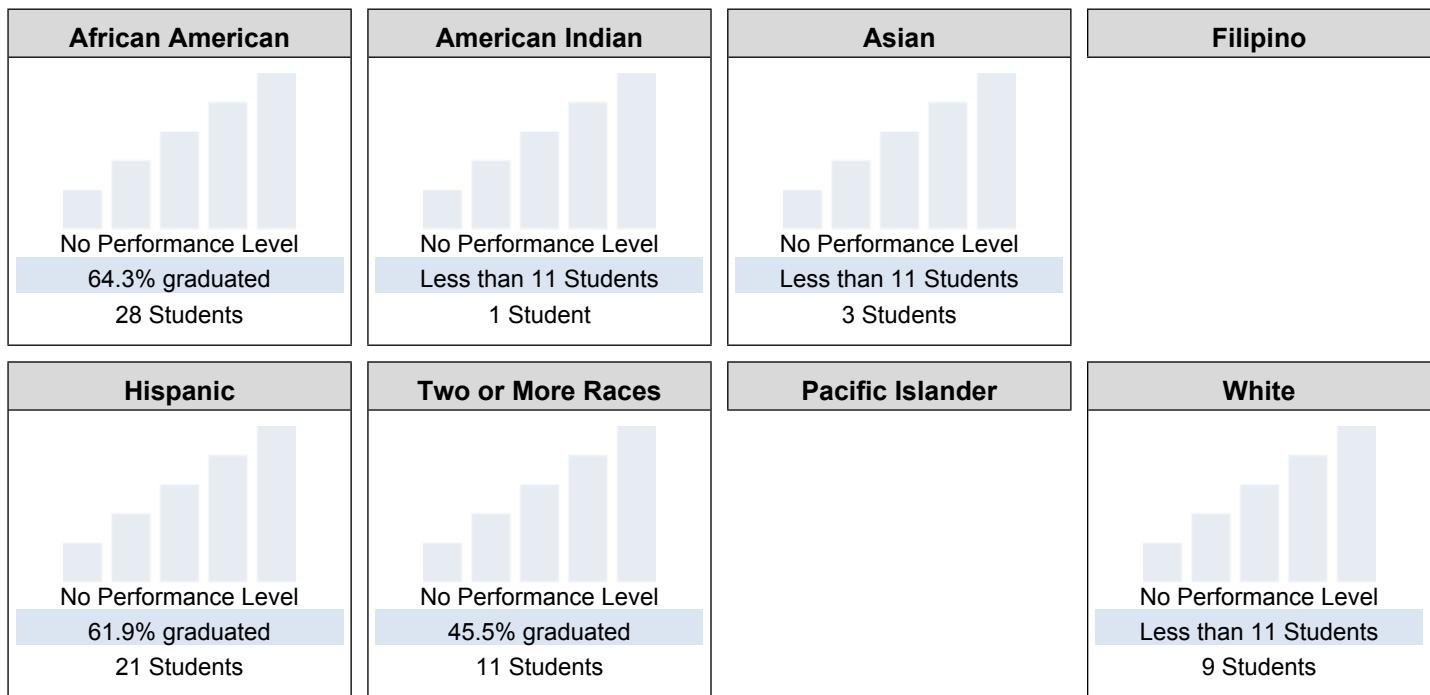


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group



## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



**Conclusions based on this data:**

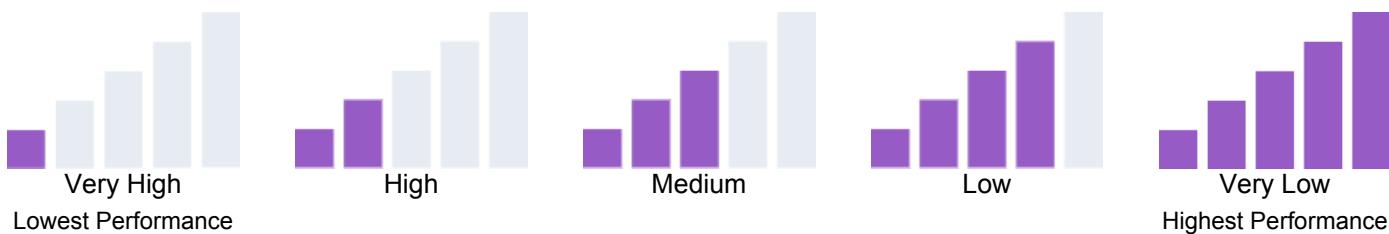
1. Overall graduation rate is low. This may be attributed to students enter our program severely credit deficient.
2. Graduation rate is significantly lower for the African American students than the overall graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



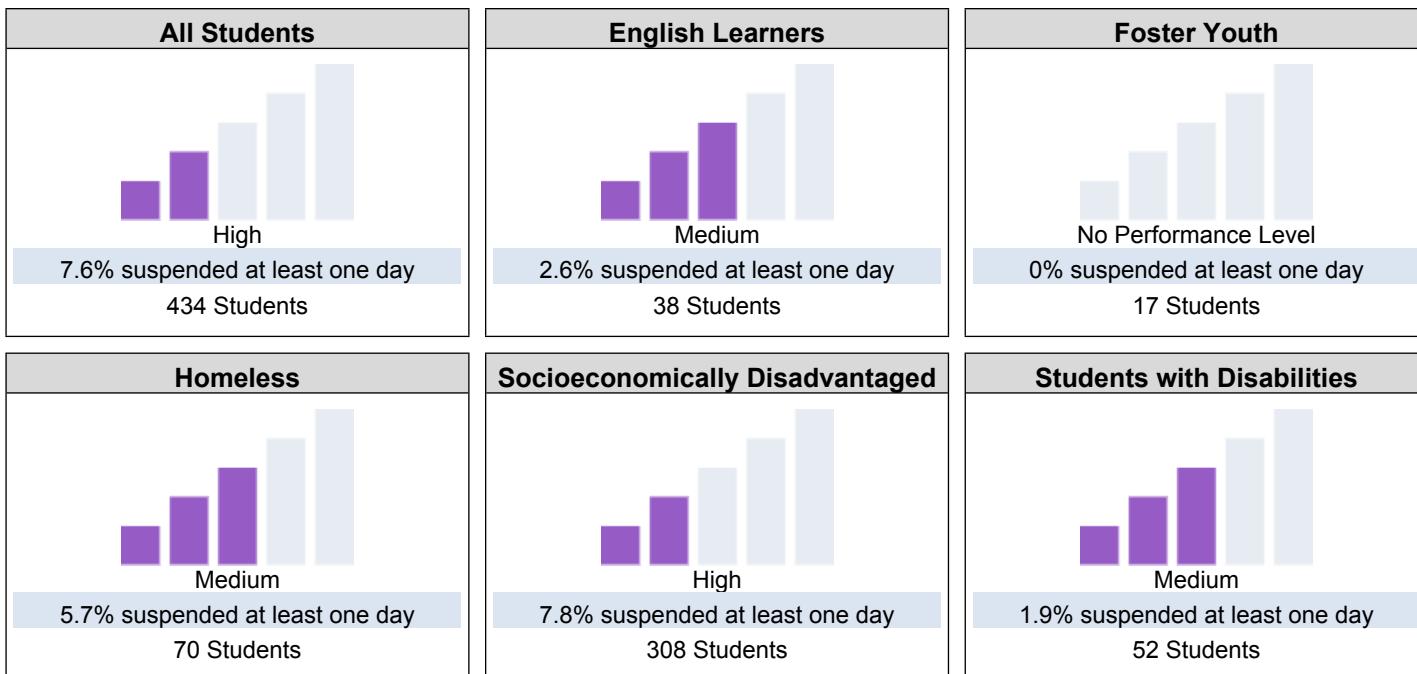
This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

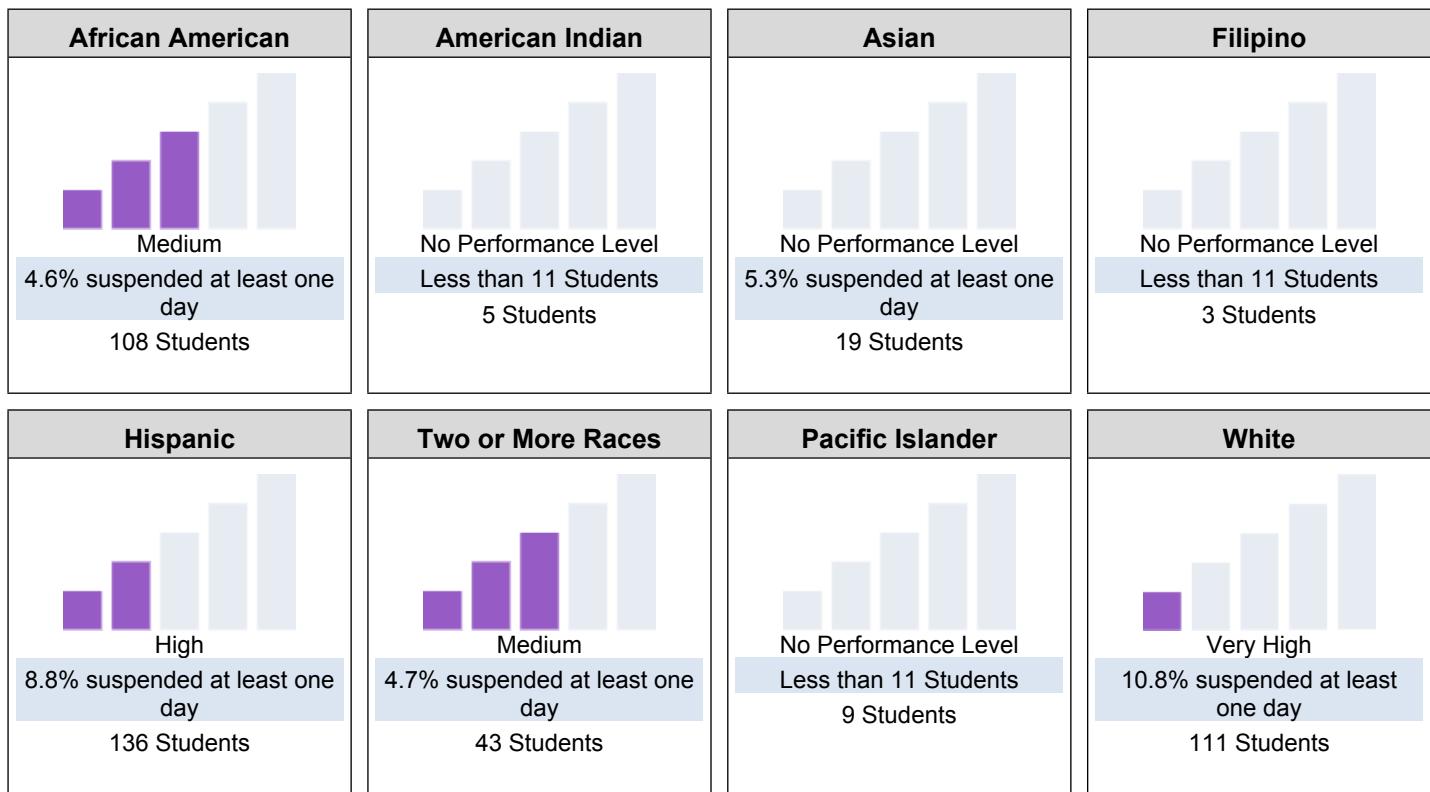


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



**Conclusions based on this data:**

1. CARE students house in district sites impacted the overall suspension rate for ELH.
2. Socioeconomically, Hispanics, and white students were suspended at a higher rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Success Goal

## LEA/LCAP Goal

Student Success Goal

## Goal 1

Guarantee all students successful transition in our programs to prepare them for college, career, and success in life by achieving a Successful Transition Rate at 100% each year.

### Identified Need

Elinor Lincoln Hickey Jr./Sr. High School serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement. In developing the goal for Student Success, we identified a need for SCOE's students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a Student Success Plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students need engaging experiences that expose them to post-secondary opportunities.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn short cycle assessment for students enrolled for a minimum of 40 school days with a pre and post assessment or initially tested at grade level.	4.9% mid-year 2022	5.9%
Math Ren Learn short cycle assessment for students enrolled for a minimum of 40 schools days with a pre and post assessment or initially tested at grade level.	1.8% mid-year 2022	6.8%
Credit completion (10 credits per month)	Base 12.1% mid-year 2022 SE 20.7% mid-year 2022	Base 17.1 % SE 25.7%
Completion of career assessment for students who enrolled in the current year.	Base 22 SE 1	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of ELs enrolled 90 cumulative days who progress as least one level on the ELPAC.	0	10%
Successful transitions.	Base 92% SE 81.8%	100%

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

Professional development will focus on Designed and Integrated ELD strategies, Literacy focus, Big Picture Learning, diversity, equity, and inclusion, trauma-informed practices, social emotional learning and positive mentoring.

#### 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)
4500	Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries

8542	Title I Part D: Allocation 3000-3999: Employee Benefits
82043	District Funded 1000-1999: Certificated Personnel Salaries
25660	District Funded 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

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

### 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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
7464	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
7222	Title I Part D: Allocation 3000-3999: Employee Benefits
82043	District Funded 1000-1999: Certificated Personnel Salaries

25660

District Funded  
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

Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications and visual and performing arts. As well expand partnerships and improve scheduling. Students will earn credits for classes taken in the Summer Camps.

#### 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)
163775	CSI 5000-5999: Services and Other Operating Expenditures Please note some of this could be spent in the 4000s.
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
4969	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded

## **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**

Summer school is offered to all students who are in grades 9-12.

### **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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 3000-3999: Employee Benefits

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

EL Student

## Strategy/Activity

Professional development by new EL Coordinator in integrated and designated ELD.

### 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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All strategies were implemented and were effective.

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.

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.

Used mid year data for baseline. Revised Ren learn data to account for students that are already at grade level.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Partnership Goal

## LEA/LCAP Goal

Partnership Goal

## Goal 2

Through a safe and supportive school climate, partner with families and the community to guarantee successful transitions for our students to prepare them for college, career, and success in life.

### Identified Need

Both qualitative and quantitative data demonstrate the need to establish a school-going routine and strengthen a positive school climate and relationships systemwide. Attendance data indicates the need to focus on improved student engagement. Parent response to connectedness indicated a need for improvement in this area. There is a need for SCOE staff, community partners, and parents to work together to assure a successful transition for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate Base Program	76.1% mid year data	78.1%
Attendance Rate- Senior Extension	77.7% mid year data	79.7%70%
Students respond that they feel safe when on campus.	83% Overall	88%
Graduation Rate	60.3%	65.3%
Suspension Rates	7.6%	6.6%
Student participation rate with CBOs-Base	82.4%	87.5%
Student participation rate with CBOs-Senior Extension	4.1%	25%

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

Mental Health Clinicians address urgent student needs including but not limited to bullying, trauma, suicide prevention, and LGBTQ+ student services. School staff will implement trauma informed strategies to ensure students' social-emotional needs are met.

## 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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 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

School staff will 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. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with 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)
32500	Title I A Foster Youth Set Aside None Specified
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 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 via a diploma, CHSPE or HiSET, and conduct parent/guardian outreach and translation services. Develop a process for sharing documentation and links for graduation options.

**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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 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**

School leadership discuss pertinent info with SIS department staff.

**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)
-----------	-----------

1356	District Funded 2000-2999: Classified Personnel Salaries LCFF
569	District Funded 3000-3999: Employee Benefits LCFF
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
8542	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 3000-3999: Employee Benefits

## 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

Staff monitor student attendance with daily check in calls and home visits to address barriers to school attendance. Students may be offered bus passes and monthly awards for positive attendance. Review and revise attendance incentive procedures.

### 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)
8399	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
9913	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
7365	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10732	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
6289	Title I Part D: Allocation 3000-3999: Employee Benefits
63890	District Funded 1000-1999: Certificated Personnel Salaries
20645	District Funded 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)

All

### Strategy/Activity

Staff will review rehabilitation plans for expelled youth and monitor suspension rates by student groups quarterly to identify and address protentional disproportionalities.

### 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)
12159	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
11021	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

8880	Title I Part A: Allocation 3000-3999: Employee Benefits
2849	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1293	Title I Part D: Allocation 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All actions implemented as written.

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.

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.

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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: 2022-23

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.

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

## Annual Review

### SPSA Year Reviewed: 2022-23

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	\$561,202
Total Federal Funds Provided to the School from the LEA for CSI	\$190,526
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,661,296.00

## 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	\$163,775.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I Part A: Allocation	\$288,830.00
Title I Part D: Allocation	\$278,080.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$767,685.00

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	\$893,611.00

Subtotal of state or local funds included for this school: \$893,611.00

Total of federal, state, and/or local funds for this school: \$1,661,296.00

# 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	163,775.00
District Funded	893,611.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	288,830.00
Title I Part D: Allocation	278,080.00
Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	859,699.00
2000-2999: Classified Personnel Salaries	221,676.00
3000-3999: Employee Benefits	358,501.00
5000-5999: Services and Other Operating Expenditures	168,275.00
None Specified	32,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	163,775.00
	District Funded	20,645.00
1000-1999: Certificated Personnel Salaries	District Funded	675,206.00

2000-2999: Classified Personnel Salaries	District Funded	1,356.00
3000-3999: Employee Benefits	District Funded	196,404.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	96,149.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	110,151.00
3000-3999: Employee Benefits	Title I Part A: Allocation	82,530.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	88,344.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	110,169.00
3000-3999: Employee Benefits	Title I Part D: Allocation	79,567.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	897,741.00
Goal 2	763,555.00

# 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
- 1 Other School Staff
- 1 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Lisa Alcalá	Principal
Jennifer Leeper	Classroom Teacher
Philip Cloeter	Classroom Teacher
Nicole Peyret	Classroom Teacher
Mark Benson	Other School Staff
Nate Lopez	Secondary Student
Jerrell Abraham	Secondary Student
	Parent or Community Member
	Parent or Community Member
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**

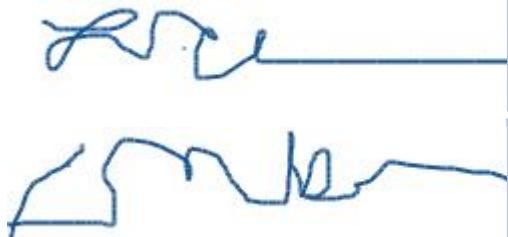
**Committee or Advisory Group Name**

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 May 11, 2023.

Attested:

A handwritten signature in blue ink, appearing to read "Lisa Alcalá".

Principal, Lisa Alcalá on May 11th, 2023

A handwritten signature in blue ink, appearing to read "Nate Lopez".

SSC Chairperson, Nate Lopez on May 11th, 2023





# 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		

## 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 support 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 we operate the Senior Extension. 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 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 providing an EL parent liaison as needed. EL Coordinator has been hired to improve EL services. In general, our students have a high rate of school mobility across all student subgroups.

We are committed to improving academic outcomes and meeting the whole child's needs. 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.

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# 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).

The most recent SCOE survey identified family access to technology. Every family 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. 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, 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) and collaboration for certificated staff. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement, SEL , EL and DEI. 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)

Staff attend weekly PD focused on research-based instructional strategies. Staff 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. We have access to a curriculum specialist for ELA and math intervention, as well as a 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 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 counselor, 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 fifteen high school credits every quarter.

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. North Area has adopted a standards-aligned science curricula in Stem-scope

## 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. Staffing supports the behavioral needs and mental wellness of students through trauma informed practices. Students have additional access to extended year instruction and enrichment through summer school.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens 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. We have a Vice Principal for Family and Student Engagement to build relationships and increase two-way communication with families, and provide linkage to community resources. 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 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 dedicated site based Mental Health and Wellness Clinician to assist families and students during difficult times. SCOE has partnerships with community based organizations to provide additional support to students.

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, Hickey and Colley have a combined 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 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)
- Life skills
- 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 to increase college and career readiness
- Mental health and wellness clinician

## 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 Transition Specialists so that we may provide intensive intervention, remediation, and necessary social supports.

## **Educational Partner 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 includes the School Site Council with the development of the School Plan for Student Achievement (SPSA) and review of the LCAP goals. The site principal led a variety of engagement processes, including individual parent engagement and survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST and Meet and Greet meetings.

Stakeholders were involved throughout the year through parent, student, and staff meetings, non-profit partners, and 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.

## Resource Inequities

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

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, credentialed, 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 writing workshops and construction technology classes. Our students have experienced struggles accessing their education at comprehensive high schools. Many of our students have experienced trauma or unstable home environments. Many of our students and families struggle with transportation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup			Number of Students			
	Percent of Enrollment	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	2.19%	2.13%		3	3	
African American	22.2%	26.28%	26.95%	24	36	38	
Asian	2.8%	3.65%	2.13%	3	5	3	
Filipino	1.9%	%	0%	2		0	
Hispanic/Latino	49.1%	43.80%	43.97%	53	60	62	
Pacific Islander	2.8%	%	0%	3		0	
White	10.2%	12.41%	14.89%	11	17	21	
Multiple/No Response	9.3%	8.03%	7.09%	10	11	10	
	<b>Total Enrollment</b>			108	137	141	

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Grade 9	2		
Grade 10			1
Grade 11	84	116	89
Grade 12	22	21	51
<b>Total Enrollment</b>	108	137	141

### Conclusions based on this data:

1. Enrollment has increased over three years due to the growth of the Senior Extension program.
2. The majority of students served are BIPOC.
3. Student population is mainly grades 11 and 12.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	19	14	19	17.60%	10.2%	13.5%
Fluent English Proficient (FEP)	10	24	20	9.30%	17.5%	14.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Data shows a need to focus our efforts on identifying and supporting our English Learners who are eligible for reclassification.
2. No student has reclassified in the last two years.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	137	108		0	0		0	0		0.0	0.0	
All Grades	137	108		0	0		0	0		0.0	0.0	

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

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

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

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

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

### Conclusions based on this data:

- To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
- SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.

3. There is a need to increase CAASPP participation for our Independent Studies students.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	137	108		0	0		0	0		0.0	0.0	
<b>All Grades</b>	137	108		0	0		0	0		0.0	0.0	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>All Grades</b>	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>All Grades</b>														

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>All Grades</b>														

Communicating Reasoning Demonstrating ability to support mathematical conclusions														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>All Grades</b>														

### Conclusions based on this data:

- To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
- SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
- There is a need to increase CAASPP participation for our Independent Studies students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 11							0	0
Grade 12							0	0
All Grades							0	0

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning			Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning			Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning			Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21

**Conclusions based on this data:**

1. There is a need to increase ELPAC participation for our Independent Studies students.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>137</b>	<b>80.3</b>	<b>10.2</b>	<b>4.4</b>

Total Number of Students enrolled in North Area Community School.  
Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.  
Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.  
Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	10.2
Foster Youth	6	4.4
Homeless	53	38.7
Socioeconomically Disadvantaged	110	80.3
Students with Disabilities	19	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	26.3
American Indian	3	2.2
Asian	5	3.6
Filipino		
Hispanic	60	43.8
Two or More Races	11	8.0
Pacific Islander		
White	17	12.4

**Conclusions based on this data:**

1. Most of our students are Socio-economically disadvantaged.
2. Half of our students identify as Hispanic.
3. The majority of students enrolled identify as BIPOC.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

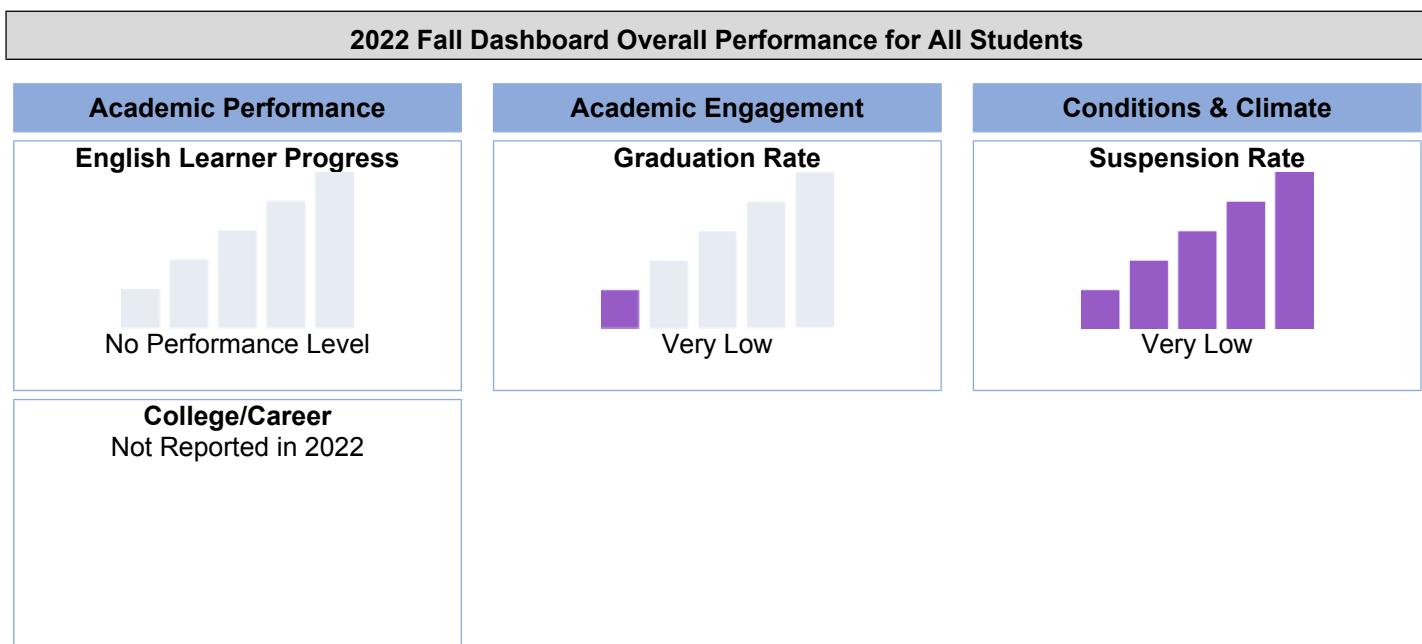
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low  
Lowest Performance

Medium

High

Very High  
Highest Performance



### Conclusions based on this data:

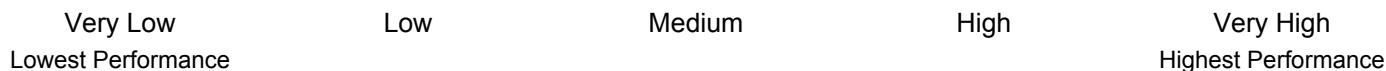
1. Based on the graduation data we will continue to accurately classify incoming students at their appropriate grade level based on their credits, and continue to monitor their progress towards graduation.
2. College and career data collection processes will be refined to ensure indicators are captured accurately.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

Very Low      Low      Medium      High      Very High

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students      English Learners      Foster Youth

Homeless      Socioeconomically Disadvantaged      Students with Disabilities

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American      American Indian      Asian      Filipino

Hispanic      Two or More Races      Pacific Islander      White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner      Reclassified English Learners      English Only

#### Conclusions based on this data:

1. Student population group is to low for data results.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

Very Low      Low      Medium      High      Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students      English Learners      Foster Youth

Homeless      Socioeconomically Disadvantaged      Students with Disabilities

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American      American Indian      Asian      Filipino

Hispanic      Two or More Races      Pacific Islander      White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner      Reclassified English Learners      English Only

#### Conclusions based on this data:

1. Student population group is to low for data results.

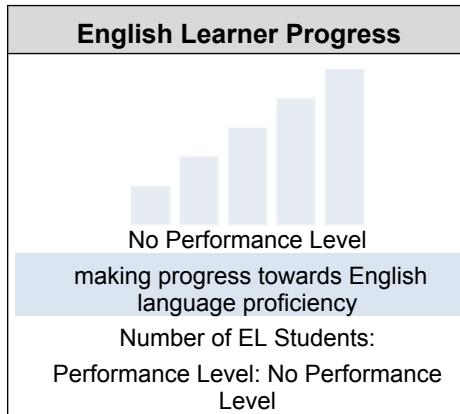
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

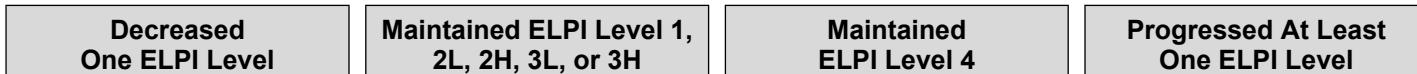
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Site does not meet the minimum criteria for data reporting.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. College and career data was not reported

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High      High      Medium      Low      Very Low

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.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students      English Learners      Foster Youth

Homeless      Socioeconomically Disadvantaged      Students with Disabilities

### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American      American Indian      Asian      Filipino

Hispanic      Two or More Races      Pacific Islander      White

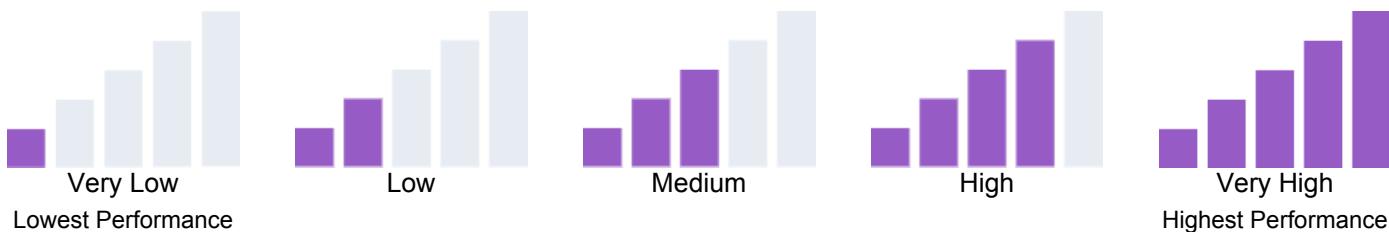
#### Conclusions based on this data:

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.
2. Increasing attendance is an area of focus.

# School and Student Performance Data

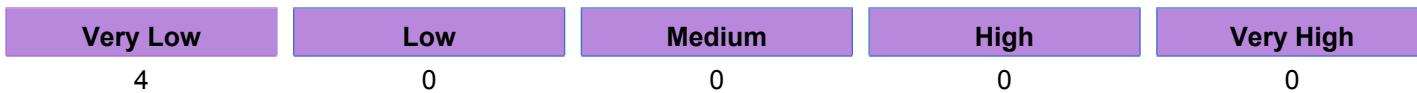
## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



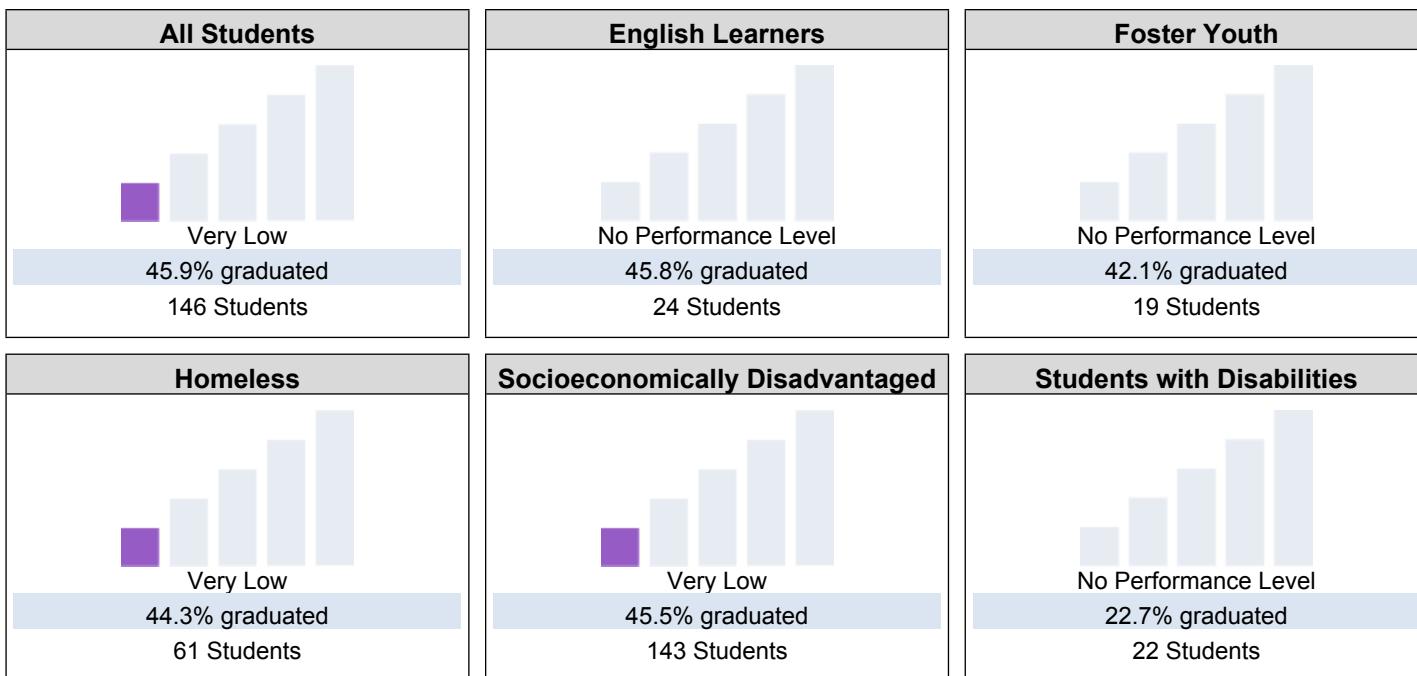
This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

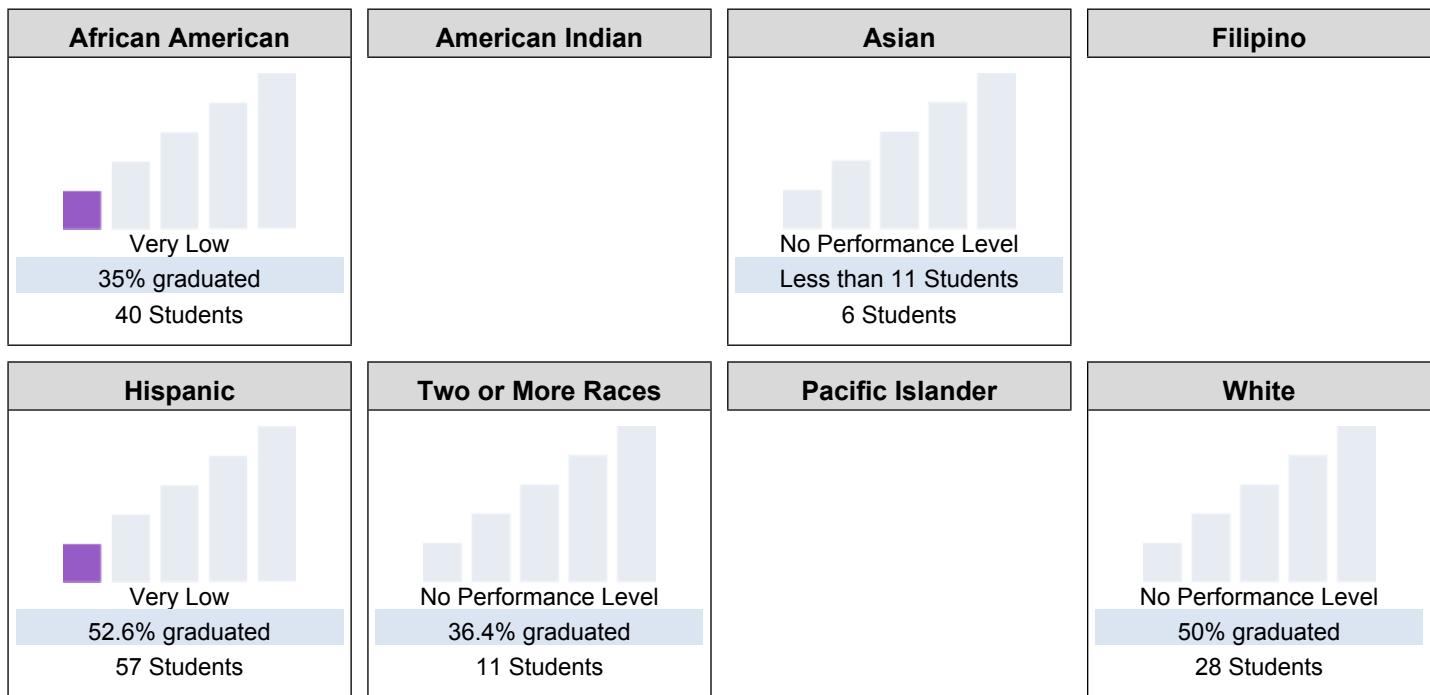


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group



## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



**Conclusions based on this data:**

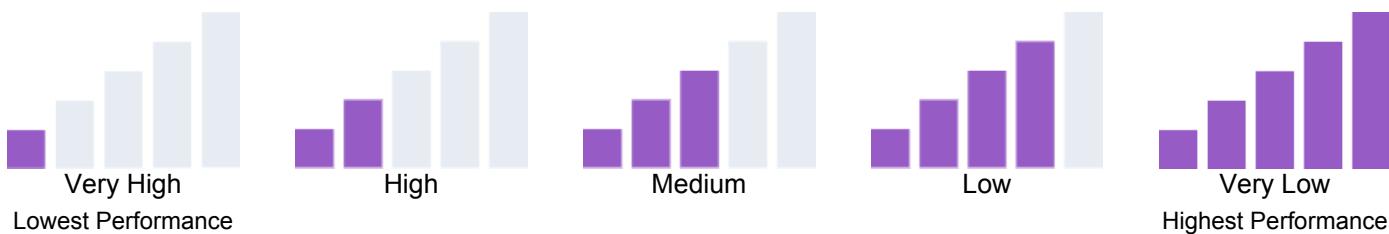
1. Our overall graduation rate is low due to many of our students entering our program severely credit deficient.
2. The Hispanic graduation rates are higher than the all student graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

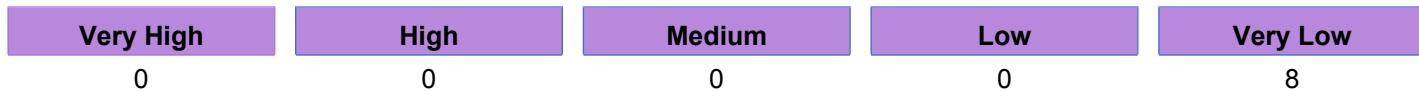
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



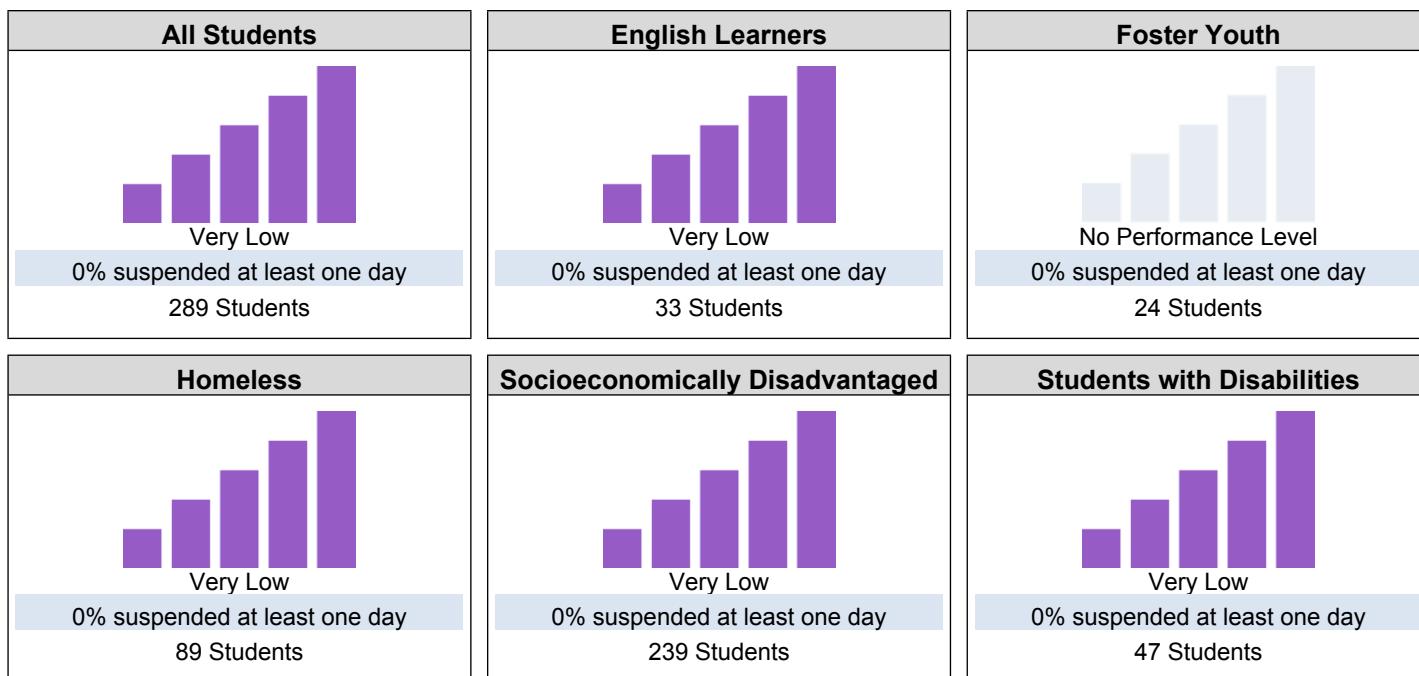
This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

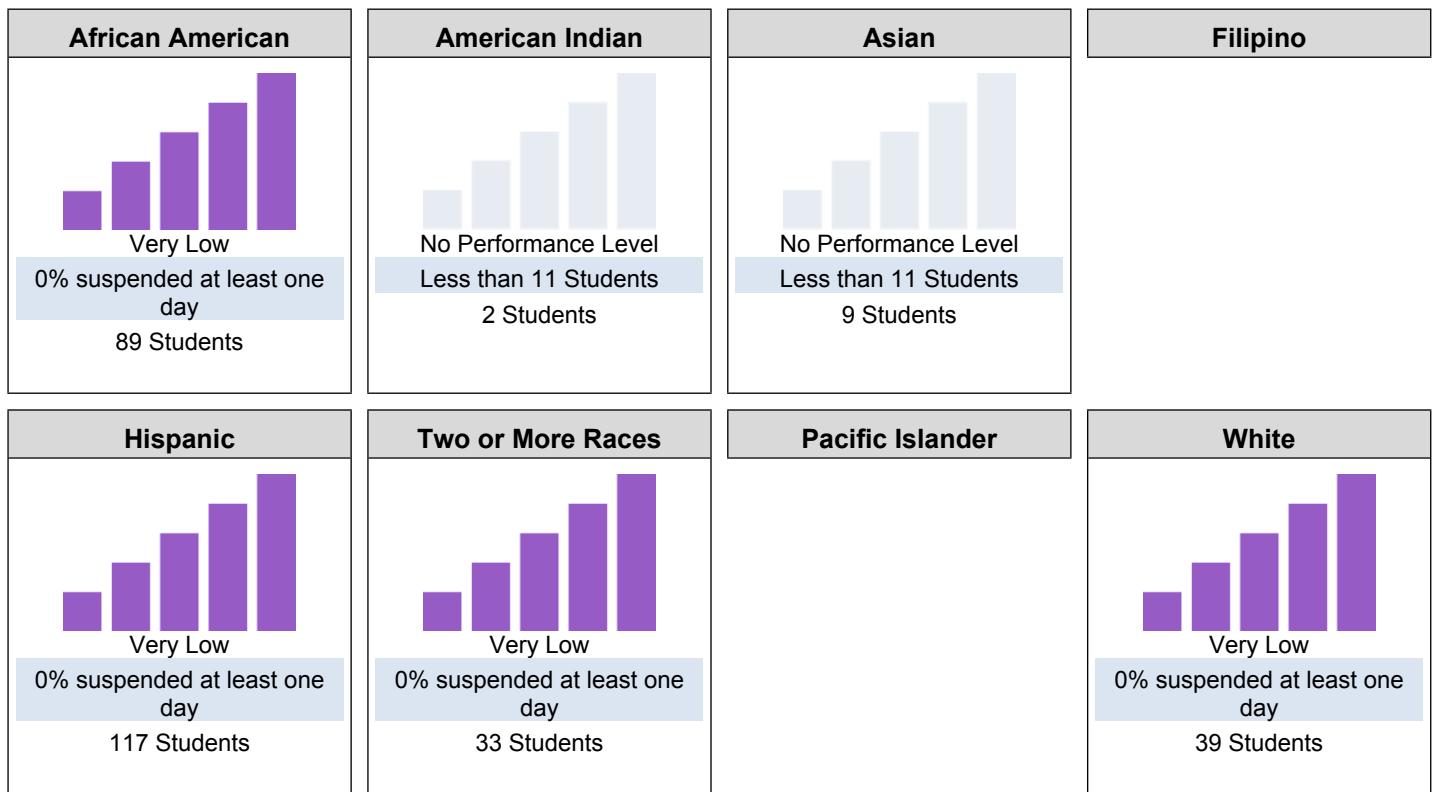


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Based on the independent study nature of our program the suspension rate is low.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Success

## LEA/LCAP Goal

Student Success

## Goal 1

Student Success Goal: Guarantee that all students will successfully transition from our programs prepared for post-secondary, career, and community engagement as demonstrated by a Successful Transition Rate of 100% each year.

### Identified Need

North Area Community School serves students with the highest needs in Sacramento County. Post-secondary success, academic achievement, and progress for English learners are areas in need of improvement. In developing the goal for Student Success, we identified a need for SCOE's students to improve their academic outcomes and to become more aware of post-secondary options for education or employment. Students need a clear pathway to finish their high school education and successfully transition to post-secondary training and employment/career. Every student will need a Student Success Plan that will be developed collaboratively with staff, students, and parents/guardians so that the roadmap for each student's progress is clear. Students need engaging experiences that expose them to post-secondary opportunities.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 school days with a pre and post assessment or testing at grade level initially.	14% - Mid year 2022	19%
Math Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 school days with a pre and post assessment or testing at grade level	17% - Mid year 2022	22%
Credit Completion: 10 units per instructional month	17% - Mid year 2022	22%
Completion of career assessment for students who enrolled in 2022	52	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of ELs enrolled 90 cumulative days who progress at least one level on the ELPAC	0 - New Metric	10%
Successful transition rate	87.5% - Mid year 2022	92.5%

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

Professional development will focus on Big Picture Learning, diversity, equity, and inclusion, trauma-informed practices, literacy, social emotional learning, Designated and integrated ELD strategies, and positive mentoring.

#### 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)
4500	Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries

5825	Title I Part D: Allocation 3000-3999: Employee Benefits
96504	District Funded 1000-1999: Certificated Personnel Salaries
29253	District Funded 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

Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

### 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)
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
7464	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
4505	Title I Part D: Allocation 3000-3999: Employee Benefits
96504	District Funded 1000-1999: Certificated Personnel Salaries

29253

District Funded  
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**

Non-profit community partners provide engaging activities for students to bolster academic skills in literacy, reading/writing, science, career engagement, leadership, financial literacy and entrepreneurship, math applications, and visual and performing arts. Expand partnerships and improve scheduling.

**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)
163775	CSI 5000-5999: Services and Other Operating Expenditures
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
2252	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 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**

Summer school is offered to all students in grades 9-12.

### **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)
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 3000-3999: Employee Benefits

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

EL Students

### **Strategy/Activity**

Professional Development in Integrated and Designated ELD by new EL Coordinator.

## **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)
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 3000-3999: Employee Benefits

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

All strategies were implemented and were effective.

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.

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.

Used mid-year data for baseline metric. Revised Ren Learn data to account for students who are already at grade level. Revisit credit accumulation goals and data points per grading period per student as well as provide training for Edgenuity and curriculum alignment.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Partnership Goal

## LEA/LCAP Goal

Partnership Goal

## Goal 2

Through a safe and supportive school climate, partner with families and the community to guarantee successful transitions for our students to prepare them for college, career, and success in life.

### Identified Need

Both qualitative and quantitative data demonstrate the need to establish a school-going routine and strengthen a positive school climate and relationships systemwide. Attendance data indicates the need to focus on improved student engagement. Parent response to connectedness indicated a need for improvement in this area. There is a need for SCOE staff, community partners, and parents to work together to assure a successful transition for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	70.5% Mid Year 2022	72.5%
What percent of students respond to the question When attending in person do you feel safe at school	100%	100%
Graduation Rate	45.9%	50.9%
Suspension Rates	0%	0%
Student participation rate with CBOs	5%	25%

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

Mental Health Clinicians address urgent student needs including but not limited to bullying, trauma, suicide prevention, and LGBTQ+ student services. School staff will implement trauma informed strategies to ensure students' social-emotional needs are met. Staff and students will be informed on how to refer students or self-refer.

### **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)
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 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
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#### **Strategy/Activity**

School staff will 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. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with 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)
32500	Title I A Foster Youth Set Aside None Specified
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 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
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### **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. Develop a process for sharing documentation and links for graduation options.

**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)
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I D Professional Development Set Aside 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 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**

School leadership discuss pertinent info with SIS department staff.

**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)
1356	District Funded

	2000-2999: Classified Personnel Salaries LCFF
569	District Funded 3000-3999: Employee Benefits LCFF
11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
11043	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
5825	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 3000-3999: Employee Benefits

## 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

Staff monitor student attendance with daily check in calls and home visits to address barriers to school attendance. Students may be offered bus passes and monthly awards for positive attendance. Review and revise attendance incentive procedures.

### 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)

11118	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
10550	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8333	Title I Part A: Allocation 3000-3999: Employee Benefits
3579	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4603	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
3572	Title I Part D: Allocation 3000-3999: Employee Benefits
78351	District Funded 1000-1999: Certificated Personnel Salaries
24238	District Funded 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

All actions implemented as written.

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.

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.

Staff and students will be informed on how to refer students or self-refer to mental health clinicians. Retrain teachers in student success plans and review and revise data collected in the plans. Print

and share SSPs with students. Develop a process for sharing documentation and links for graduation options. School leadership discuss pertinent info with SIS department staff. Review and revise attendance incentive procedures.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

	District Funded 1000-1999: Certificated Personnel Salaries LCFF
	District Funded 2000-2999: Classified Personnel Salaries LCFF
	District Funded 3000-3999: Employee Benefits LCFF

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

### 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.

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

#### 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.

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

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.

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

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

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)

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.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

	District Funded 1000-1999: Certificated Personnel Salaries LCFF
	District Funded 2000-2999: Classified Personnel Salaries LCFF
	District Funded 3000-3999: Employee Benefits LCFF

	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	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)

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.

	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	Title I Part A: Allocation 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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	\$528,306
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	\$1,760,414.00

## 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	\$163,775.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I Part A: Allocation	\$300,010.00
Title I Part D: Allocation	\$179,653.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$680,438.00

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	\$1,074,151.00
Title I D Professional Development Set Aside	\$5,825.00

Subtotal of state or local funds included for this school: \$1,079,976.00

Total of federal, state, and/or local funds for this school: \$1,760,414.00

# 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	163,775.00
District Funded	1,074,151.00
Title I A Foster Youth Set Aside	32,500.00
Title I D Professional Development Set Aside	5,825.00
Title I Part A: Allocation	300,010.00
Title I Part D: Allocation	179,653.00
Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,019,340.00
2000-2999: Classified Personnel Salaries	152,886.00
3000-3999: Employee Benefits	387,413.00
5000-5999: Services and Other Operating Expenditures	168,275.00
None Specified	32,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	163,775.00
1000-1999: Certificated Personnel Salaries	District Funded	819,816.00

2000-2999: Classified Personnel Salaries	District Funded	1,356.00
3000-3999: Employee Benefits	District Funded	252,979.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
3000-3999: Employee Benefits	Title I D Professional Development Set Aside	5,825.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	111,180.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	105,500.00
3000-3999: Employee Benefits	Title I Part A: Allocation	83,330.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	88,344.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	46,030.00
3000-3999: Employee Benefits	Title I Part D: Allocation	45,279.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	965,401.00
Goal 2	795,013.00

# 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
- 1 Other School Staff
- 1 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Jennifer Leaper	
Philip Cloeter	Classroom Teacher
Nicole Peyret	Classroom Teacher
Mark Benson	Other School Staff
Nate Lopez	Secondary Student
	Secondary Student
Ron Tam	Parent or Community Member
Jerrell Abraham	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**

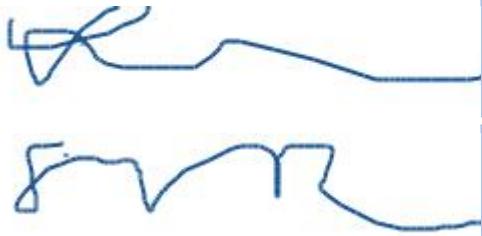
**Committee or Advisory Group Name**

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 May 11, 2023.

Attested:

Two handwritten signatures in blue ink. The top signature is for Lisa Alcala and the bottom one is for Nate Lopez.

Principal, Lisa Alcala on 5/11/23

SSC Chairperson, Nate Lopez on 5/11/23





# 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
Foundations Academy	34-10348-106294		June 13, 2023

## 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)

Additional Targeted Support and Improvement

Hispanic students, Students with Disabilities and students considered to be low socio-economic disadvantaged (SED) status

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, the Foundations Academy serves students in special education who require extensive supports to access their education. Within the Foundations Academy there are two programs. One program located at Spinelli Elementary School, supports students grades kindergarten through 6th grade with behavior management and emotional regulation; many of these students qualify for special education under the eligibility criteria for Emotional Disturbance. The other programs support students ages 3-22 with daily living skills, mobility, communication, community-based instruction and academics in our Moderate/Severe special day classes located at various school campuses across Sacramento County. Students in the Foundations Academy are referred by collaborating districts within Sacramento County, and these districts remain the District of Special Education Accountability, while SCOE is the service provider for the students and the reporting LEA.

Students participating in the Spinelli Elementary program are predominately low income and often have needs that extend beyond routine school services, including those experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. The Spinelli program uses board adopted curriculum as well as supplemental materials to support the needs of its students.

Students in our Moderate/Severe Special Day Classes utilize Mobility Opportunities via Education (MOVE) and Unique Learning Systems (ULS) as their base curriculum. MOVE is an activity-based curriculum designed to teach basic functional motor skills and meaningful life skills targeting the areas of sitting, standing and walking. ULS is a standards-based curriculum modified to provide access to the core curriculum and meet the academic needs of those students who require extensive supports.

The Foundations Academy actively engages and involves the families of our English learners (ELs) by providing translation and interpreting. We are committed to improving academic outcomes and meeting the needs of the whole child. Our student achievement is a result of a continuous improvement cycle focusing on the education and overall well-being of all our Foundations Academy students.

This is our first year of the SPSA, we know we do not have data for all of our goals and strategies. We will collect throughout the year on all of our goals to gauge our progress and benefit to the program and students.

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# 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).

The 2021 Parent Survey (N=9) provided feedback on parent perceptions about the Foundations program. 100% of Foundations parents agreed that their child was engaged in learning, and 100% agreed that they could easily communicate with their student's teacher. Fifty percent (50%) of parents agreed that their student had a solid plan to achieve academic goals and improve their reading and math skills. Although 88% of surveyed parents agree that Foundations programs are welcoming to parents, only 38% believed that Foundations offers activities that include families.

In 2022-23, a separate survey will be developed for Foundations.

SCOE also collects feedback from our parents at every IEP and parents have input on every goal in their child's IEP. This in effect gives parents direct input into the instructional programming of each of our classrooms in the Foundations Academy.

## 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. In addition, each site leader conducts informal classroom observations via walkthroughs on a weekly basis. Teachers use a variety of instructional methods to support student learning, including large and small group instruction, visual supports, augmentative communication, modified curriculum, and specialized equipment to support students' physical needs. 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 the unique needs of our students related to communication, physical, social, emotional, academic, and transition needs, while accessing state standards.

## **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) Foundations Academy operates programs only for students with disabilities that have been referred to us by our local LEA's. Due to the extensive needs of our students and the basis that each student has a detailed IEP, we use each student's IEP goals as our local assessments. Every goal has an annual goal along with benchmark data points that we assess on a quarterly basis. While the majority of our students are eligible for the California Alternate Assessment (CAA) and do attempt it, a very small percentage of our students are able to get far enough in the assessment to create any data.

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

In our curriculum, Unique Learning Systems (ULS), each lesson does have pre and post tests. This allows teachers to track progress and learning for each lesson. Additionally, all of our staff regularly work with our students on their IEP's that are developed specifically for each student. Teachers will assess progress and mastery throughout the year as is required by the students' IEP. While many staff use pre and post assessments for each unit, we will continue to strategize how we can aggregate the data.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

2020-21: SH 25 FTE; 62% clear, 4% intern, 8% ineffective, 26% incomplete

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=34103480106294&year=2020-21>

2020-21: ED 4 FTE; 75% clear, 25% incomplete

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=School&cds=34103480106302&year=2020-21>

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. Please note that the term ineffective is a technical term used by CDE and does not relate to the teachers ability or skills as a teacher. The 8% ineffective number in this case reflects teachers who are in their position on either one of two permits recognized and authorized by the Commission on Teacher Credentialing called Provisional Internship Permit or Short-Term Staff Permit. A incomplete status means the CDE and CTC could not validate the authorization.

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

SCOE provides bi-monthly professional development (PD) and collaboration for certificated and classified staff. Our professional development addresses research-based instructional strategies, high quality instruction, student engagement, diversity, equity, and inclusion, and social emotional learning.

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

Staff attend monthly PD focused on research-based instructional strategies. Staff are also provided team planning time with their peers to share ideas, problem solve, and collaborate on teaching strategies. Staff are surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. Teaching staff also have access to support providers for collaboration, including Program Specialists, Speech Pathologists, Teachers of the Visually Impaired, School Nurses, School Psychologists, Occupational Therapists, Physical Therapists, Adapted Physical Education Specialists, and Behavior Analysts.

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

Program Specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. Peer Assistance Review (PAR) consulting teachers assist on a voluntary or referral basis. For our new teachers, and those participating in the Teacher Induction Program, mentor teachers are provided to assist with modeling best practice, observation, coaching and conferencing. Foundations Academy provides evidence-based PD for all staff, focusing on research-based instructional strategies to provide access to general education for our students. In every classroom in our Foundations Academy, there is a licensed Speech and Language Pathologist (SLP) assigned to the class. The SLP not only works with individual students, they work with all of the staff to increase their ability to work with the students' speech and language goals. Communication becomes a universally taught skill in all Foundations Classrooms. Our speech team has been specifically trained to differentiate deficits based on being an English Learner or having learning disabilities. The teachers are given strategies on how to work with the students based on the determination of the SLP.

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

Foundations Academy teachers have instructional planning time each school day so that they may lesson plan collaboratively. In addition, the staff are provided with ongoing PD focusing on engagement strategies to address behavior, curriculum development, as well as appropriate assessment.

## Teaching and Learning

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

SCOE's Foundations Academy uses Unique Learning Systems (ULS) as their base curriculum. ULS is a state-standards aligned modified curriculum that supports the educational needs of diverse learners. Additionally, all of our students have goals developed for their specific education plan, including developmental goals. Staff continuously modify curriculum to ensure that each student can access the curriculum based on their unique abilities.

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

Foundations Academy adheres to the recommended instructional minutes based on the IEP services. Our instructional minutes must meet what is required for the students to be able to reach and make progress on their goals.

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

All of our programs in Foundations Academy are self-contained classroom for students with disabilities. By design our program is an intervention program that LEA's establish a memorandum of understanding with SCOE to provide the services.

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

Foundations Academy uses Unique Learning Systems (ULS) curriculum in all programs that require modified curriculum based on the extensive needs of our students, specifically due to cognitive disabilities. In classrooms where ULS is not being used, we are using board-adopted curriculum including Wonders, Go Math, and McGraw Hill Social Science.

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

Foundations Academy uses the High School and Transition grade bands embedded in ULS to differentiate instruction for our high school and young adult students.

## Opportunity and Equal Educational Access

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

Each student has an IEP to ensure they receive the academic support necessary for individual and academic achievement. Staff utilizes California Alternative Assessment (CAA), Alternative English Language Proficiency Assessment for California (ELPAC), MOVE Inventory and IEP goal progress monitoring data to further provide intervention support in all academic areas. Students in the Foundations Academy also have additional access to our Extended School Year (ESY) program to extend and further instruction.

### Evidence-based educational practices to raise student achievement

Foundations Academy teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens the academic program. Intervention, core materials and educational practices utilized to support our students include: Movement Opportunities via Education/Experience (MOVE) and Unique Learning Systems (ULS). Our teachers differentiate instruction to meet IEP goals that address individual students' needs. All Foundations Academy programs are communication rich, including the use of augmentative and alternative communication (AAC) and provide maximum visual support to provide students access to their education. One-on-one support is available to students when necessary and is provided by highly trained para educators.

## **Parental Engagement**

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

Improving parent/guardian involvement is a priority for the Foundations Academy. A survey is currently being developed to get baseline data on areas for improvement as it relates to parent involvement. Current strategies to increase parent/guardian involvement include: creating parent/guardian friendly classrooms, 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 native languages, as well as interpreting and translation support, our Project Teach staff to support our families experiencing homelessness, and transition is addressed through each student's IEP to support student's academic and personal achievements. SCOE also provides mental health and wellness support to assist families and students during difficult times. SCOE has partnerships with community-based organizations, including ALTA California Regional Center and the Department of Rehabilitation to provide additional support to students and families.

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)

SCOE Foundations Academy does not use ConApp programs because we do not receive Title funds. However, since as stated above, our program is tailored to meet the individual needs of each of our students, all staff, students, and parents are involved in the development of our programs. This is done no less than annually at each student's IEP meeting.

### Funding

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

Not Applicable, we are not receiving or using categorical funds.

### Fiscal support (EPC)

Not Applicable.

## **Educational Partner 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**

This is our first SPSA for SCOE's Foundations Program. We reviewed and gathered input at our December 2022 ELAC meeting from our stakeholders. Additionally, we used input from our LCAP surveys and regular parent input from our IEP meetings to inform all of the information within the SPSA. The site principal led a variety of engagement processes that included individual parent engagement and survey administration, email engagement for all parents, and IEPs.

## Resource Inequities

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

A primary inequity for the Foundations Academy is permanent staff. We have had to use staffing agencies to adequately staff our classrooms and related service providers. This has been extremely challenging this year to fill our paraprofessional vacancies and our Speech and Language Pathologists positions. Lack of these key staff have a direct impact on the achievement of our students.

There is an inequity with Hispanic students, students with disabilities (SWD), and socio-economically disadvantaged (SED) students to access standardized testing that reflects their actual skills and abilities. Additionally, all of our students are SWDs, students that are also Hispanic and SED often have extremely limited access if any access to adequate health care. One of the primary barriers that impacts our students is their medical condition. Out of an abundance of caution and limited access to health care, our students consistently miss more school than students who do not have similar health care conditions.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup			Number of Students			
	Percent of Enrollment	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.51%	0.56%		1	1	1
African American	11.0%	13.27%	12.85%		22	26	23
Asian	12.5%	9.18%	8.38%		25	18	15
Filipino	1.5%	1.53%	1.12%		3	3	2
Hispanic/Latino	43.0%	40.82%	37.99%		86	80	68
Pacific Islander	0.5%	0.51%	1.68%		1	1	3
White	24.0%	26.53%	25.14%		48	52	45
Multiple/No Response	4.0%	4.59%	7.26%		8	9	13
	<b>Total Enrollment</b>				200	196	179

## Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	20-21	21-22	22-23
Kindergarten	4	3	4
Grade 1	7	5	8
Grade 2	5	7	9
Grade 3	7	8	7
Grade 4	6	10	12
Grade 5	11	11	8
Grade 6	11	20	10
Grade 7	13	13	18
Grade 8	16	13	13
Grade 9	12	8	9
Grade 10	18	14	5
Grade 11	17	14	15
Grade 12	73	70	61
<b>Total Enrollment</b>	200	196	179

### Conclusions based on this data:

- The largest student sub group in the Foundations Academy is Hispanic at 40.82%.

- 2.** Foundations Academy enrollment has dropped by 10%
- 3.** The majority of students in our Foundations Academy are in the high school (grade 9-12) grade range, with 66% of those students are in 12th grade or higher.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	55	46	37	27.50%	23.5%	20.7%
Fluent English Proficient (FEP)	26	20	18	13.00%	10.2%	10.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. In the last three years the Foundations Academy has not reclassified students as Fluent English Proficient (FEP)
2. Nearly half of the English Learners in the Foundations Academy have been identified as Fluent English Proficient (FEP).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4			*			*				
Grade 4	*	*		0	*		0	*				
Grade 5		4			*			*				
Grade 6		*			*			*				
Grade 7	4	4		0	*		0	*		0.0		
Grade 8	*	4		0	4		0	4			100.0	
All Grades	9	22		0	17		0	16		0.0	77.3	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			6.25			0.00			93.75	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts											
	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*					*				*	
Grade 4			*				*				*	
Grade 5			*				*				*	
Grade 6			*				*				*	
Grade 7			*				*				*	
Grade 8			*				*				*	

Grade Level	Writing Producing clear and purposeful writing							
	% Above Standard			% At or Near Standard			% Below Standard	
20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*
Grade 4		*			*			*
Grade 5		*			*			*
Grade 6		*			*			*
Grade 7		*			*			*
Grade 8		*			*			*

Grade Level	Listening Demonstrating effective communication skills							
	% Above Standard			% At or Near Standard			% Below Standard	
20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*
Grade 4		*			*			*
Grade 5		*			*			*
Grade 6		*			*			*
Grade 7		*			*			*
Grade 8		*			*			*

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information							
	% Above Standard			% At or Near Standard			% Below Standard	
20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*
Grade 4		*			*			*
Grade 5		*			*			*
Grade 6		*			*			*
Grade 7		*			*			*
Grade 8		*			*			*

**Conclusions based on this data:**

1. Students in the Foundations Academy do not take the CAASPP assessment in ELA, but instead take the California Alternate Assessment (CAA).
2. There were far more students assessed during the 2021-2022 school year than the two previous reporting years.

# 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		5			4			4			80.0		
Grade 4	*	*		0	*		0	*					
Grade 5		4			*			*					
Grade 6		*			*			*					
Grade 7	4	4		0	*		0	*		0.0			
Grade 8	*	4		0	4		0	4			100.0		
All Grades	9	23		0	18		0	18		0.0	78.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			5.56			22.22			72.22	

Concepts & Procedures Applying mathematical concepts and procedures														
Grade Level			% Above Standard			% At or Near Standard			% Below Standard					
			20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3				*				*					*	
Grade 4					*				*				*	
Grade 5					*				*				*	
Grade 6					*				*				*	
Grade 7					*				*				*	
Grade 8					*				*				*	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*			*			*	
<b>Grade 4</b>		*			*			*	
<b>Grade 5</b>		*			*			*	
<b>Grade 6</b>		*			*			*	
<b>Grade 7</b>		*			*			*	
<b>Grade 8</b>		*			*			*	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		*			*			*	
<b>Grade 4</b>		*			*			*	
<b>Grade 5</b>		*			*			*	
<b>Grade 6</b>		*			*			*	
<b>Grade 7</b>		*			*			*	
<b>Grade 8</b>		*			*			*	

**Conclusions based on this data:**

1. The majority of students in the Foundations Academy do not take the CAASPP assessment in Math, but instead take the California Alternate Assessment (CAA).
2. 100% of the students assessed received scores on the CAASPP assessment in Math in 2021-22.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
Grade 1	*		*		*		*		
Grade 2	*		*		*		*		
Grade 3	*		*		*		*		
Grade 4	*		*		*		*		
Grade 5	*		*		*		*		
Grade 6	*		*		*		5		
Grade 7	*		*		*		*		
Grade 8	*		*		*		6		
Grade 9	*		*		*		5		
Grade 10	*		*		*		7		
Grade 11	*		*		*		4		
Grade 12	*		*		*		10		
All Grades							51		

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	0.00		0.00		0.00		100.00		51	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	0.00		0.00		0.00		100.00		51	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	0.00		0.00		0.00		100.00		51	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
All Grades	0.00		0.00		100.00		51

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
All Grades	0.00		0.00		100.00		51

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
All Grades	0.00		0.00		100.00		51

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	20-21	21-22	20-21	21-22	20-21	21-22	20-21
All Grades	0.00		0.00		100.00		51

**Conclusions based on this data:**

- There was 44% increase in students taking the ELPAC in 2020-2021 school year.
- Students in the Foundations Academy take the Alternate ELPAC assessment instead of the ELPAC.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
196	28.1	23.5	0.5
Total Number of Students enrolled in Foundations Academy.			
	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	23.5
Foster Youth	1	0.5
Homeless	2	1.0
Socioeconomically Disadvantaged	55	28.1
Students with Disabilities	196	100.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	13.3
American Indian	1	0.5
Asian	18	9.2
Filipino	3	1.5
Hispanic	80	40.8
Two or More Races	9	4.6
Pacific Islander	1	0.5
White	52	26.5

**Conclusions based on this data:**

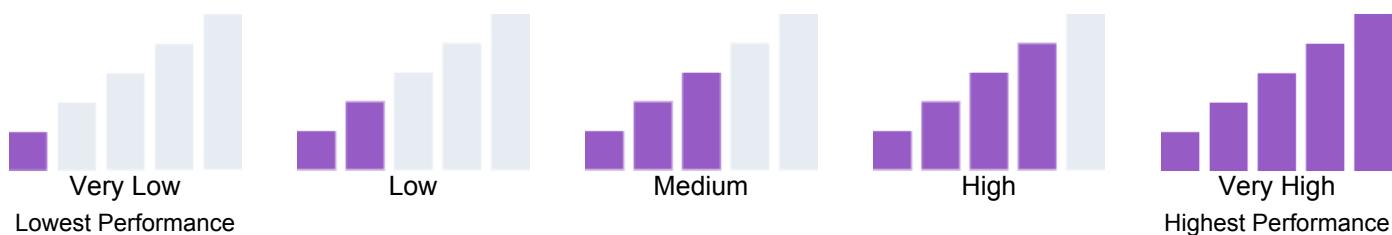
1. 43% of the Foundations Academy student population is Hispanic.
2. 100% of the students in the Foundations Academy are students with disabilities.
3. 27.5% of the Foundations Academy students are English Learners.

# School and Student Performance Data

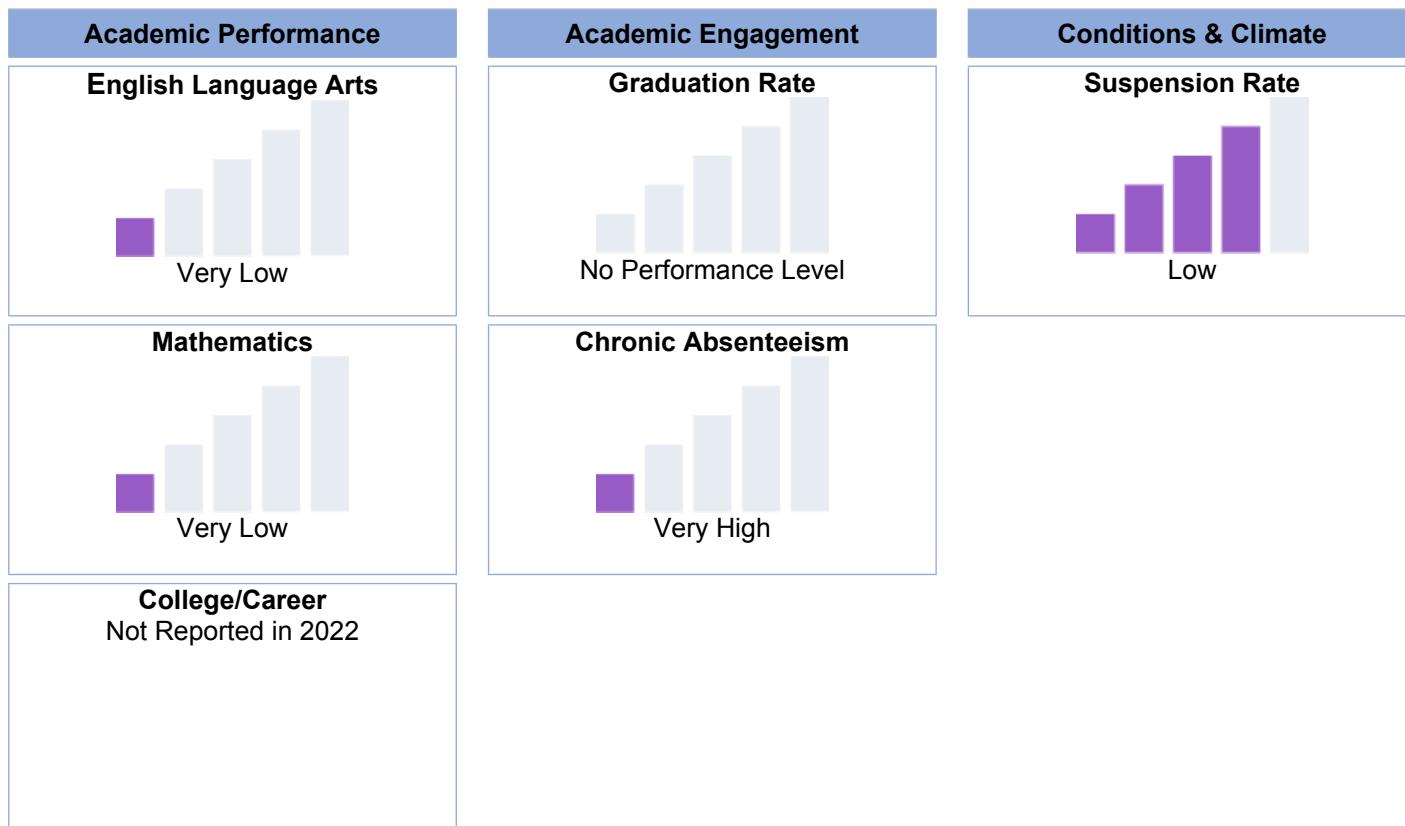
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

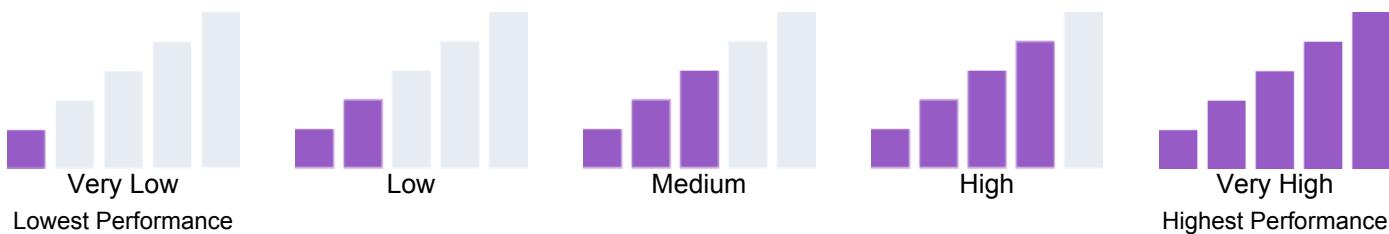
1. The Foundations Academy Chronic Absenteeism falls in the very low range and is a significant area of concern that needs to be addressed.
2. The suspension rate for the Foundations Academy falls in the moderate range and should be addressed to improve student achievement.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



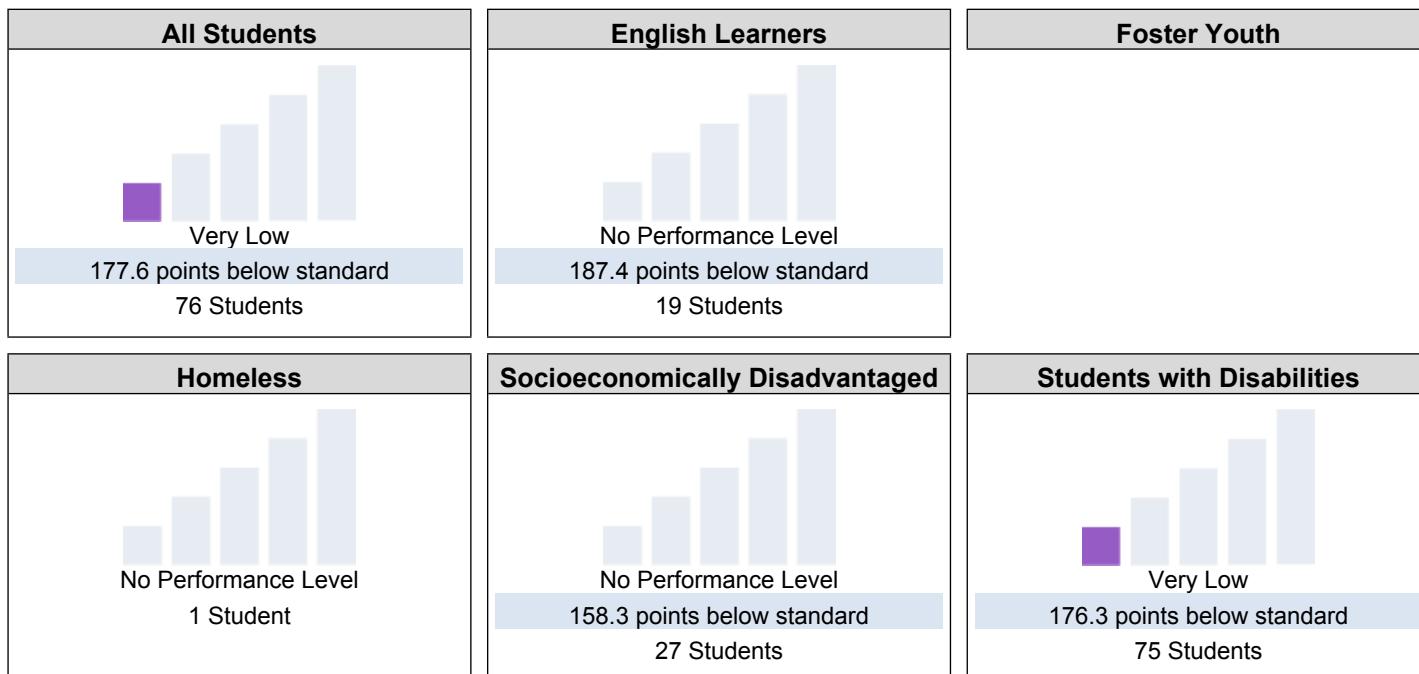
This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

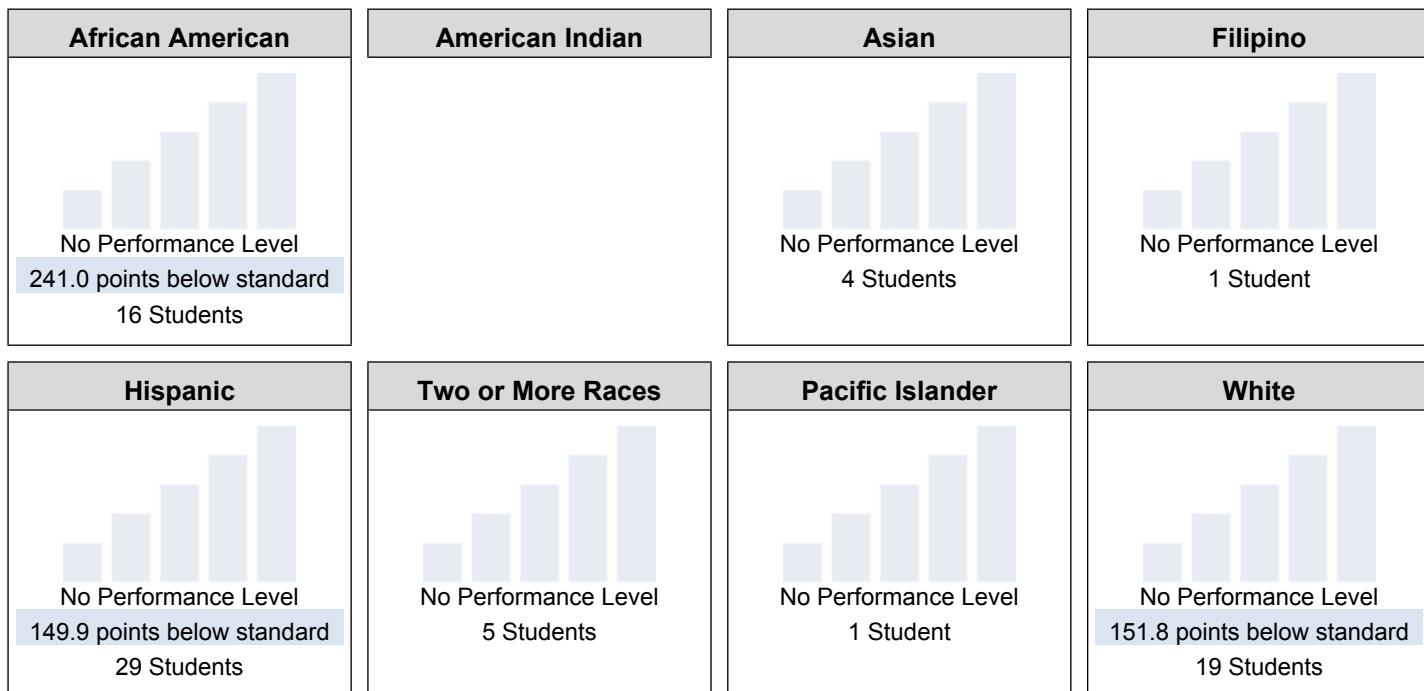
Very Low	Low	Medium	High	Very High
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

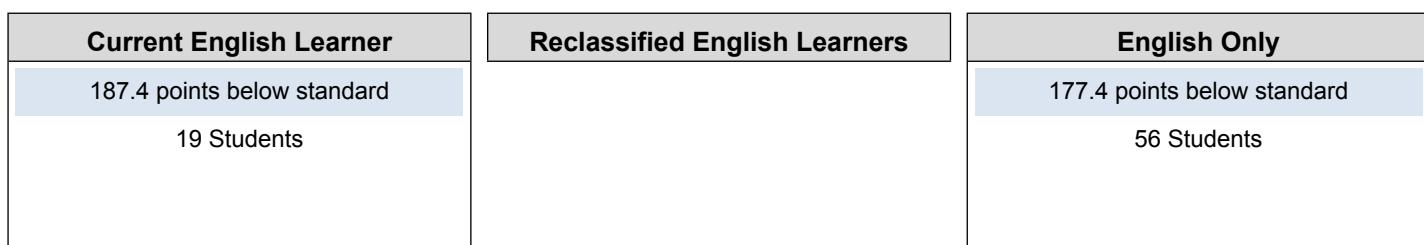


## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners



### Conclusions based on this data:

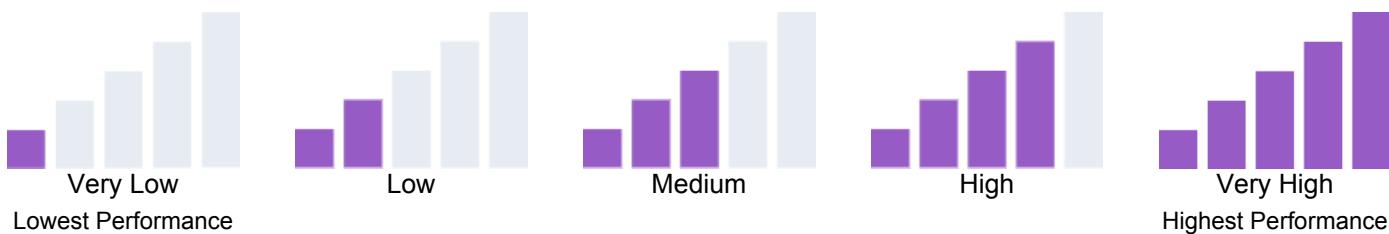
1. The Foundations Academy's overall ELA performance is in the low range.
2. There was a 9.7 point decline in overall performance in ELA.
3. The overall performance in ELA is commensurate with the overall performance of students with disabilities.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



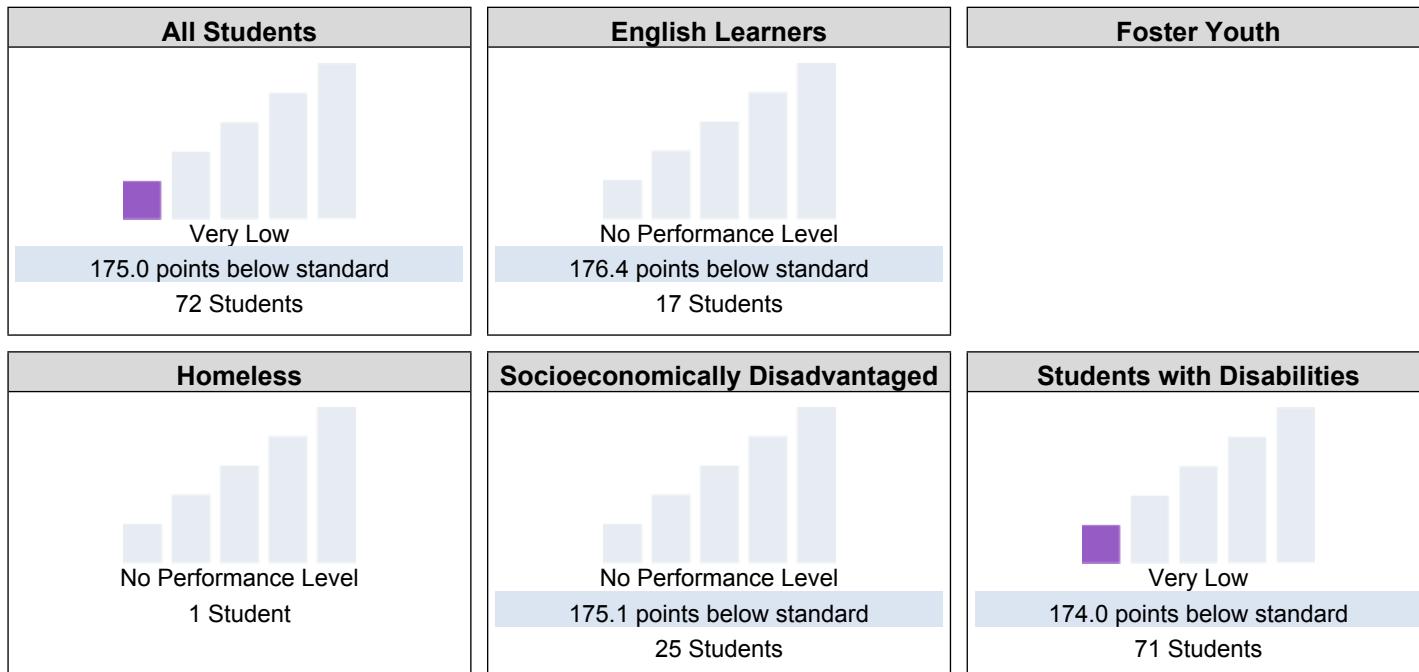
This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

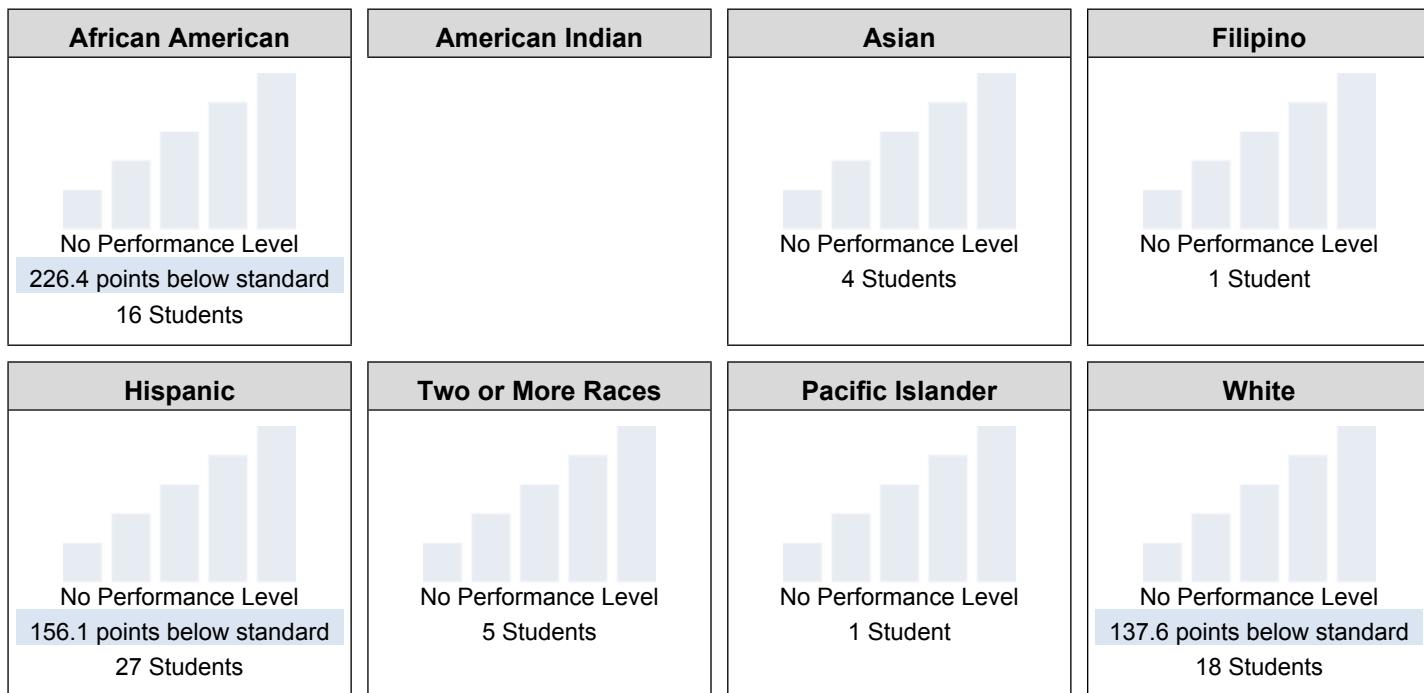
Very Low	Low	Medium	High	Very High
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

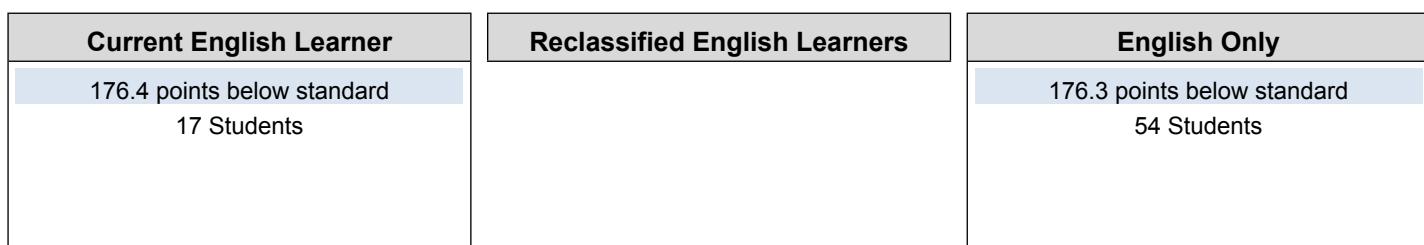


## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners



### Conclusions based on this data:

1. The Foundations Academy's overall Math performance is 89.3 points below standard.
2. There was a 14.3 point decline in overall performance in Math.
3. The Foundations Academy's Hispanic students had an increase of 10.4 points on their overall Math performance.

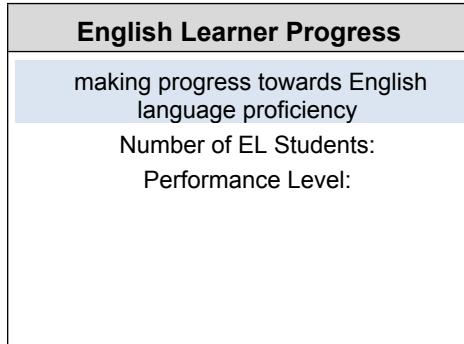
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
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#### Conclusions based on this data:

- There was no progress reported for our English Learners in the 2019-2020 school year.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

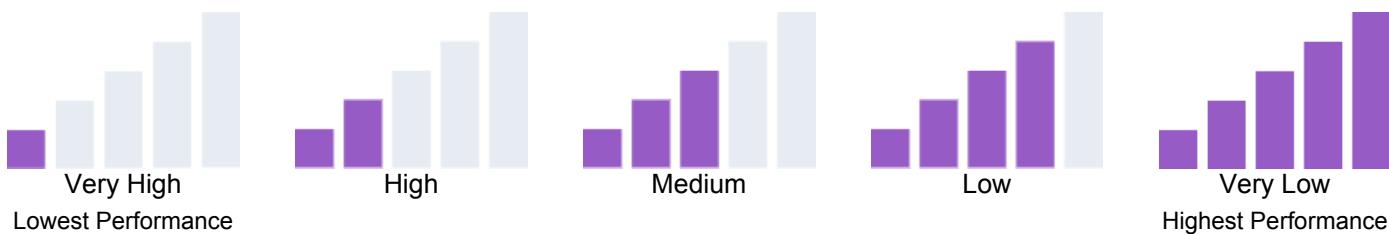
1. 100% of Foundations Academy students in this cohort are students with disabilities
2. 14.5% of the students are English Learners
3. No Foundations Academy students have completed college credit courses

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

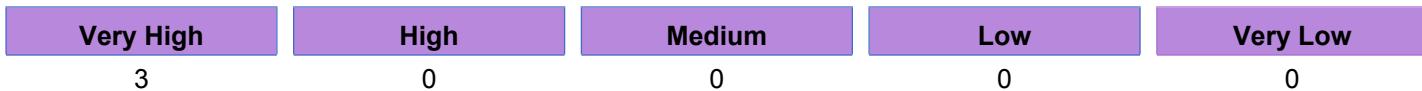
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



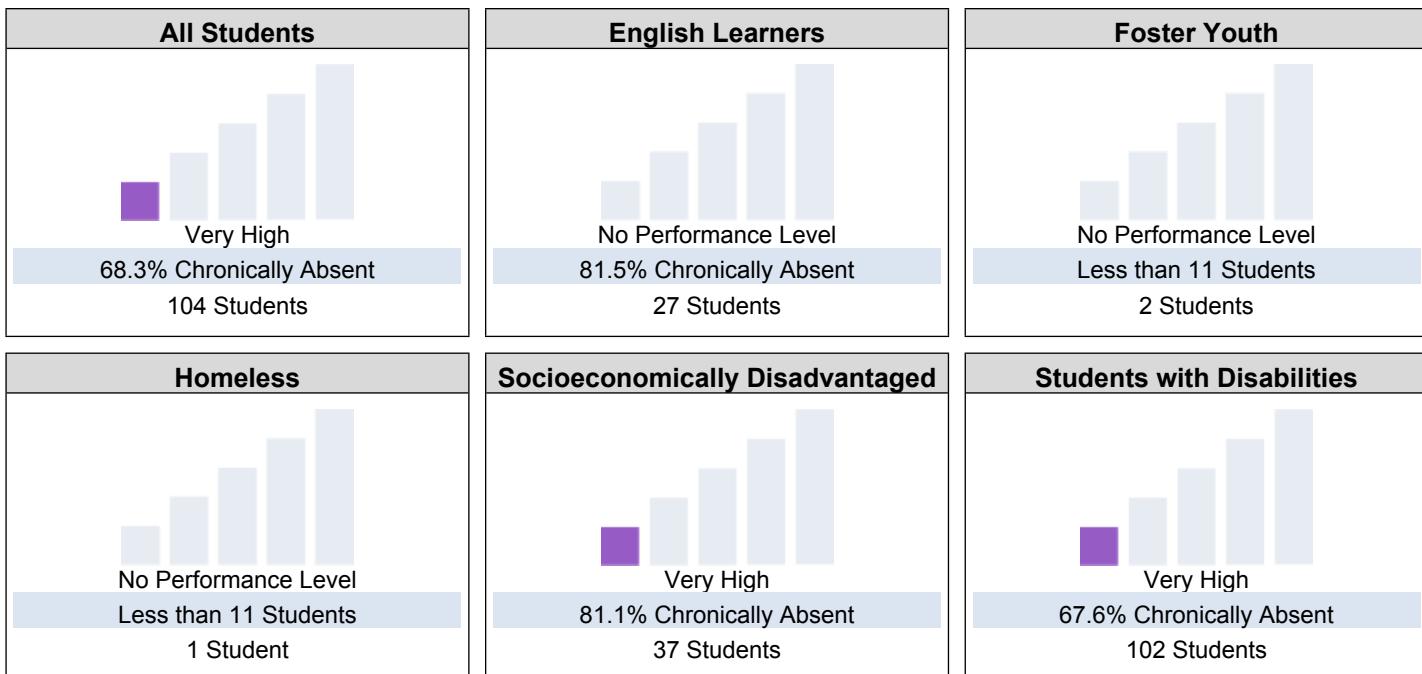
This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

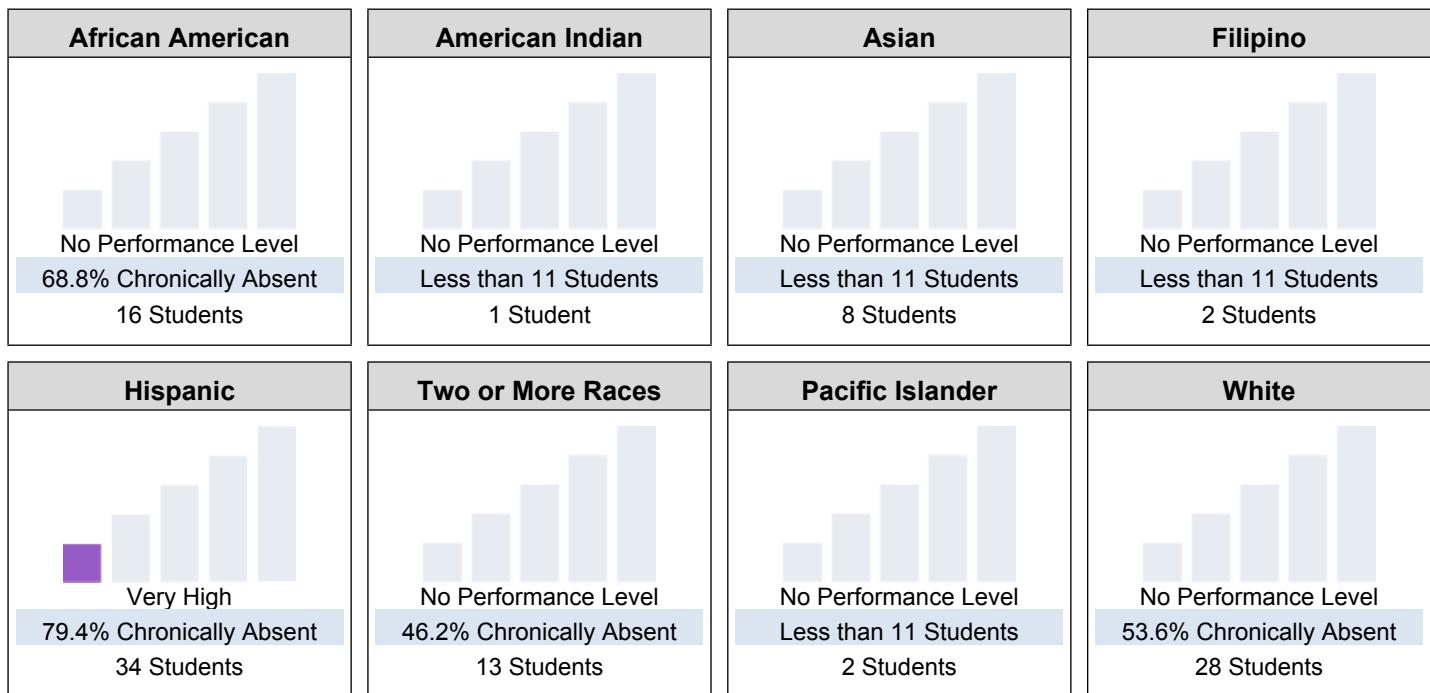


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



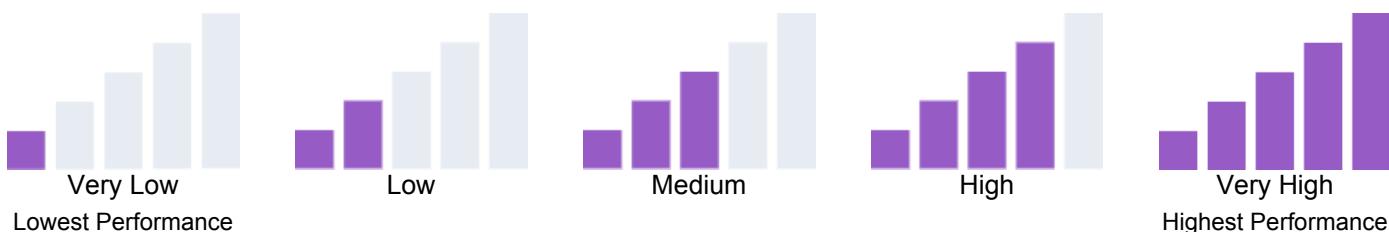
### Conclusions based on this data:

1. The overall chronic absenteeism rate for the Foundations Academy falls in the red range, which is the very low range.
2. Students considered to be socioeconomically disadvantaged were in the low range in orange.
3. Both Hispanic (+8.3) and White (+13.1) students made improvement with their chronic absenteeism rate.

# School and Student Performance Data

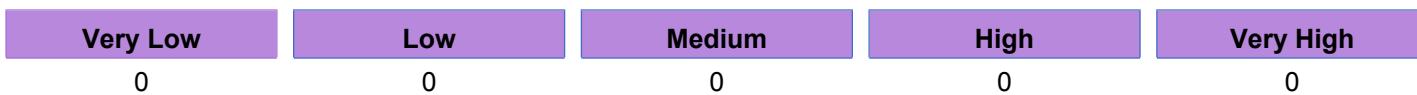
## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



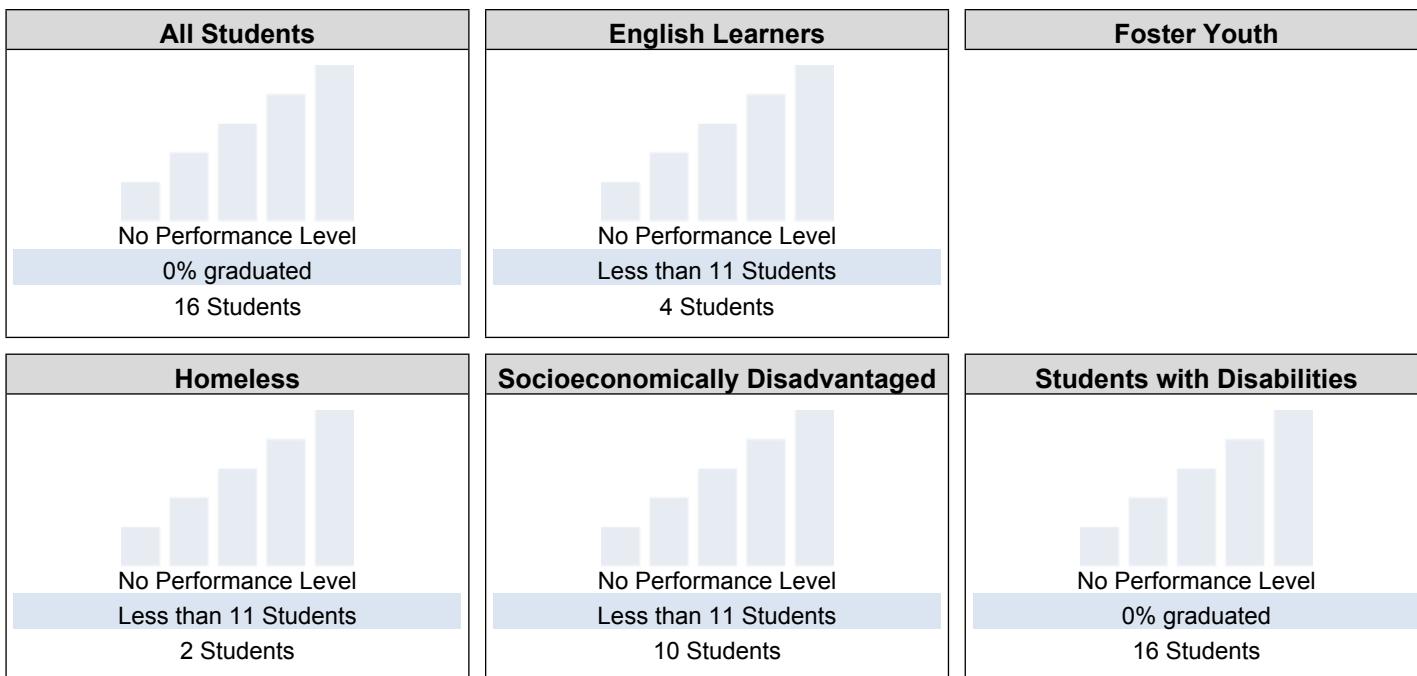
This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

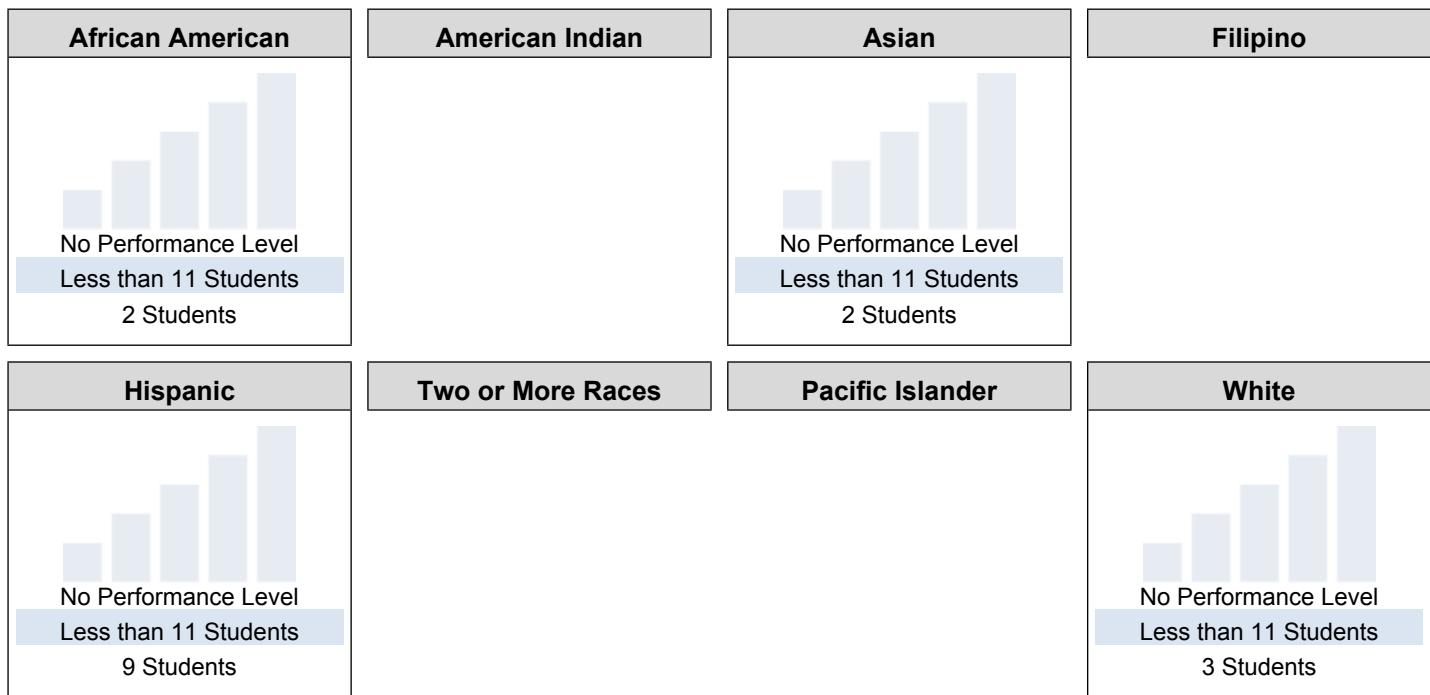


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group



## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

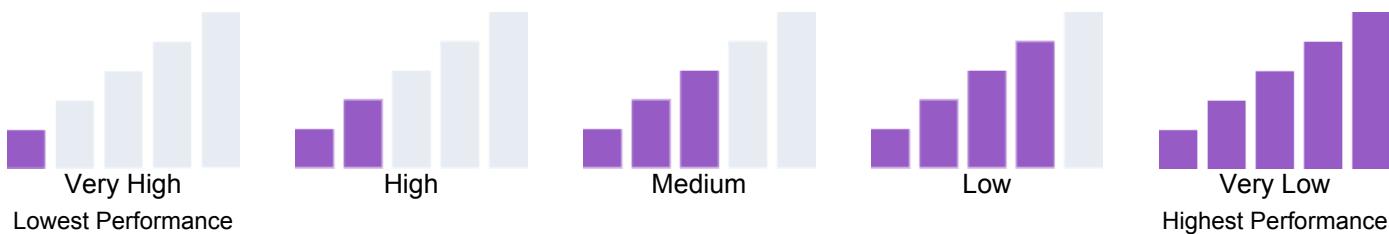
1. All Foundations Academy students in the graduation rate for 2021 were students with disabilities
2. The English Learner subgroup is not represented in the overall graduation rate of 15.9%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

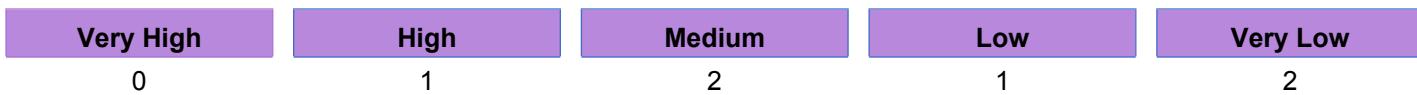
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



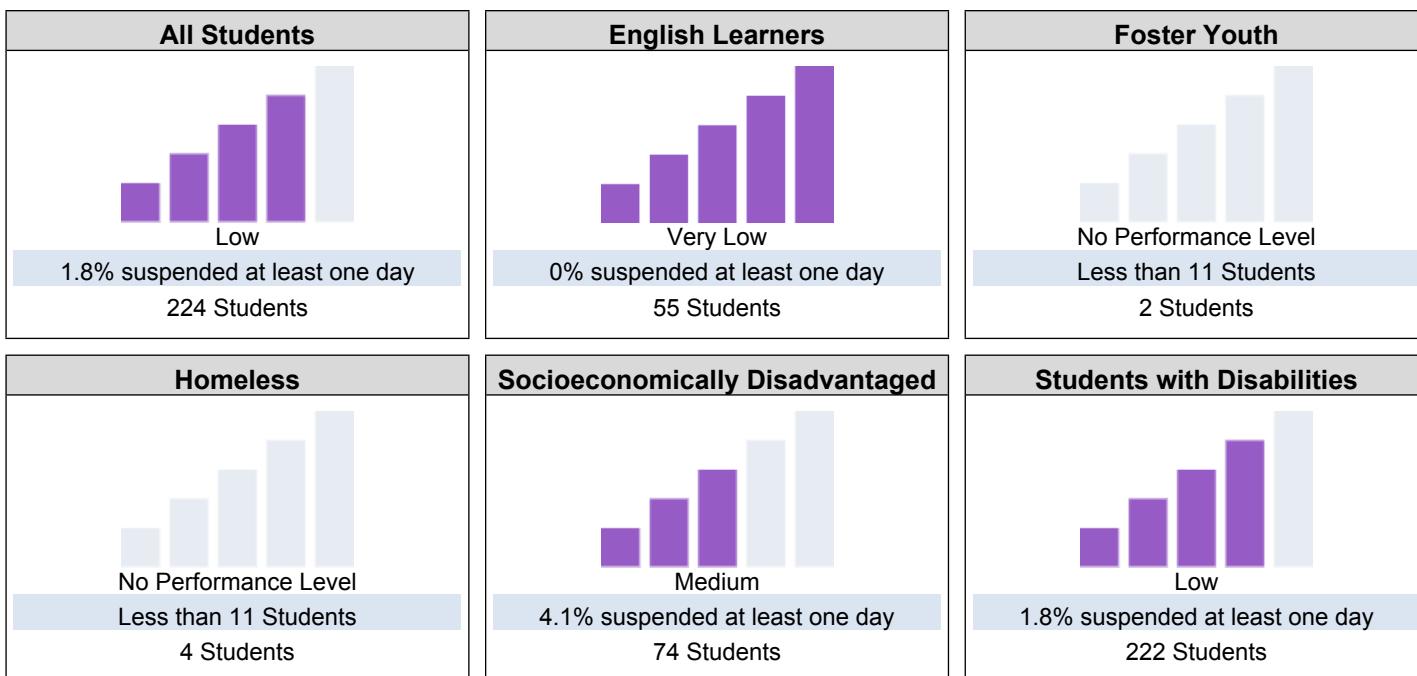
This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

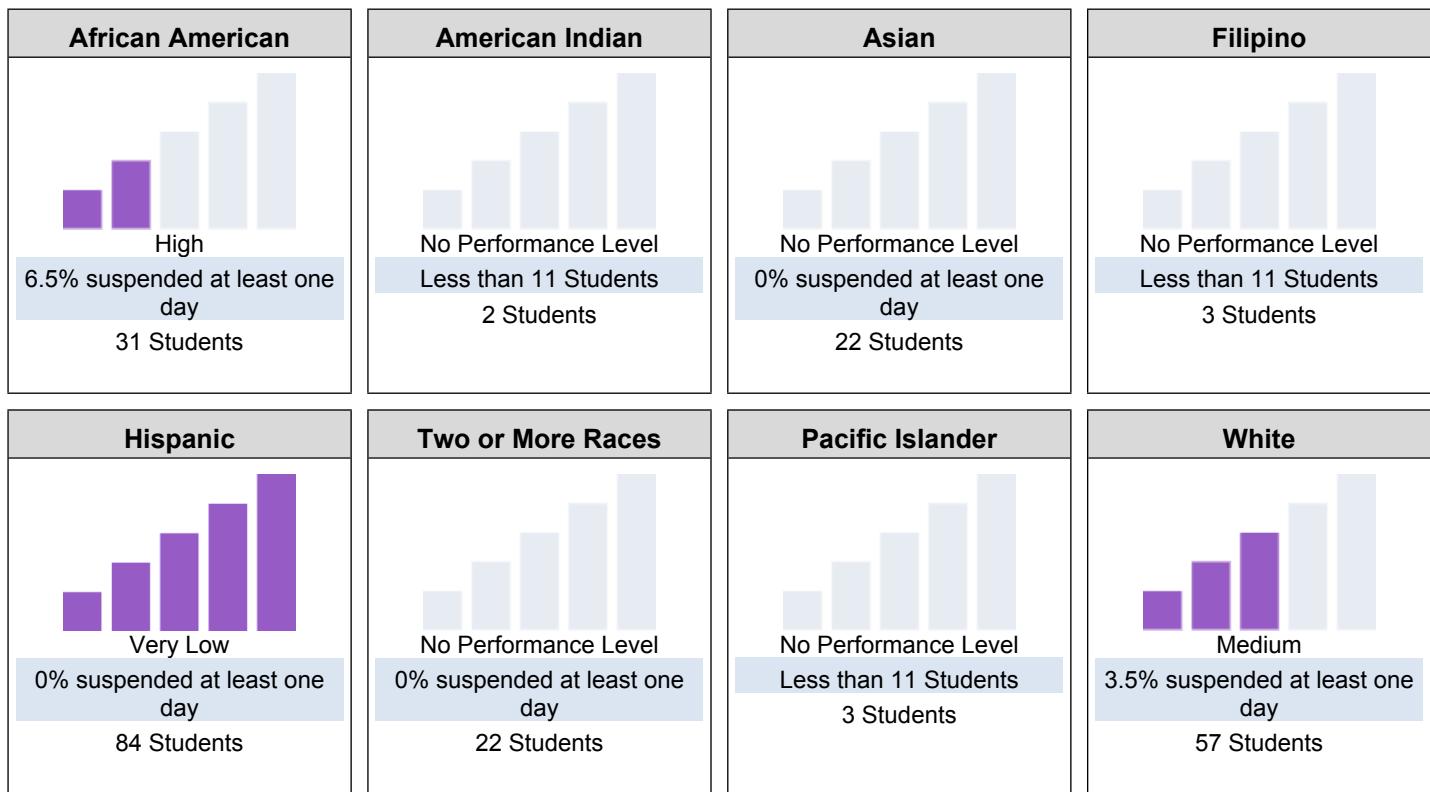


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The Foundations Academy English Learners had the lowest suspension rate and fell in the highest performance range in blue.
2. The overall suspension rate is in the moderate range in yellow.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student success

## LEA/LCAP Goal

Student success

## Goal 1

Students will make one year worth of academic progress each year.

### Identified Need

Ensure that all students get the instruction and support they need to meet each of their annual IEP goals.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students' goals will be met on their IEP by the time of their next annual IEP	New Metric	We expect that 80% of all goals will be met by our students.
Reduce the percent of students with disabilities who are chronically absent	Chronic absenteeism rate for students with disabilities is 67.6%	We will decrease our chronic absenteeism rate for our students with disabilities by 5% (62.6%)
Reduce the chronic absenteeism rate for Hispanic students	Chronic absenteeism rate for Hispanic Students at 79.4%	We will decrease our chronic absenteeism rate for our Hispanic students by 5% (75.4%)
Reduce the chronic absenteeism rate for students identified as socio economically disadvantaged (SED)	Chronic absenteeism rate for SED students is 81.1%	We will decrease our chronic absenteeism rate for our SED students by 5% (76.1%)

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 students

#### Strategy/Activity

Teachers will ensure that they embedded the instruction and strategies needed into their daily instruction so that students can make progress and meet each of their IEP goals. Each student will also receive dedicated individual time to work on their specific goals as well as have their progress monitored.

#### 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)
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#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide parents with best practices to promote health for their students while ensuring that we are also encouraging families not to send their children to school when they are sick. Maintaining a strong protocol in our "sick day protocols" will help ensure that our classrooms remain to be healthy environments for our 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)
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#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

When appropriate and based on the reason for a prolonged absence, we will offer families a short term independent study option to keep them engaged in their schooling

#### 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)
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## Strategy/Activity 4

### 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)
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## Annual Review

### SPSA Year Reviewed: 2022-23

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 Foundations Academy teachers, support staff and administration team have been working hard to implement the work towards meeting our goals. We are in the process of developing a database to use for overall data analysis to track progress towards our student's IEP goals, which will provide us with baseline data. Professional development has been streamlined to address the overarching needs related to instructional strategies of all programs countywide, as well as individual needs of particular programs. Teachers and their classroom staff, as well as, Related Service providers have been provided with professional development opportunities at least monthly to address these identified needs. The nursing team revised the sick day guidelines to meet current COVID protocols as well as Public Health Guidelines as they relate to student health. These updated guidelines are provided annually to parents and throughout the year. This year we identified and offered 16 students who were not attending school due to medical issues a long-term independent study program to keep them engaged in learning. This coming year, we have plans to support our families with short term independent study programs when students may be out for short-term absences in the event of a surgery or illness.

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

There have been limited opportunities and time to fully implement the goals as this was our first year developing our SPSA, therefore we need more time to identify any major differences between our intended implementation.

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 identified two more subgroups to provide targeted support, so they have been included in our goals, however overall goals will continue.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Successful transitions

## LEA/LCAP Goal

Partnership goal

## Goal 2

Guarantee all students successful transitions in our programs to prepare them for college, career, and success in life by achieving a Successful Transition Rate of 100% each year based on the families and students' life goals. Additionally, when students are able to transition back to their district of residence, we also want to ensure that all required supports are in place prior to their first day back in their home district.

## Identified Need

Increase parent involvement beyond IEPs

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connecting with county regional services	New Metric	100% of students who wish to continue services with Alta Regional Center(ARC) will be connected to services prior to graduating.
Transition goals	New Metric	Students will meet all of their goals in their transition plan annually.
Parents will understand their options	New Metric	Parents who have conserved their children will understand all of their post secondary options and be involved in creating goals to help meet their post education goals for their children.

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)

Students 16 years old and older

**Strategy/Activity**

Transition specialists and teachers will ensure that each student with transition plan goals receives the support and instruction needed to meet each goal.

**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 2****Students to be Served by this Strategy/Activity**

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

Graduating students

**Strategy/Activity**

Students who are eligible and wish to receive services from Alta Regional Center (ARC) will have an ARC representative at their IEP meetings to ensure the transition happens seamlessly after graduation.

**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 3****Students to be Served by this Strategy/Activity**

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

Graduating students

**Strategy/Activity**

Prior to students graduating, families will learn about post secondary options for their children at their IEP. When appropriate, relevant agencies will also be present at the meetings.

**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 4****Students to be Served by this Strategy/Activity**

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

Students who are transitioning back to their home district

#### Strategy/Activity

When students are transitioning back to their home district through the IEP process, we will ensure that a strong plan is developed to make sure the student has all of the proper supports in their future program. Supports can include communication devices, mobility devices, appropriate staffing, etc.

#### 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)
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#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

Parents and students who prefer communication in Spanish will have access to interpreting and translation services.

#### Strategy/Activity

All communication and documents for our Hispanic speaking and reading parents shall be translated to the greatest extent possible. Interpreters will be present at all IEP meetings as required, IEP documents will be translated into Spanish as needed per the familie's and student's need.

#### 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)
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#### 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)
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## **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)
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## **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)
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## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

All students of transition age (16) have an Individual Transition Plan that includes goals and activities to support their transition to life after high school. These plans are developed with the IEP team, reviewed and discussed at each IEP meeting for students at age 16 and above. We are in the process of having all documents translated into Spanish, so that our Hispanic families whose primary language is Spanish, will have the same access to information. All students transitioning back to their district of residence or into another program will have a transition plan that may include a site visit, transition support from staff as well as a transition IEP to ensure the transition needs for students are being met.

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

There have been limited opportunities and time to fully implement the goals as this was our first year developing our SPSA, therefore we need more time to identify any major differences between our intended implementation.

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 identified two more subgroups to provide targeted support, so they have been included in our goals, however overall goals will continue.

# 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**

Departmental Advisory Committee

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 .

Attested:



Principal, Jillian Friend





# 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
Leo A. Palmeter Jr./Sr. High School	34-10348-0106229		June 13, 2023

## 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)

Additional Targeted Support and Improvement

Socio-economically and students with disabilities

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.

Leo A. Palmeter Jr./Sr. High School provides education to students with disabilities with mental health and behavioral needs. Our program meets the unique educational, behavioral, and mental health needs of our students and offers a range of services that promote a positive learning environment. Students are referred directly from the local school districts of Sacramento County that are unable to provide the more highly structured behavioral support program as well as vocational opportunities. During the 2022-2023 school year, school psychologists provided Educationally Related Mental Health Services (ERMHS). In addition, students were provided a standards-based educational program that was supported by a strong career technical emphasis. The Leo A. Palmeter program is divided into three Linked Learning Pathways: Discovery Academy (pre-vocational skills for grades 7-8), Culinary Arts, and Sustainable Environments Academies (grades 9-12). Each Linked Learning Pathway connects core academics with real-world experience within various fields. Coursework is coordinated with the Career Technical Education (CTE) programs, such as Culinary Arts and Hospitality, Horticulture, and Northern California Construction Training (NCCT).

Our students also benefit from a Multi-Tiered System of Support model, which provides Tier I - Tier III supports in the area of academics, behavior, and social emotional development. The idea is to strengthen the tiers via targeted professional development opportunities. Teachers will have dedicated collaboration time to plan lessons, analyze student data, and plan next steps for students

who need further support or challenge opportunities. During these meetings, teachers will identify best instructional practices and create action plans. Additionally, teachers will have the opportunity to attend professional development trainings with the addition of instructional coaches which can provide relevant feedback.

The goals and strategies outlined in the SPSA support the district's LCAP and ESSA requirements by meeting students' academic, behavioral, and attendance needs for all student groups.

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# 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).

Palmiter conducts an annual spring survey of parents to learn how well the school is meeting the needs of students and to assess family engagement. Eight parents of students in grades 7-12 responded to the 2022-23 survey. Survey results showed that parents were satisfied with the education and support that the school provided to their child. Overall parents agreed that the teacher helped their child to improve their reading (86%) and math (86%) levels and 100% agreed that the school provides their child with extra support services if needed. More than 87% of parents noted that the school helps their child learn how to advocate for themselves and their needs, and teaches their child "soft skills" such as collaborating with others, planning for deadlines, and engaging in professional conversations (87%). Parents also reported that their child likes school more while enrolled at this school (87%) and that they have seen decreases in behavior issues (87%). Although chronic absenteeism is a continuing challenge for schools, parents most often reported that the reasons for missing school were illness (25%), doctor's appointments (25%), and transportation issues (50%).

Survey results also showed that parents were engaged with their child's school. All parent respondents reported that they felt welcome at the school and that they could communicate easily with their child's teacher. Most (87%) indicated that the school offers events or activities to bring families to the campus and that the school contacts them to let them know when their child is doing well at school. The activities parents attended most often were family events or luncheons (75%), IEP meetings (100%), and student recognitions and awards events (50%). When asked what other events the school could offer, two indicated that more parent groups were desired.

## 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 and walk throughs are conducted to measure student engagement and evaluate instruction. In addition, the administrator conducts informal classroom observations via walkthroughs on a weekly basis. Teachers use a variety of instructional methods to support student learning, including large and small group instruction, visual supports, as well as Positive Behavior Interventions and Supports (PBIS). 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 the unique needs of our students related to social, emotional, academic, and transition needs, while accessing state standards.

## **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's (SCOE) Leo A. Palmriter operates programs for students with emotional and behavioral disabilities that have been referred to us by our local LEA's. Each student has an IEP and Behavior Intervention Plan (BIP). Benchmarks from the IEP and BIP are progress monitored quarterly. Review 360 by Pearson is a behavior tracking system which focuses on attainment of behavioral goals and use of social emotional strategies. On a daily basis, students receive input centered on meeting targeted goals as well as meeting school-wide expectations.

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

Each text has curriculum-based assessments and checks points to assess for mastery. This allows teachers to track progress and scaffolding. Additionally, all of our staff regularly work with our students on their IEP's that are developed specifically for each student. Teachers will assess progress and mastery throughout the year as is required by the students' IEP. The WIAT (Wechsler Individual Achievement Test) assessment is administered annually to each student and results are used to assist teachers with building skills.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

2020-21: Self-Contained Class 6 FTE; 83% clear, 17% incomplete

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?cds=34103480106229&agglevel=School&year=2020-21&initrow=Subj&ro=y>

2020-21: Career Technical Education 2 FTE; 100 Unknown

<https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?cds=34103480106229&agglevel=School&year=2020-21&initrow=Subj&ro=y>

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. Please note that the term ineffective is a technical term used by CDE and does not relate to the teachers ability or skills as a teacher. The 8% ineffective number in this case reflects teachers who are in their position on either one of two permits recognized and authorized by the Commission on Teacher Credentialing called Provisional Internship Permit or Short-Term Staff Permit. A incomplete status means the CDE and CTC could not validate the authorization.

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

SCOE provides monthly professional development (PD) and collaboration for certificated and classified staff. Our professional development addresses research-based instructional strategies, high quality first instruction, student engagement, diversity and equity, inclusion, and social emotional learning/behavioral intervention skills.

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

Staff attend monthly professional development (PD) focused on research-based instructional strategies and behavior intervention strategies. Staff are also provided team planning time with their colleagues to share ideas, problem solve, and collaborate on teaching strategies. Staff are surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. Teaching staff also have access to support providers for collaboration, including Program Specialists, Speech Language Pathologists, School Nurses, School Psychologists, Behavior Management Technicians, and a Behavior Analyst.

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

Program Specialists provide PD, classroom instructional support and coaching to ensure student engagement and achievement. Peer Assistance Review (PAR) consulting teachers assist on a voluntary or referral basis. For our new teachers, and those participating in the Teacher Induction Program, mentor teachers are provided to assist with modeling best practice, observation, coaching and conferencing. Leo A. Palmeter provides evidence-based PD for all staff, focusing on research-based instructional strategies to provide access to general education for our students.

For every classroom, there is an assigned Speech and Language Pathologist (SLP) and School Nurse. For students receiving Educationally Related Mental Health (ERMHS) services, a School Psychologist is assigned. All students have access to Behavior Management Technicians or School Psychologists who assist with implementation of Behavior Intervention Plans as well as assisting with crisis Intervention.

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

Leo A. Palmeter teachers have instructional planning time each school day so that they may lesson plan collaboratively. In addition, the staff are provided with ongoing PD focusing on engagement strategies to address behavior, curriculum development, as well as analyzing the academic and behavioral data.

## Teaching and Learning

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

Leo A. Palmeter uses board and state-adopted as their base curriculum. The state-adopted curriculum supports the educational needs of diverse learners. Additionally, all of our students have goals developed for their individual education programming. Staff use accommodations and modifications to ensure that each student can access the general education curriculum.

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

Leo A. Palmeter adheres to the recommended instructional minutes based on the IEP services. Our instructional minutes must meet what is required for the students to be able to reach and make progress on their goals.

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

Leo A. Palmeter have five self-contained classrooms for students with emotional and/or learning disabilities. Our program is designed to be a highly supervised setting with intervention programs and CTE programs integrated into the student's daily schedule. LEA's establish a memorandum of understanding with SCOE to provide the services needed to support each student.

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

Leo Palmriter uses board and state-adopted curriculum in all classrooms. The CTE classes use Pearson Culinary Arts and Horticulture curriculum respectively.

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

Leo Palmtier's curriculum centered on meeting grade-level standards In classrooms. Curriculum consists of ELA edge (Intensive Intervention), Springboard and Read 180. Mathematics is AGS and Integrated Math-Pearson; Social Studies-Glencoe and AGS, and History/Social Science-AGS and Glencoe.

## **Opportunity and Equal Educational Access**

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

Leo A. Palmriter uses high school and transition curriculum to help meet their Individual Transition Plan goals. In addition, social skills and social emotional curriculum is implemented such as Second Step and Coping Cats.

### **Evidence-based educational practices to raise student achievement**

Palmriter teachers use effective methods and instructional strategies to meet the needs of our student. Our teachers differentiate instruction to meet IEP goals that address individual students' needs. Social skills and social emotional curriculum is evidence-based and target individual needs.

## **Parental Engagement**

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

Parent/guardian involvement input and involvement is critical for effective programming and planning. A survey is currently being developed to get baseline data on areas for improvement as it relates to parent involvement. Current strategies to increase parent/guardian involvement include additional Parent CONNECT meetings that can be center on relevant topics generated by parents/families such as social media safety and behavior intervention techniques. Important information can continue to be shared via the Power School Messenger and school newsletters.

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)

Leo A. Palmiter does not receive Title I funds. However, since as stated above, our program is tailored to meet the individual needs of each of our students, all staff, students, and parents are involved in the development of our programs. This is done no less than annually at each student's IEP meeting.

### Funding

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

Not Applicable, we are not receiving or using categorical funds.

### Fiscal support (EPC)

Not Applicable.

## Educational Partner 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**

This is our first SPSA for Leo A. Palmiter Jr./Sr. High School. We reviewed and gathered input at our December 2022 ELAC meeting from our stakeholders. Additionally, we used input from our LCAP surveys and regular parent input from our IEP meetings to inform all of the information within the SPSA. The site principal led a variety of engagement processes that included individual parent engagement and survey administration, email engagement for all parents, and IEP meetings.

## Resource Inequities

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

A primary inequity for Leo A. Palmiter is permanent staff. We have had to use staffing agencies to adequately staff our classrooms. This has been extremely challenging this year to fill our paraprofessional vacancies. Lack of these key staff have a direct impact on the achievement of our students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	37.0%	25.71%	26.47%	20	9	9
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	20.4%	17.14%	5.88%	11	6	2
Pacific Islander	1.9%	%	0%	1		0
White	20.4%	34.29%	35.29%	11	12	12
Multiple/No Response	3.7%	2.86%	0%	2	1	0
	Total Enrollment			54	35	34

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	6	2	5
Grade 8	4	3	6
Grade 9	3	5	5
Grade 10	8	4	5
Grade 11	8	5	5
Grade 12	25	16	8
Total Enrollment	54	35	34

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

Student Group	English Learner (EL) Enrollment			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	4	1	2	7.40%	2.9%	5.9%
Fluent English Proficient (FEP)	2	2	1	3.70%	5.7%	2.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

- 1.

# 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	4	4		0	0		0	0		0.0	0.0		
Grade 8	5	7		0	0		0	0		0.0	0.0		
Grade 11	8	5		0	0		0	0		0.0	0.0		
All Grades	17	16		0	0		0	0		0.0	0.0		

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

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

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

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

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

Conclusions based on this data:

1.

# 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			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	4	4		0	0		0	0		0.0	0.0		
Grade 8	5	7		0	0		0	0		0.0	0.0		
Grade 11	8	5		*	0		*	0			0.0		
All Grades	17	16		*	0		*	0			0.0		

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	*			*			*			*		

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems													
Grade Level	% Above Standard			% At or Near Standard			% Below Standard						
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

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

Conclusions based on this data:

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7								0
Grade 10							0	
Grade 11								0
Grade 12	*		*		*		*	
All Grades							*	0

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*	

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
35	68.6	2.9	2.9
Total Number of Students enrolled in Leo A. Palmriter Jr./Sr. High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.9
Foster Youth	1	2.9
Homeless	7	20.0
Socioeconomically Disadvantaged	24	68.6
Students with Disabilities	35	100.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	25.7
American Indian		
Asian		
Filipino		
Hispanic	6	17.1
Two or More Races	1	2.9
Pacific Islander		
White	12	34.3

### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
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This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
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Homeless	Socioeconomically Disadvantaged	Students with Disabilities
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### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
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Hispanic	Two or More Races	Pacific Islander	White
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This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
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Conclusions based on this data:

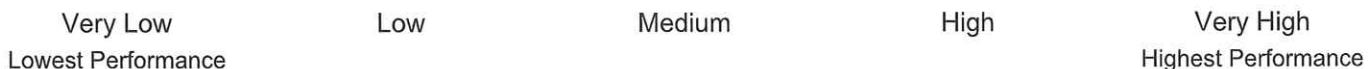
1.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Mathematics Equity Report

Very Low      Low      Medium      High      Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students      English Learners      Foster Youth

Homeless      Socioeconomically Disadvantaged      Students with Disabilities

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American      American Indian      Asian      Filipino

Hispanic      Two or More Races      Pacific Islander      White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner      Reclassified English Learners      English Only

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator

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

### 2022 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
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**Conclusions based on this data:**

1.

# **School and Student Performance Data**

## **Academic Performance College/Career Report**

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

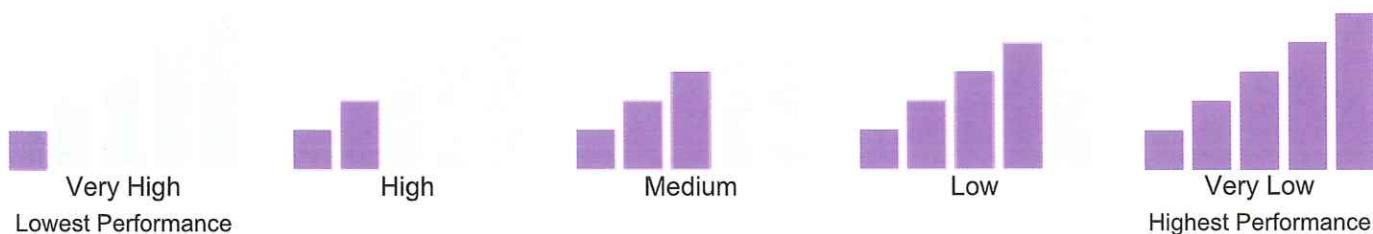
**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
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.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 66.7% Chronically Absent 15 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level Less than 11 Students 1 Student	No Performance Level 66.7% Chronically Absent 12 Students	No Performance Level 66.7% Chronically Absent 15 Students

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 3 Students			
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 5 Students		No Performance Level Less than 11 Students 4 Students

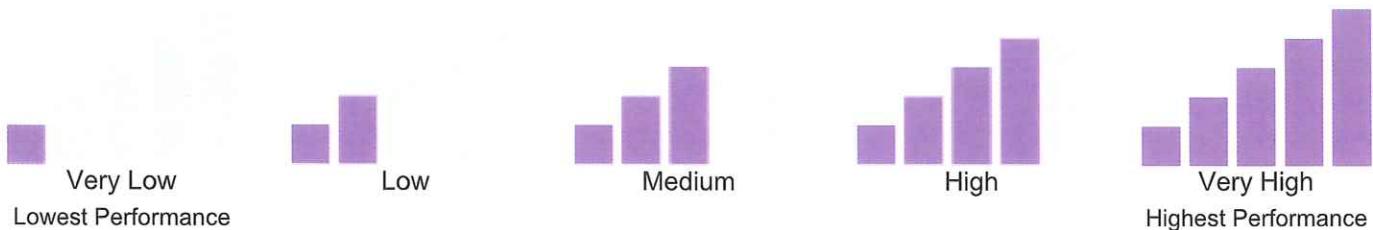
### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level Less than 11 Students 9 Students		No Performance Level Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 9 Students	No Performance Level Less than 11 Students 9 Students

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 3 Students			
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

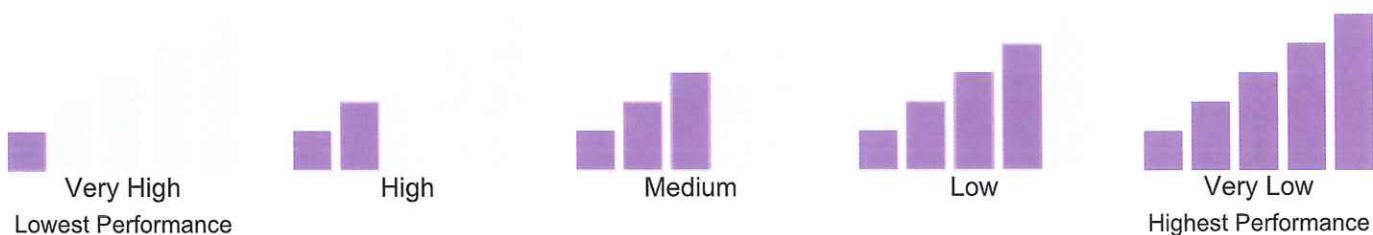
1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	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.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High 25.9% suspended at least one day 54 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level Less than 11 Students 8 Students	Very High 25.6% suspended at least one day 39 Students	Very High 25.9% suspended at least one day 54 Students

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
No Performance Level 28.6% suspended at least one day 14 Students			
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level Less than 11 Students 9 Students	No Performance Level 28.6% suspended at least one day 14 Students		No Performance Level 23.5% suspended at least one day 17 Students

**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.

## Goal Subject

Student Success

## LEA/LCAP Goal

Student Success

## Goal 1

Students will make one year worth of academic progress each year using academic testing and grade-level curriculum.

### Identified Need

Ensure that all students receive effective instruction and support needed to meet annual IEP goals and grade-level academic expectations.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students' goals will be met on their IEP by the time of their next annual IEP as well as on academic assessments.	New metric	
Reduce the percent of students who are chronically absent.	2021-2022 66.7%	Reduce to 61%
Lower the suspension rate	2021-2022 overall-25.9%; SED 25.6%; SWD 25.9%	Reduce all by 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 students

#### Strategy/Activity

We will provide a systematic and consistent framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the

teaching staff reduce the achievement gap. Professional development will include ongoing Quality First Instruction training in ELA and mathematics. In addition, intervention curriculum training will be prepared to fill in the gaps for students who need intensive interventions. Curriculum coaches will support teachers by analyzing student assessment data, planning, and providing feedback to teachers. Within our professional learning communities, additional collaboration time will be provided to plan lessons, analyze student data, and plan next steps for students who need further support or challenge opportunities. During these meetings, teachers will identify best instructional practices and create action 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)
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### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students

### **Strategy/Activity**

The PBIS team will develop Tier I school-wide attendance initiatives and incentive programs focused on increasing the positive environment for students and staff. Informational flyers will be sent home to familiarize families what is an excused and unexcused absence as well as the impact of non-attendance.

\*At the Tier II level, an attendance identification and intervention cycle will be developed centering on early and regular communication with families regarding obstacles to regular attendance. The intervention cycle includes a focus on early and regular communication with families surrounding student absences.

+At the Tier III level, if absences continue beyond this meeting, staff may conduct home visits to identify barriers and provide alternatives where possible and/or gather the IEP team to develop an individualized intervention plan to support the student's improved attendance. We will develop options for students to access instruction when there is a health condition that prevents them from attending school for short term time periods.

\*District transportation challenges related to insufficient staffing continue to be an area that negatively impacts attendance as students do not have alternative transportation options. The team can develop more alternatives if district transportation is unavailable.

### **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)
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### **Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Suspension rates continue to be an area targeted for improvement. Leo A. Palmeter Jr./Sr. High School will continue to seek alternatives to suspension through its focus on PBIS. Due to the influx of new staff, a professional development plan will include ongoing specialized training to strengthen the Tiers I-III. Check in-Check out and Check and Connect programs will be re-introduced and training will take place to ensure that these Tier 2 interventions are implemented with fidelity. Staff trainings will also include developing a list of alternatives to suspension in order to create logical consequences that are more effective. We also will embark on a systematic approach to restorative practice and systematic teaching of social emotional learning 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)

**Strategy/Activity 4****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: 2022-23**

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.

N/A first year

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

N/A first year

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.

N/A first year

## 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 .

Attested:

Principal, Lauren Roth on 2-13-2023

