



School Plan for Student Achievement (SPSA)

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	06/3/2024	June 25, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by El Centro Jr./Sr. High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by El Centro Jr./Sr. High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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 we have a designated period of EL one day per week, an ELD/ELS Program Specialist to improve and expand EL services.

Our students have a high rate of school mobility across all student subgroups. To address this we partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and 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.

Educational Partner Involvement

How, when, and with whom did El Centro Jr./Sr. High 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 Council with the annual development of the School Plans for Student Achievement (SPSA), review of LCAP goals and actions, and reviewing and approving our Title I budgets and expenditures.

The site principal leads a variety of engagement processes, individual parent engagement and survey administration, email engagement for all parents, and Individualized Education Plan (IEP), Student Study Team (SST), Child Family Team (CFT), and Multi-disciplinary Team (MDT) 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.

This section is required for all schools eligible for ATSI and CSI.

We have a low stability rate. Students are enrolled on an average of 27 days.

Our students have experienced struggles accessing their education at comprehensive high schools.

The majority of our students have experienced trauma and unstable home environments.

It is difficult to find qualified substitute teachers.

Accessing technology

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Graduation Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Credit accumulation/recovery, family and community engagement, social/emotional learning, Diversity Equity and Inclusion (DEI), transition services, and literacy

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Centro Jr./Sr. High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	40.00%	36.78%	45.83%	28	32	44
Asian	1.43%	4.6%	2.08%	1	4	2
Filipino	%	0%	%		0	
Hispanic/Latino	25.71%	33.33%	31.25%	18	29	30
Pacific Islander	7.14%	1.15%	%	5	1	
White	18.57%	10.34%	8.33%	13	9	8
Multiple/No Response	5.71%	13.79%	11.46%	4	12	11
Total Enrollment				70	87	96

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7		1	4
Grade 8	2	2	4
Grade 9	4	9	13
Grade 10	11	10	20
Grade 11	22	30	15
Grade 12	18	19	40
Total Enrollment	57	71	96

Conclusions based on this data:

1. Our student population has significantly increased since 2020-21
2. We have a disproportionately large number of African-American and Hispanic students.
3. A majority of our students are in the 11th and 12th grades.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	4	3	4	9.20%	7.0%	5.0%
Fluent English Proficient (FEP)	3	7	4	9.20%	5.3%	5.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	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.
3. We have had a significant decline in our ELs since 2020-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*	0	0	0	0	0	0	0	0	0	0
Grade 7	*	4	*	0	0	*	0	0	*	0	0.0	0
Grade 8	*	5	8	0	0	5	0	0	5	0	0.0	62.5
Grade 11	42	41	28	0	20	22	0	20	22	0.0	48.8	78.6
All Grades	46	51	38	0	20	28	0	20	28	0.0	39.2	73.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11		2405.	2409.		5.00	0.00		0.00	4.55		10.00	9.09		85.00	86.36
All Grades	N/A	N/A	N/A		5.00	0.00		0.00	7.14		10.00	14.29		85.00	78.57

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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
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. To address the high number of students testing below standards, 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. We have shown significant growth in our number of students tested since 2020-21.
3. Due to the high mobility of our students, CAASPP participation is challenging.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	0	0	0	0	0	0	0	0	0	0	0
Grade 7	*	4	*	0	0	*	0	0	*	0	0.0	0
Grade 8	*	5	9	0	0	6	0	0	6	0	0.0	66.7
Grade 11	42	41	28	0	18	22	0	18	22	0.0	43.9	78.6
All Grades	46	50	39	0	18	29	0	18	29	0.0	36.0	74.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11		2426.	2376.		5.56	0.00		0.00	0.00		0.00	0.00		94.44	100.0
All Grades	N/A	N/A	N/A		5.56	0.00		0.00	0.00		0.00	0.00		94.44	100.0

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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
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 7			*			*			*
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. To address the high number of students testing below standards, 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. We have shown significant growth in our number of students tested since 2020-21.
3. Due to the high mobility of our students, CAASPP participation is challenging.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										6	*	8

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Site did not meet the minimum criteria of students with valid test scores to disaggregate any data other than participation rate, which has increased since 2020-21..

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
71	100	4.2	25.4
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	4.2
Foster Youth	18	25.4
Homeless	2	2.8
Socioeconomically Disadvantaged	71	100
Students with Disabilities	29	40.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	35.2
Asian	3	4.2
Hispanic	24	33.8
Two or More Races	10	14.1
Pacific Islander	1	1.4
White	8	11.3

Conclusions based on this data:

- 100% of our students are socioeconomically disadvantaged.
- 40% percent are Students With Disabilities.

3. Majority of students enrolled are BIPOC.

School and Student Performance Data

Overall Performance



The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Graduation Rate  Red	Suspension Rate  Blue

Conclusions based on this data:

1. We do not have a 4 year cohort at El Centro so it is challenging to report graduation rate in a way that reflects our progress.
2. We continue to have a very low suspension rate.

3. We need to review and refine the process for collecting college and career data to ensure we are reporting accurate data.

School and Student Performance Data

Academic Performance English Language Arts

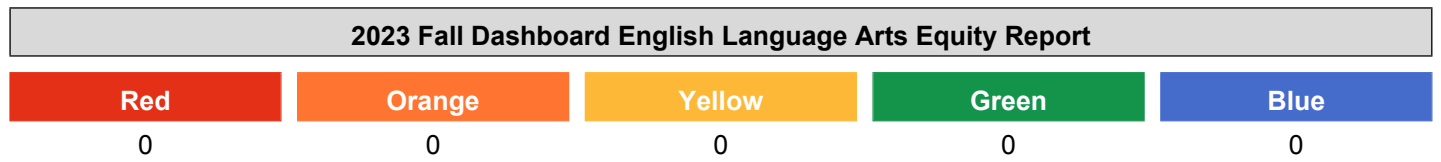
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	0 Students	1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	8 Students	3 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 5 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 0 Students	0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. There was not a numerically significant subgroup to disaggregate this data.

School and Student Performance Data

Academic Performance Mathematics

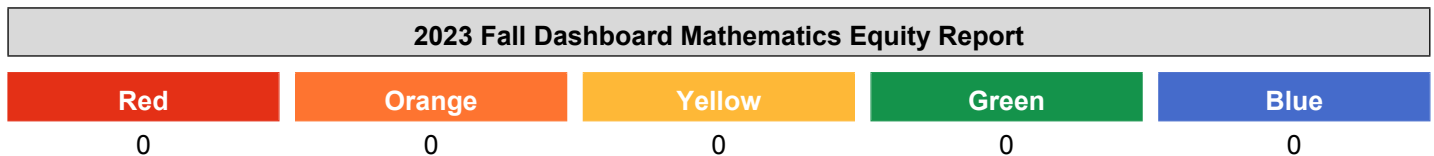
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students 8 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 3 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 5 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 0 Students	0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. There was not a numerically significant subgroup to disaggregate this data.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator	
	English Learner Progress
	making progress towards English language proficiency Number of EL Students: 1 Student 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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

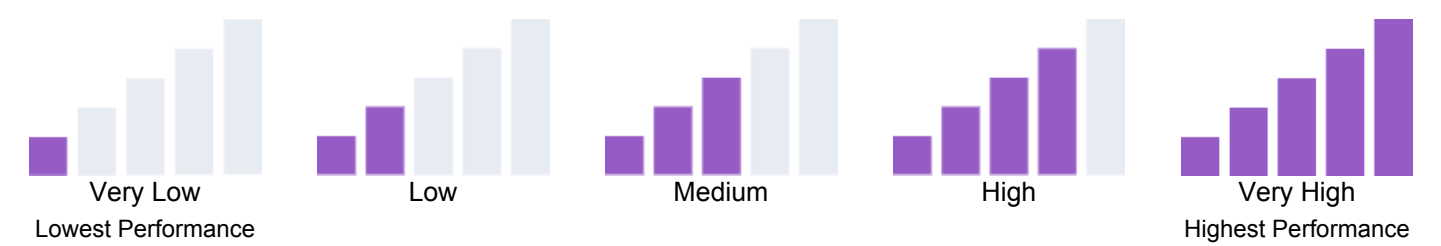
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

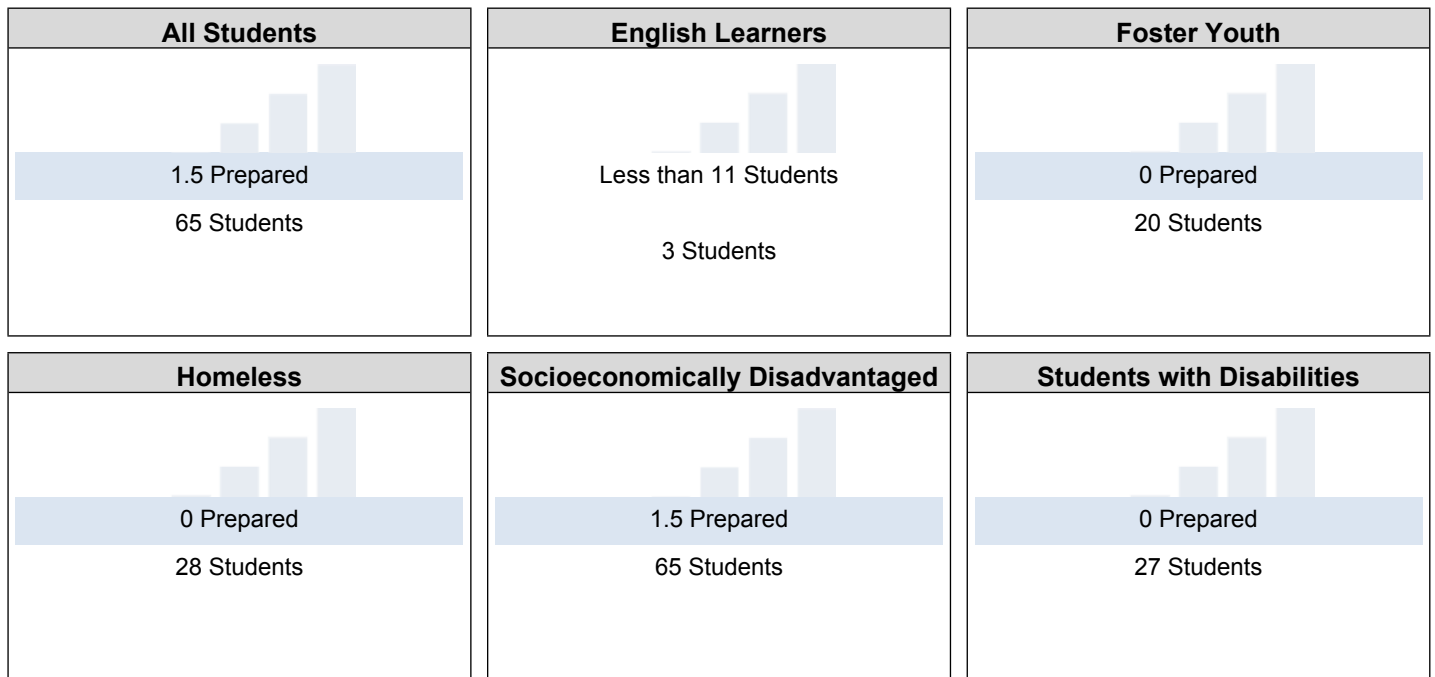


This section provides number of student groups in each level.

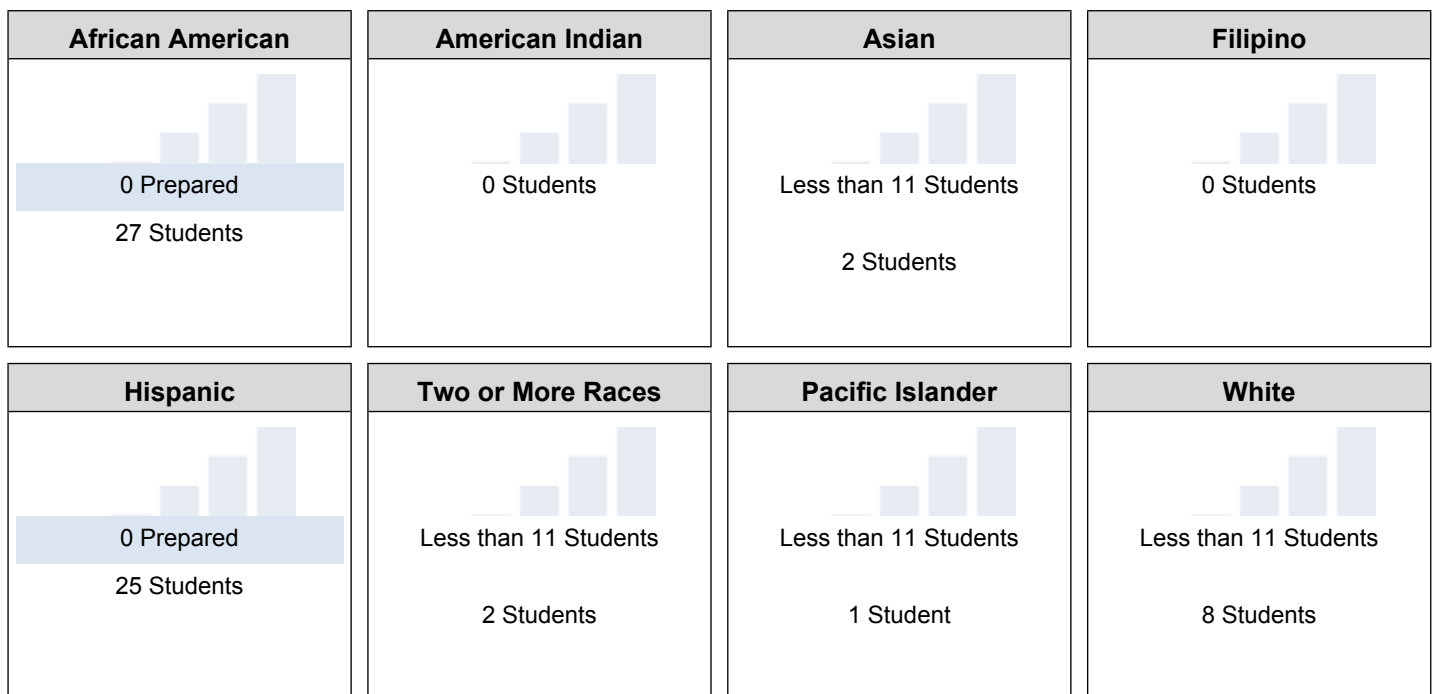
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
1	0	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. We need to review and refine the process for collecting college and career data to ensure we are reporting accurate data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

5.3% Chronically Absent

Declined -17.8

19 Students

English Learners



No Performance Color

0 Students

Foster Youth

Less than 11 Students

10 Students

Homeless

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

5.3% Chronically Absent

Declined -17.8





19 Students

Students with Disabilities

Less than 11 Students

10 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>10 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Our chronic absenteeism rate declined significantly.

School and Student Performance Data

Academic Engagement Graduation Rate

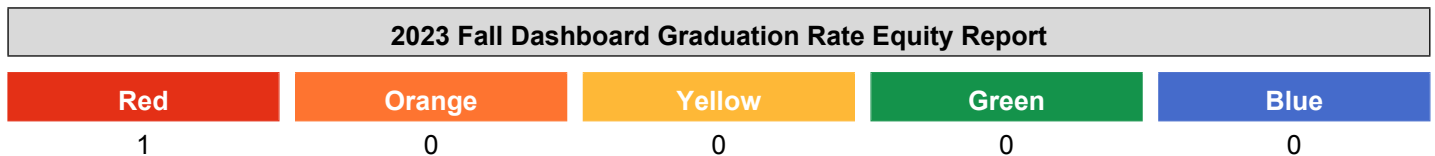
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 37.7% graduated Decreased Significantly -23 69 Students	English Learners Less than 11 Students 3 Students	Foster Youth 50% graduated Decreased -4.2 22 Students
Homeless 31% graduated Decreased Significantly -23.5 29 Students	Socioeconomically Disadvantaged  Red 37.7% graduated Decreased Significantly -23 69 Students	Students with Disabilities 37.9% graduated Decreased Significantly -14.2 29 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>41.4% graduated</p> <p>Decreased Significantly - 13.2</p> <p>29 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>40.7% graduated</p> <p>Decreased Significantly - 27.4</p> <p>27 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>8 Students</p>

Conclusions based on this data:

1. Due to the changes in the calculation of graduation rates, we have a significant decline across subgroups compared to the prior year.

School and Student Performance Data

Conditions & Climate Suspension Rate

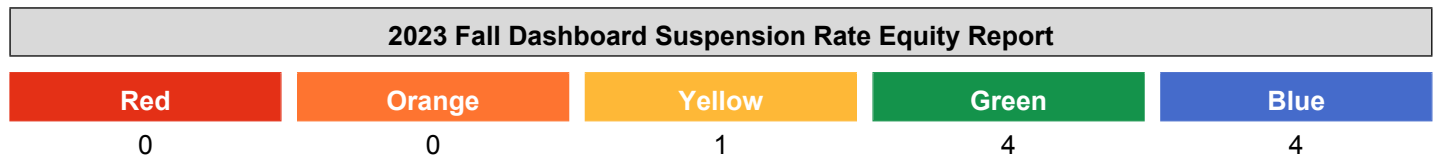
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.4% suspended at least one day</div> <div>Maintained 0 672 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined -2.4 38 Students</div>	<div>Foster Youth</div> <div></div> <div>Green</div> <div>1.5% suspended at least one day</div> <div>Maintained 0 134 Students</div>
<div>Homeless</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0 71 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.4% suspended at least one day</div> <div>Maintained 0 672 Students</div>	<div>Students with Disabilities</div> <div></div> <div>Green</div> <div>1.4% suspended at least one day</div> <div>Maintained -0.1 220 Students</div>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 0.4% suspended at least one day Increased 0.4 263 Students	American Indian Less than 11 Students 5 Students	Asian 0% suspended at least one day Maintained 0 16 Students	Filipino  No Performance Color 0 Students
Hispanic  Blue 0% suspended at least one day Declined -1 221 Students	Two or More Races  Yellow 1.1% suspended at least one day Increased 1.1 89 Students	Pacific Islander Less than 11 Students 5 Students	White  Green 1.4% suspended at least one day Maintained 0.1 73 Students

Conclusions based on this data:

1. Suspension rates are at or below 1.5% for all students. We saw a decline in suspensions across each subgroup except African American 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Achievement

Through improved instructional systems, this goal aims to increase student achievement in literacy and math, expand student completion of courses, and develop college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement goal

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

El Centro Jr./Sr. High School is focusing on improving outcomes in literacy and math through PD focused on PLCs, student engagement, and data analysis. We also are working to better support our English Learners through designated periods of ELD, and with a focus on reclassification. We have a dual enrollment MOU with Los Rios Community College District and understand the need to increase college offerings to our high school students, and we are establishing partnerships with our local community colleges to expand college courses with the YDF.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students demonstrating progress in reading skills on local assessment (enrolled 30 days or more)	2022-23 New Metric	Increase by 5.0%
Percent of students demonstrating progress in math skills on local assessment (enrolled 30 days or more)	2022-23 New Metric	Increase by 5.0%
Percent of ELs who complete the summative ELPAC		Increase by 5.0%
Percent of students earning at least 10 credits per 30 days enrolled	2022-23 EOY 43.8%	Increase by 48.8%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development will focus on Visible Learning, Designed and Integrated ELD strategies, literacy, Professional Learning Communities, diversity, equity, and inclusion, trauma-informed practices, social emotional learning, and mentoring.	All	4500 Title II Part A: Improving Teacher Quality 5000-5999: Services and Other Operating Expenditures

			<p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p> <p>87291 District Funded 1000-1999: Certificated Personnel Salaries</p> <p>26267 District Funded 3000-3999: Employee Benefits</p>
1.2	Revisit credit accumulation goals and data points per grading period per student. As well as provide training for Edgenuity, Achieve 3000, and curriculum development.	All	<p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>15560 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>13470 Title I Part D: Allocation 3000-3999: Employee Benefits</p>

			87291 District Funded 1000-1999: Certificated Personnel Salaries 26267 District Funded 3000-3999: Employee Benefits
1.3	Media Teacher/Librarian will support literacy, reading, writing, visual and performing arts, through the school library, and creating a space for our non-profits to support this work. Media Teacher/Librarian will support our ELs through a designated EL class.	All	51148 District Funded 1000-1999: Certificated Personnel Salaries 15896 District Funded 3000-3999: Employee Benefits 163775 CSI 5000-5999: Services and Other Operating Expenditures 20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 6709 Title I Part A: Allocation 3000-3999: Employee Benefits 15560 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries 13470 Title I Part D: Allocation 3000-3999: Employee Benefits
1.4	Professional Development provided by EL Coordinator in designated and integrated ELD	EL Students	67686 District Funded 1000-1999: Certificated Personnel Salaries ESSER III 20851 District Funded 3000-3999: Employee Benefits ESSER III 20778

			<p>Title I A Alternative Supports 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p>
1.5	Monitor progress of foster/unhoused youth and connect them to supports.		<p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p> <p>67686 District Funded 1000-1999: Certificated Personnel Salaries</p> <p>20851 District Funded 3000-3999: Employee Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In ELA our listed baseline was 70% which was incorrect and should have been 46.7%. We showed a 10% growth in Ren Learn scores.. In math our listed baseline was 72% which was incorrect and should have been 40% and we showed a 2% decline in Ren Learn scores. Our credit completion goal was 48% and we increased by 3.1%. Our Career Assessment completion was at 260 students last year and we increased by 33 students. We have implemented strategies to better support our English Learners, however we continue to have a small percentage of ELs in our school and therefore the numbers reported are not numerically significant to disaggregate this data. Our Successful Transitions continue to be at 100%. Metrics were updated to align with the LCAP and to include new measures.

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

Due to changes in the master schedule, we did not focus on Big Picture Learning. All other intended implementations and budgeted expenditures met the articulated goals.

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.

Goals will change to align with our LCAP. PD updated to include Visible Learning, PLCs, training on Achieve 3000, additional goal to support foster/unhoused youth, and added Media Teacher/Librarian will support our ELs through a designated EL class.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student and Family Engagement

Using a whole child approach, this goal aims to provide students with supports and enriching educational experiences through the power of partnerships with families, targeted staff, and community partners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Family Engagement goal

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We understand the importance of parent and family engagement and are expanding our partnerships with community partners, implementing Professional Learning Communities, and working with site staff to develop opportunities for our families to engage with school staff. We plan to utilize Zoom "Town Hall" meetings, School Site Council, parent/family events with childcare and food, and events providing community resources.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2022-23 EOY 97.7%	99.7%
Student survey percent of positive response to one or more statements measuring connectedness and engagement	2022-23 EOY 80.0%	85.0%
Suspension Rates	2022-23 EOY .4%	Decrease by 1.5%
Dropout Rates	New Metric	Decrease by 0.5%
Student participation rate with CBOs	2022-23 EOY 9.6%	Increase by 14.6%
Percent of staff responding positively to one or more statements measuring connectedness and engagement	New Metric	Increase by 2.0%
Percent of parent respondents that respond positively to questions assessing parent satisfaction with SCOE programs	New Metric	Increase by 10.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School staff will implement trauma informed strategies to ensure students' social-emotional needs are met. CBOs support and mentor students.	All	<p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>67686 District Funded 1000-1999: Certificated Personnel Salaries</p> <p>20851 District Funded 3000-3999: Employee Benefits</p>
2.2	School staff will support all students, including foster youth/unhoused 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.	All	<p>32500 Title I A Foster Youth Set Aside None Specified</p> <p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p>

			<p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p> <p>67686 District Funded 1000-1999: Certificated Personnel Salaries</p> <p>20851 District Funded 3000-3999: Employee Benefits</p>
2.3	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.	All	<p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>6709 Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries</p> <p>14896 Title I Part D: Allocation 3000-3999: Employee Benefits</p> <p>67686 District Funded 1000-1999: Certificated Personnel Salaries</p> <p>20851 District Funded 3000-3999: Employee Benefits</p>
2.5	Staff monitor student attendance with daily check in, school messenger sends an auto-call when a student is absent, and we conduct a monthly Parent Orientation to address barriers to school attendance.	All	<p>20778 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p>

			51148 District Funded 1000-1999: Certificated Personnel Salaries 6709 Title I Part A: Allocation 3000-3999: Employee Benefits 19426 Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries 17605 Title I Part D: Allocation 2000-2999: Classified Personnel Salaries 14896 Title I Part D: Allocation 3000-3999: Employee Benefits 15896 District Funded 3000-3999: Employee Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our attendance rate remained constant. Our LCAP student survey percent of positive response to one or more statements measuring connectedness and engagement increased by 7%. Our graduation rate declined by 23%, but is being analysed for potential data input issues. Our suspension rate remained constant. Our student participation rate with CBOs decreased by 5% and we are auditing our reporting system to ensure all CBOs are tracking their work accurately.

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

We understand the need to continue to refine SSPs, and will retrain teachers on how to input SSP info. We are still working with our SIS department to develop a format to print the email/SSP in a cleaner format. We will continue to expand access and information for our families and we have created an e signature option for our credit reductions and IEPs when parents are unable to come to our school to sign. All other intended implementations and budgeted expenditures met the articulated goals.

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.

Goals will change to align with our LCAP. School leadership SIS discussions has been removed and will be modified and added to Goal 3. Action 2.1 was modified to include CBOs support and mentoring students. Grad rate metric moved

to Goal 4. Dropout rate by program was added to the metric. New metric was added on student engagement, parent satisfaction, and staff connectedness.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Organizational Efficiency

Systems and structures work together efficiently to support student achievement, engagement, and intervention; use data to monitor and improve the implementation and effectiveness of the system; and acknowledge the connectedness to operational systems within SCOE. Improve enrollment, assessment, and transition processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Organizational Efficiency Goal

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to create common enrollment practices to ensure timely assessment, and increase accurate student data from districts, develop a streamlined process to communicate with districts when students are released to ensure successful transitions, and having improved processes would increase participation rates in local accountability measures and CAASPP.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation rate of students in initial reading assessment	New Metric	100%
Participation rate of students in initial math assessment	New Metric	100%
Participation rate of students in CAASPP assessment	New Metric	
Percent of students who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school.	2022-23 EOY 99.9%	100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Create and refine orientation process to ensure all students are completing initial academic assessments, and transcript review.	All	

3.2	Solicit student voice to understand how to increase CAASPP participation rates.	All	
3.3		All	
3.4		All	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal

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

New goal

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.

This is a new goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Graduation Rates and College and Career Readiness

School is identified for Comprehensive Support and Improvement for low graduation rates. We need to improve the CCI indicator.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier Goal

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School is identified for Comprehensive Support and Improvement for low graduation rates. We need to improve the CCI indicator.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2022-23 EOY 37.7%	42.7%
Percent prepared on the College and Career Indicator in the CA Dashboard	2022-23 EOY 1.5%	51.5%
Percent of students enrolled for 60 days completing at least two a-g courses	2022-23 EOY SCOE-wide 20.0%	70.0%
Percent of grade 7-12 students who complete a career assessment	New Metric	70.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase communication and develop process with SIS department to ensure accurate reporting of a-g courses.	All	
4.2	Develop a common graduation plan to be used across SCOE schools and a monthly review of plan for 9-12th graders.	All	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal

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

New goal

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.

New goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$699,684
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,708,806.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$226,605.00
Title I Part D: Allocation	\$456,759.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$884,139.00

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	\$803,889.00
Title I A Alternative Supports	\$20,778.00

Subtotal of state or local funds included for this school: \$824,667.00

Total of federal, state, and/or local funds for this school: \$1,708,806.00

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	803,889.00
Title I A Alternative Supports	20,778.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	226,605.00
Title I Part D: Allocation	456,759.00
Title II Part A: Improving Teacher Quality	4,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	969,412.00
2000-2999: Classified Personnel Salaries	158,445.00
3000-3999: Employee Benefits	380,174.00
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	615,308.00
3000-3999: Employee Benefits	District Funded	188,581.00
1000-1999: Certificated Personnel Salaries	Title I A Alternative Supports	20,778.00
None Specified	Title I A Foster Youth Set Aside	32,500.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	166,224.00
3000-3999: Employee Benefits	Title I Part A: Allocation	60,381.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	167,102.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	158,445.00
3000-3999: Employee Benefits	Title I Part D: Allocation	131,212.00
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	1,025,995.00
Goal 2	682,811.00

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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Barbara Modlin	Principal
Cari Wernicke	Other School Staff
Ben Diaz	Classroom Teacher
Julie Wilde	Classroom Teacher
Chris Eldridge	Parent or Community Member
Angel Martinez	Classroom Teacher
Anna Feeley	Parent or Community Member
Student 1	Secondary Student
Student 2	Secondary Student
Student 3	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:



Principal, Barbara Modlin on May 15, 2023



SSC Chairperson, Cari Wernicke on May 15, 2023