

School Plan for Student Achievement (SPSA)

School Name

Nathaniel S. Colley, Sr. 34-10348-0118745 High School

County-District-School (CDS) Code

Schoolsite Council (SSC) Approval Date

April 1, 2022

Local Board Approval Date

April 19, 2022

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. In general, our students have a high rate of school mobility across all student subgroups. According to 2019-20 CALPADS reporting, students in SCOE community schools are enrolled for an average of 65 days.

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

Our new facility opened in the fall of 2021 with a name change from Gerber Jr./Sr. High School to Nathaniel S. Colley, Sr. High School.

Table of Contents

SPSA Title Page	1
Purpose and Description	1
Table of Contents	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Stakeholder Involvement	8
Resource Inequities	9
CAASPP Results	11
ELPAC Results	16
Student Population	19
Overall Performance	20
Academic Performance	21
Academic Engagement	32
Conditions & Climate	35
Goals, Strategies, & Proposed Expenditures	37
Goal 1	37
Goal 2	41
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal	49
School Site Council Membership	50
Recommendations and Assurances	51

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. Nathaniel S. Colley, 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. Local assessments were completed in lieu of state assessments in 2021.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

SCOE provides weekly professional development (PD) for certificated staff. PD also addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, Nathaniel S. Colley, Sr. High School has access to instructional coaches, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

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

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

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

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

Teachers at 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, 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)

Nathaniel S. Colley Colley Sr. High School meets the recommended instructional minutes for ELA and math instruction. The counselors, 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)

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.

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.

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. 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. In 2021, 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.

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 has an active School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets three times per year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan

(LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via 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 and temporary clinicians 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with the School Site Council in the Spring of 2021 with the development of the School Plan for Student Achievement (SPSA) and review of the 2020-21 LCAP goals. Parents, community members, and school staff were engaged in ongoing discussions via Zoom meetings during the spring and early fall of the 2021-2022 school year. The site principal led a variety of engagement processes, including LCAP information and survey meetings, individual parent engagement and survey administration, parent and student engagement following 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 Comprehensive Support and Improvement schools within SCOE to ensure equitable allocation of funds including federal, state, and local sources to our schools with the highest concentration of low income students.

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

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

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
24.1.40	Num	ber of Stud	lents	Percent of Students							
Student Group	18-19	19-20	20-21	18-19	19-20	20-21					
English Learners	30	38	44	10.2%	9.8%	10.8%					
Fluent English Proficient (FEP)	56	64	61	19.0%	16.5%	15.0%					
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	3.3%	0.0%					

^{1.} Data shows a need to focus our efforts on identifying our English Learners who are eligible for reclassification.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students														
Grade	# of St	udents E	nrolled	# of St	tudents	Γested	# of 9	Students	with	% of Enrolled Students					
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 6		*	*		*	0		*	0						
Grade 7		50	76		47	0		45	0		94	0.0			
Grade 8	24	89	88	21	78	0	21	77	0	87.5	87.6	0.0			
Grade 11	*	106	202	*	4	0	*	4	0		3.8	0.0			
All Grades	55	246	368	27	130	0	27	127	0	49.1	52.8	0.0			

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade	Grade Mean Scale Score		Score	% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6		*			*			*			*			*	
Grade 7		2453.			0.00			13.33			33.33			53.33	
Grade 8	2453.	2471.		0.00	2.60		4.76	11.69		14.29	24.68		80.95	61.04	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	3.15		11.11	11.81		14.81	27.56		74.07	57.48	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Dem	Reading Demonstrating understanding of literary and non-fictional texts													
Overde Level	% At	oove Star	ndard	% At o	r Near St	andard	% Below Standard							
Grade Level	Level 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20													
Grade 6		*			*			*						
Grade 7		6.67			42.22			51.11						
Grade 8	4.76	3.90		23.81	37.66		71.43	58.44						
Grade 11	*	*		*	*		*	*						
All Grades	7.41	6.30		25.93	38.58		66.67	55.12						

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing													
Out do I accel	% A k	ove Stan	dard	% At o	r Near St	andard	% Below Standard						
Grade Level	Grade Level 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20								20-21				
Grade 6		*			*			*					
Grade 7		2.27			31.82			65.91					
Grade 8	4.76	1.32		28.57	32.89		66.67	65.79					
Grade 11	*	*		*	*		*	*					
All Grades	3.70	3.20		29.63	31.20		66.67	65.60					

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Demonstrating effective communication skills												
Orașilo I. sasal	% AI	ove Stan	dard	% At o	r Near St	andard	% Below Standard						
Grade Level	Grade Level 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20												
Grade 6		*			*			*					
Grade 7		2.22			57.78			40.00					
Grade 8	0.00	3.90		52.38	54.55		47.62	41.56					
Grade 11	*	*		*	*		*	*					
All Grades	7.41	4.72		48.15	55.12		44.44	40.16					

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

In	Research/Inquiry Investigating, analyzing, and presenting information													
O do 11	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard					
Grade Level	Grade Level 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20-2													
Grade 6		*			*			*						
Grade 7		2.22			42.22			55.56						
Grade 8	4.76	5.19		28.57	44.16		66.67	50.65						
Grade 11	*	*		*	*		*	*						
All Grades	3.70	4.72		33.33	42.52		62.96	52.76						

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.

ograms desig	ned to increase li	teracy rates.	J 22.31. g. 440	 	evidence-based I

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students													
Grade	# of St	udents E	nrolled	# of St	tudents	Γested	# of 9	Students	with	% of Enrolled Students				
Level	17-18	17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20-2									20-21			
Grade 6		*	*		*	0		*	0					
Grade 7		50	76		47	0		46	0		94	0.0		
Grade 8	24	89	88	20	73	0	20	73	0	83.3	82	0.0		
Grade 11	*	106	202	*	5	0	*	5	0		4.7	0.0		
All Grades	55	246	368	21	126	0	21	125	0	38.2	51.2	0.0		

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade	Mean	Scale	Score	% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6		*			*			*			*			*	
Grade 7		2433.			2.17			4.35			21.74			71.74	
Grade 8	2422.	2429.		0.00	1.37		0.00	0.00		10.00	15.07		90.00	83.56	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	1.60		0.00	1.60		9.52	18.40		90.48	78.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures													
Orașilo I. sassil	% Al	oove Star	ndard	% At o	r Near St	andard	% Be	elow Stan	dard				
Grade Level	Grade Level 17-18 18-19 20-21 17-18 18-19 20-21 17-18 18-19 20-												
Grade 6		*			*			*					
Grade 7		6.52			15.22			78.26					
Grade 8	0.00	1.37		10.00	12.33		90.00	86.30					
Grade 11	*	*		*	*		*	*					
All Grades	0.00	3.20		9.52	13.60		90.48	83.20					

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level									dard	
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 6		*			*			*		
Grade 7		2.17			26.09			71.74		
Grade 8	0.00	1.37		30.00	20.55		70.00	78.08		
Grade 11	*	*		*	*		*	*		
All Grades	0.00	1.60		33.33	22.40		66.67	76.00		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions										
% Above Standard % At or Near Standard % Below Standard									dard	
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 6		*			*			*		
Grade 7		0.00			45.65			54.35		
Grade 8	0.00	0.00		30.00	36.99		70.00	63.01		
Grade 11	*	*		*	*		*	*		
All Grades	0.00	0.00		33.33	39.20		66.67	60.80		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

- 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. SCOE will provide math intervention periods during the school day.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level Overall Oral Language Written Language Students Tes								-				
Levei	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	* * * * * * 5									
9		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	* * * * * * * * *											
All Grades											*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade	Level				Level 3 Level 2 Level 1					Total Number of Students					
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	25.00		*	58.33		*	16.67		*	0.00		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade	Level				Level 3 Level 2 Level 1				Total Number of Students						
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	41.67		*	41.67		*	16.67		*	0.00		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students															
Grade	Level				Level 3	}	Level 2 Level 1							Total Number of Students		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
8		*	*		*	*		*	*		*	*		*	*	
9		*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*	
All Grades		*	0.00		*	33.33		*	58.33	·	*	8.33		*	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Level					vhat/Moderately Beginning				Total Number of Students		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	0.00		*	91.67		*	8.33		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Grade Well Developed Somewhat/Moderately Beginning Level						g	Total Number of Students				
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*								*	
9		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades	·	*	83.33		*	16.67		*	0.00		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Level							g		tal Numb Student		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	16.67		*	33.33		*	50.00		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	evel				Somewhat/Moderately Beginning					Total Number of Students		
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades	·	*	8.33		*	91.67		*	0.00		*	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

	2020-21 Stude	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
407	67.3	10.8	2.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group								
Student Group Total Percentage								
English Learners	44	10.8						
Foster Youth	9	2.2						
Homeless	48	11.8						
Socioeconomically Disadvantaged	274	67.3						
Students with Disabilities	33	8.1						

Enrollment by Race/Ethnicity			
Student Group Total Percentage			
African American	88	21.6	
American Indian or Alaska Native	5	1.2	
Asian	21	5.2	
Filipino	7	1.7	
Hispanic	165	40.5	
Two or More Races	35	8.6	
Native Hawaiian or Pacific Islander	4	1.0	
White	77	18.9	

Conclusions based on this data:

1.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

- 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.

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance









Rlue

Highest Performance

This section provides number of student groups in each color.

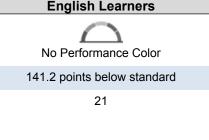
2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

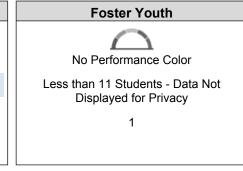
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment,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

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

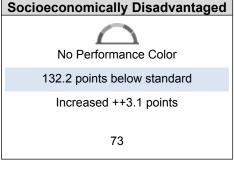
No Performance Color 109.3 points below standard Increased Significantly 115.2 points 107

All Students





No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6



2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

No Performance Color 152.5 points below standard 13

African American

American Indian No Performance Color

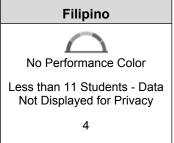
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

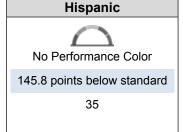
Asian

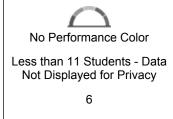
No Performance Color

Less than 11 Students - Data

Not Displayed for Privacy

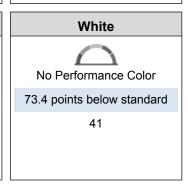






Two or More Races





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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10

Reclassified English Learners
102.1 points below standard
11

English Only
99.9 points below standard
Increased Significantly ++31 5 points 81

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

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance







Green

Rlua

Highest Performance

This section provides number of student groups in each color.

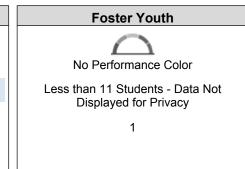
2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

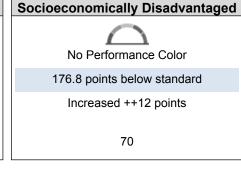
2019 Fall Dashboard Mathematics Performance for All Students/Student Group

No Performance Color 156.4 points below standard Increased Significantly ++20.0 points 104 Homeless

English Learners	
No Performance Color	
179.8 points below standard	
19	



No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
6



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

211.5 points below standard

11

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Asian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Hispanic

No Performance Color

177.6 points below standard

34

Two or More Races

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

6

Pacific Islander

White

No Performance Color

132.8 points below standard

41

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Less than 11 Students - Data Not Displayed for Privacy

9

Reclassified English Learners

Less than 11 Students - Data Not Displayed for Privacy

10

English Only

149.4 points below standard

Increased Significantly

- Most students are below standard.
- 2. English only students are below standard.

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

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

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

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

Conclusions based on this data:

1.

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group			
Student Group	Cohort Totals	Cohort Percent	
All Students	100	100	
African American	25	25	
American Indian or Alaska Native	2	2	
Asian	4	4	
Filipino	1	1	
Hispanic	45	45	
Native Hawaiian or Pacific Islander	1	1	
White	8	8	
Two or More Races	13	13	
English Learners	10	10	
Socioeconomically Disadvantaged	81	81	
Students with Disabilities	12	12	
Foster Youth	7	7	
Homeless	29	29	

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	2	2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	2.2
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	2	2.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:	
1.	

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance









Rlug

Highest Performance

This section provides number of student groups in each color.

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

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

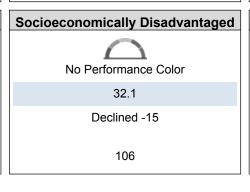
2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students
No Performance Color
27.4
Declined Significantly -26.1
164

English Learners
No Performance Color
20
15

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

Homeless
No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
10



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

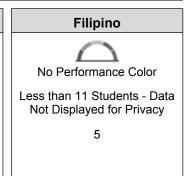
African American	
No Performance Color	
50	
22	

No Performance Color Less than 11 Students - Data Not Displayed for Privacy

2

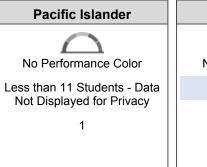
No Performance Color Less than 11 Students - Data Not Displayed for Privacy

Asian



Hispanic
No Performance Color
26.8
Declined -39.9
56

Two or More Races
No Performance Color
15.4
13



White
No Performance Color
24.6
61

Conclusions based on this data:

1. Increasing attendance is a focus.

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	100	71	0	71
English Learners	10		0	
Foster Youth	7		0	
Homeless	29	23	0	79.3
Socioeconomically Disadvantaged	81	57	0	70.4
Students with Disabilities	12	7	0	58.3
African American	25	12	0	48
American Indian or Alaska Native	2		0	
Asian	4		0	
Filipino	1		0	
Hispanic	45	35	0	77.8
Native Hawaiian or Pacific Islander	1		0	
White	8		0	
Two or More Races	13	11	0	84.6

- 1. Base on the graduation data there is a need to insure we accurately classify incoming students at their appropriate grade level based on their credits, and continue to monitor their progress towards graduation.
- 2. Graduation rate for African American students is lower than the overall graduation rate.
- **3.** Graduation rate for students with disabilities is lower than the overall graduation rate.

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance









Rlue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

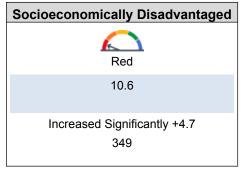
2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students
Red
10.1
Increased Significantly +4 496

English Learners
No Performance Color
13.2
Increased +9.2 53

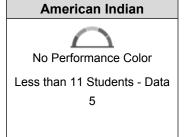
Foster Youth
No Performance Color
18.8
Increased +3 16

Homeless
No Performance Color
6.7
Increased +2.1 45

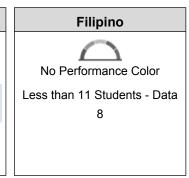


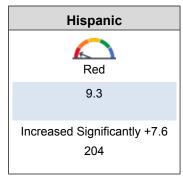
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

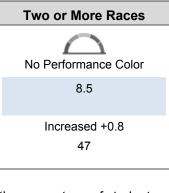
Red 12.6 Increased +1.1 103

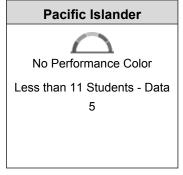


Asian
No Performance Color
15
20









White
No Performance Color
10.6
Increased +6.9 104

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

2019 Fall Dashboard Suspension Rate by Year			
2017	2018	2019	
	6.1	10.1	

Conclusions based on this data:

1. Decreasing suspension rates is still a focus.

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, 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. 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	0-only one student qualified	5%
Math Ren Learn Short Cycle Assessments for students enrolled for a minimum of 40 instructional days with a pre and post assessment	0-no students qualified	5%
Credit completion (10 credits per month)	31%-Community school 20%-senior extension	35%-CS, 25% SE
Completion of Career Assessment	new metric	80%
Percent of EL Students enrolled at least 90 cumulative	new metric	10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
days who progress at least on level on the ELPAC.		
Successful transitions	100% Community School, 55% 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 in Visual and Performing Art standards and Big Picture Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4063	Title II Part A: Improving Teacher Quality 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)

ΑII

Strategy/Activity

Staff provide support and options for credit recovery and additional education support to recover missing credits. Intervention support provided by transition specialists to students struggling in reading and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
88288	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

118254	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
77773	Title I Part A: Allocation 3000-3999: Employee Benefits
7345	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
4265	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ΑII

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 entrepreneurism, math applications, visual and performing arts.

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)
187840	CSI None Specified

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)



Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal is new as the school's SPSA is aligned to the new LCAP goals for 2021-24. Actions that continued from the previous SPSA include professional development, intervention supports by transition specialists, credit recovery, and student success plans. Staff did not attend UDL PD. PD has been modified to meet current PD needs. Student Success Plans are beneficial and will be continued with a focus on all students having a plan. Non-profit partners operated remotely last year and will support students in person this 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.

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.

The goal has been aligned to the new LCAP as Student Success incorporating the many metrics and strategies used to achieve this 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 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	68%	70%
Attendance Rate - Senior Extension	50%	52%
Student responds positively to one or more survey statements measuring connectedness and engagementBase Program	76% Overall	81%
Student responds positively to one or more survey statements measuring connectedness and engagementSenior Extension	84% Overall	89%
DASS Graduation Rate	2020-70.5%	75.5%
Suspension Rates	2020-0.9% remote learning, 2019-10.1%	8.6%
Student participation rate with CBOs-Base Program	new metric	50%
Student participation rate with CBOs-Senior Extension	new metric	50%

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)

ΑII

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)
17144	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4781	Title I Part D: 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)

ΑII

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.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ΑII

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.

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)
5886	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7884	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
5185	Title I Part A: Allocation 3000-3999: Employee Benefits
490	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
284	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ΑII

Strategy/Activity

Student Information System department staff meet each semester to continuously improve the transcript generation process

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)
1352	District Funded 2000-2999: Classified Personnel Salaries

	LCFF
454	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ΑII

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.

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)
11771	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
15767	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
10370	Title I Part A: Allocation 3000-3999: Employee Benefits
979	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
587	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ΑII

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)
11771	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
15767	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
10370	Title I Part A: Allocation 3000-3999: Employee Benefits
979	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
587	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ΑII

Strategy/Activity

Professional Development on Diversity, Equity and Inclusion, trauma-informed practices, social emotional learning and positive behavior intervention and supports.

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)
0	District Funded None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

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	\$323780
Total Federal Funds Provided to the School from the LEA for CSI	\$171,932
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$642,736.00

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	\$187,840.00
Title I Part A: Allocation	\$379,086.00
Title II Part A: Improving Teacher Quality	\$4,063.00

Subtotal of additional federal funds included for this school: \$570,989.00

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	\$1,806.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I Part D: Allocation	\$37,441.00

Subtotal of state or local funds included for this school: \$71,747.00

Total of federal, state, and/or local funds for this school: \$642,736.00

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

Expenditures by Funding Source

Funding Source	Amount
CSI	187,840.00
District Funded	1,806.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	379,086.00
Title I Part D: Allocation	37,441.00
Title II Part A: Improving Teacher Quality	4,063.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	134,860.00
2000-2999: Classified Personnel Salaries	168,817.00
3000-3999: Employee Benefits	114,656.00
5000-5999: Services and Other Operating Expenditures	4,063.00
None Specified	220,340.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	CSI	187,840.00
2000-2999: Classified Personnel Salaries	District Funded	1,352.00
3000-3999: Employee Benefits	District Funded	454.00

None Specified	District Funded	0.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	117,716.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	157,672.00
3000-3999: Employee Benefits	Title I Part A: Allocation	103,698.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	17,144.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	9,793.00
3000-3999: Employee Benefits	Title I Part D: Allocation	10,504.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,063.00

Expenditures by Goal

Goal Number Total Expenditures

Goal 1	487,828.00
Goal 2	154,908.00

School Site Council Membership

Name of Manchana

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lisa Alcala	Principal
Philip Cloeter	Classroom Teacher
Mark Benson	Other School Staff
Ann Leber	Parent or Community Member
Sherlyn Sotelo Cabrera	Secondary Student
Alejandro Reyes	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.

Dala

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

Holcald LA M

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 April 1, 2022.

Attested:

Principal, Lisa Alcala on 4/1/22

SSC Chairperson, Mark Benson on 4/1/22