



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	April 1, 2022	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

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

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

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other non-profits to coordinate services to FY in the county who are in the child welfare system and have crossed over into the juvenile justice system. SCOE's involvement in this process includes Special Ed, SCOE Legal Counsel, and Federal Title I coordination.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support, Response to Intervention (RTI), intensive intervention in English Language Arts (ELA) and mathematics, and a focus on college and career readiness skills through dual enrollment with Lake Tahoe Community College, and career technical education

(Culinary Arts, and Northern California Construction Training). Our goal is to prepare students to be successful in post-secondary education, training, employment or career pathways. Our program is a result of a continuous improvement cycle focusing on student engagement, student-centered learning opportunities, and quality instruction.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Because we are a court school, our parents do not have direct access to our physical school. Staff do a tremendous amount of family outreach via phone and through email. The feedback we received showed common themes regarding what worked in the programs: strong teachers who care about the whole child, our one-child at a time approach, and our commitment to supporting our students and their families through intensive interventions and wrap-around support services. Surveys also indicated stakeholders valued: a Common Core State Standards (CCSS) aligned curriculum, school climate and safety; transition support; 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)

SCOE has created a Local Accountability System for our court school program based on five indicators of success: attendance, academic achievement in ELA, academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education. El Centro Jr./Sr. High School conducts staff meetings to review and evaluate student data and accountability outcomes, including Ren Learn pre and post-test scores, attendance, successful transition rates, and credit accumulation to ensure that students are achieving. Staff recognize the need to support student's social and emotional growth while supporting academic growth, while also supporting academic achievement. In 2020-21, local assessments were used to measure growth in lieu of state assessments.

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

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

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

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

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

El Centro Jr./Sr. High School staff have afternoon per week dedicated to PD focused on research based instructional strategies and student engagement, collaboration time to work on curriculum development, peer observations, and well as team building activities. Staff is also surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. We have access to a curriculum specialist for ELA and math intervention, as well as a Big Picture Learning coach; teachers may work with the curriculum specialist to utilize effective instructional strategies and increase student engagement.

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

Curriculum specialists provide PD, classroom instructional support, and coaching to ensure student engagement and achievement. SCOE also provides Peer Assistance and Review (PAR) support as needed. SCOE provides evidence-based, ongoing PD for all Court School faculty, focusing on research-based instructional strategies to close the achievement gap for our students.

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

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

Teaching and Learning

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

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

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

El Centro Jr./Sr. High School meets the recommended instructional minutes for ELA and math instruction. Also, we utilize Title IA funds to provide additional intervention support each day in ELA and math.

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

Academic teachers provide alternative supports in English Language Arts (ELA) and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the daily schedule. Teachers work with SCOE Curriculum Specialists to ensure that pacing maximizes instructional time. Students are expected to earn a minimum of ten high school credits for every 30 days of instruction.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

El Centro Jr./Sr. High School teachers use effective methods and instructional strategies grounded in evidence-based research that strengthens the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Hampton Brown Edge, Edgenuity, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, CA standards-based CTE courses, and dual enrollment through Lake Tahoe Community College. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

El Centro Jr./Sr. High School provides a parent/guardian resource center in the Visitor's Center. These resources include a variety of materials to assist parents/guardians with academic, social/emotional and transition services. El Centro Jr./Sr. High School staff attend monthly Parent Orientation Nights in the Visitor's Center to answer any educational or post-release educational transition questions parents/guardians may have. Additional resources include: administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, weekly calls home to discuss student progress, 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 team focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. SCOE has partnerships with community based organizations to provide additional support to students. In 2022, we are in the process of hiring a Vice Principal for Family and Student Engagement to build relationships and increase two-way communication with families, and provide linkage to community resources. Two parent representatives serve on our School Site Council.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

El Centro Jr./Sr. High School has an active Council (SSC) is comprised of a wide variety of stakeholders to ensure parity. The SSC meets 3-4 times per year to provide input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and approve our adopted budget and budget revisions. This committee also monitors, and reviews school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the mail, surveys, email, phone calls, and feedback during visitation hours.

Funding

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

- Dedicated time periods for intervention and remediation during the school day
- Student Success Plans for all students
- SOAR College Program through Lake Tahoe Community College
- Big Picture Learning project based learning
- Career exploration and preparation through Northern California Construction Training (NCCT)
- Career exploration and preparation through Culinary Arts
- 916 Ink writing program
- Individualized transition support as students enter
- Effective support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Ongoing academic support
- Earth Mama Healing to support our female students

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes included School Site Councils reviewing and providing input on the School Plans for Student Achievement (SPSA) and LCAP goals and actions, and reviewing and approving out Title I budgets and expenditures.

Parents, community members, non-profit partners, probation staff, school staff, and students engaged in ongoing discussions during the school year to provide input into SPSA, Our EL parent liaison provided interpreting for our EL parents and guardians.

Through calls home, surveys, and bi-weekly program planning meetings with probation and mental health clinicians, we continue to engage stakeholders in site safety planning, school site council, program planning meetings, school meetings, and staff meetings.

Resource Inequities

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

We have compared distributions of funds to our three 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 are working with UC Doorways to get our courses UC a-g approved. In addition we ensure our students have access to writing workshops culinary arts, community college, and construction technology classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	6	6	6.7%	5.2%	9.2%
Fluent English Proficient (FEP)	3	4	6	3.3%	3.5%	9.2%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. All of our English Learners were FEP

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	*	6	*	*	4	0	*	4	0		66.7	
Grade 8	*	13	*	*	11	0	*	11	0		84.6	
Grade 11	68	45	42	45	32	0	45	31	0	66.2	71.1	0.0
All Grades	81	64	46	55	47	0	55	46	0	67.9	73.4	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 Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	2426.		*	0.00		*	18.18		*	9.09		*	72.73	
Grade 11	2443.	2450.		2.22	0.00		0.00	6.45		24.44	19.35		73.33	74.19	
All Grades	N/A	N/A	N/A	1.82	0.00		0.00	8.70		27.27	17.39		70.91	73.91	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	0.00		*	27.27		*	72.73	
Grade 11	2.22	0.00		37.78	29.03		60.00	70.97	
All Grades	1.82	0.00		36.36	26.09		61.82	73.91	

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									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	0.00		*	20.00		*	80.00	
Grade 11	2.22	0.00		13.33	16.13		84.44	83.87	
All Grades	1.82	0.00		16.36	17.78		81.82	82.22	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	0.00		*	36.36		*	63.64	
Grade 11	0.00	3.23		48.89	48.39		51.11	48.39	
All Grades	0.00	2.17		50.91	43.48		49.09	54.35	

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	9.09		*	27.27		*	63.64	
Grade 11	2.22	3.23		35.56	38.71		62.22	58.06	
All Grades	1.82	4.35		34.55	32.61		63.64	63.04	

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.

2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. SCOE CCS programs utilize SBE approved, CCSS aligned core and intervention materials for ELA/ELD from Springboard, and Edge. All teachers participate in weekly in PD on high-quality instruction and student engagement strategies related to ELA/ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	*	6	*	*	4	0	*	4	0		66.7	
Grade 8	*	11	*	*	9	0	*	9	0		81.8	
Grade 11	69	45	42	45	34	0	45	34	0	65.2	75.6	0.0
All Grades	81	62	46	54	47	0	54	47	0	66.7	75.8	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 Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2414.	2401.		0.00	0.00		2.22	0.00		2.22	2.94		95.56	97.06	
All Grades	N/A	N/A	N/A	0.00	0.00		1.85	0.00		3.70	2.13		94.44	97.87	

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									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00		2.22	0.00		97.78	100.0	
All Grades	0.00	0.00		1.85	0.00		98.15	100.0	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00		13.33	29.41		86.67	70.59	
All Grades	0.00	0.00		14.81	25.53		85.19	74.47	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00		22.22	32.35		77.78	67.65	
All Grades	0.00	0.00		20.37	28.26		79.63	71.74	

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 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, and math tutoring after school to support students needing additional help in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	6

2019-20 Data:

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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		
	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
9		*	*	*	*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
9		*	*	*	*	*	*	*	*		*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
9		*	*		*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*		*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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 Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	*	*	*	*		*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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 Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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. Site did not meet the minimum criteria of 10 or more students with valid test scores to disaggregate this data.

School and Student Performance Data

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 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
65	100.0	7.7	18.5
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	5	7.7
Foster Youth	12	18.5
Homeless	1	1.5
Socioeconomically Disadvantaged	65	100.0
Students with Disabilities	30	46.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	41.5
American Indian or Alaska Native		
Asian	1	1.5
Filipino	1	1.5
Hispanic	24	36.9
Two or More Races	5	7.7
Native Hawaiian or Pacific Islander	1	1.5
White	6	9.2

Conclusions based on this data:

1. 100% of our students are socioeconomically disadvantaged

2. 46% percent are SWD
3. 78% of our students are African American or Hispanic







School and Student Performance Data

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.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our graduation rate continues to improve
2. Our suspension rates continue to decrease
3. We continue to find pathways for college and career readiness

School and Student Performance Data

Academic Performance English Language Arts

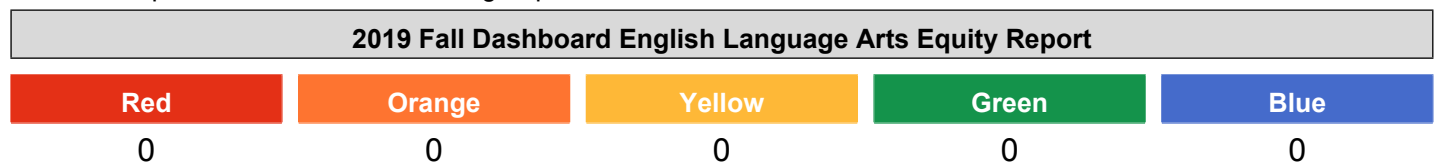
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. All populations had less than 5 students tested. This data is based on 2019 test results. Students were not tested in 2020-2021.

School and Student Performance Data

Academic Performance Mathematics

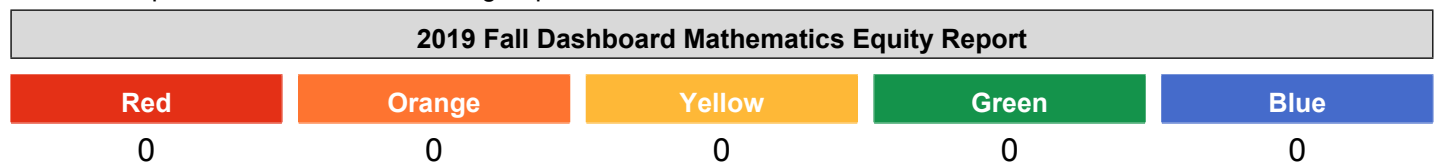
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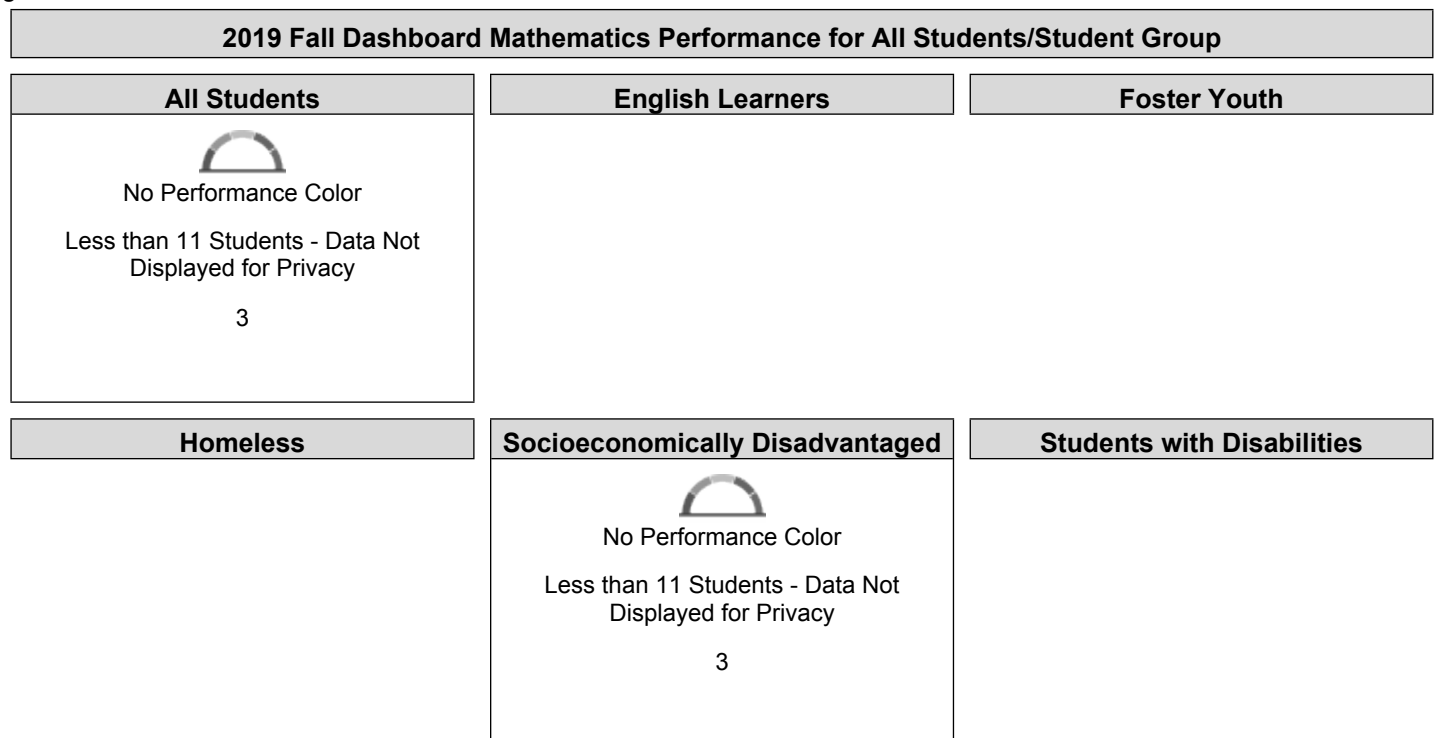
The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



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 by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. All populations had less than 5 students tested. This data is based on 2019 test results. Students were not tested in 2020-2021.

School and Student Performance Data

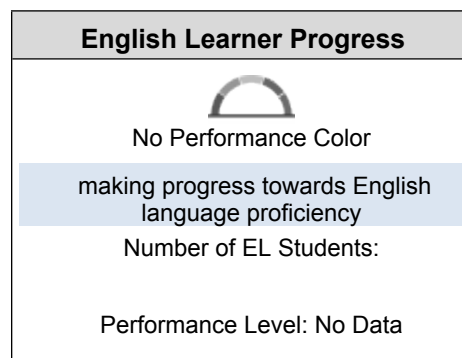
Academic Performance English Learner Progress

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



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. 2020-2021 EOY data is not available through Dataquest or the CA Dashboard.

School and Student Performance Data

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	32	87.5
African American	10	31.3
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	14	43.8
Native Hawaiian or Pacific Islander		
White	3	9.4
Two or More Races	5	15.6
English Learners	1	3.1
Socioeconomically Disadvantaged	32	87.5
Students with Disabilities	8	25
Foster Youth	9	28.1
Homeless	4	12.5

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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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	4	12.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	21.4
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	4	12.5
Students with Disabilities		
Foster Youth		
Homeless		

* 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	2	6.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	14.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	6.3
Students with Disabilities		
Foster Youth		
Homeless		

* 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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* 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. We will continue to build on our graduations rates and college enrollment

School and Student Performance Data

Academic Engagement Chronic Absenteeism

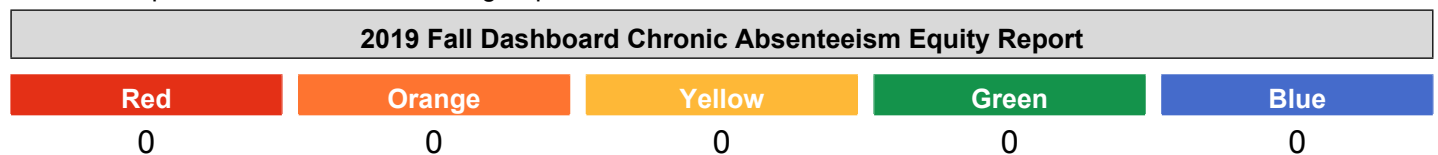
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 18.8 Declined -7.9 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 18.8 Declined -7.9 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Chronic absenteeism declined in 2019.

School and Student Performance Data

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	32	28	0	87.5
English Learners	1		0	
Foster Youth	9		0	
Homeless	4		0	
Socioeconomically Disadvantaged	32	28	0	87.5
Students with Disabilities	8		0	
African American	10		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	14	12	0	85.7
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races	5		0	

Conclusions based on this data:

1. 87.5 percent of students graduated.

School and Student Performance Data

Conditions & Climate Suspension Rate

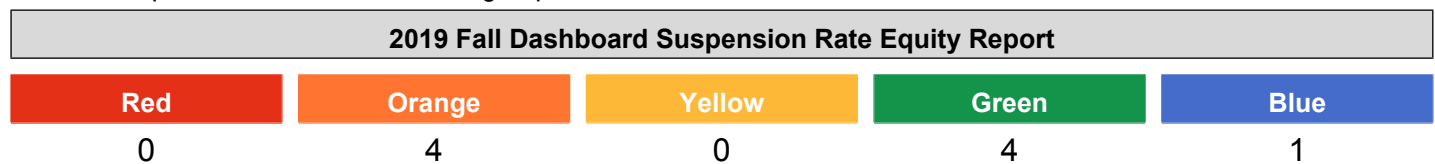
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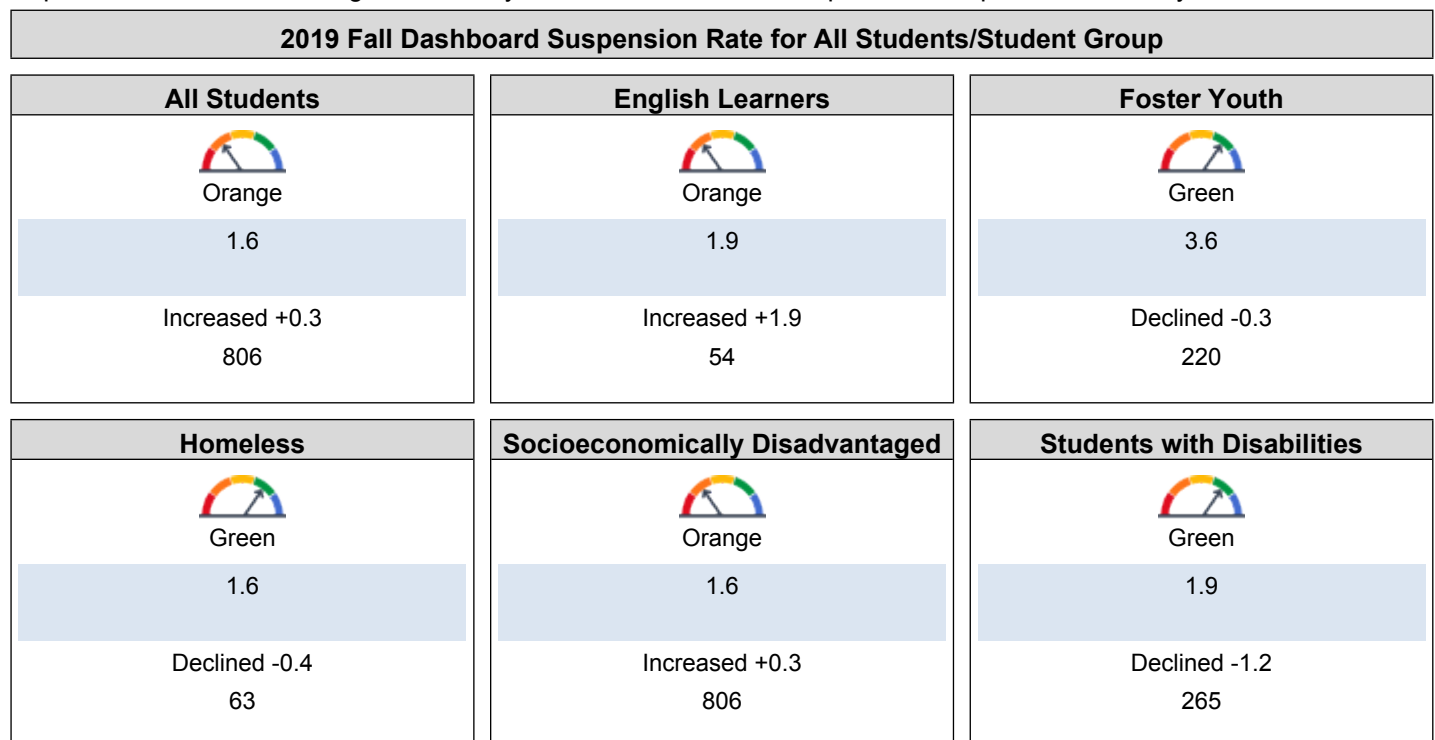
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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 by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	1.6

Conclusions based on this data:

1. Suspension rates increased slightly in 2019 for SWD, EL, and Socioeconomically disadvantaged students. Staff attend ongoing PD focused on other means of correction and alternatives to suspension, trauma informed practices, and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Success Goal

LEA/LCAP Goal

Student Success Goal

Goal 1

Successful Transition Rate at 100% each year

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn for students enrolled for a minimum of 40 school days with a pre and post assessment.	47.0%	52.0%
Math Ren Learn for students enrolled for a minimum of 40 school days with a pre and post assessment.	48.0%	53.0%
Credit completion (10 credits per month)	43.0%	48.0%
Completion of career assessment	new metric	80.0%
Percent of ELs enrolled 90 cumulative days who progress at least one level on the ELPAC.	new metric	10.0%
Successful transitions	100%	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

PD focused on Big Picture Learning and DEI

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)

4063

Source(s)

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)

All

Strategy/Activity

Staff provide support and options for credit recovery and additional education to support to recover missing credits. Intervention support provided by transition specialist 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)

172826

Source(s)

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

51131

Title I Part A: Allocation
3000-3999: Employee Benefits

34090

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

111564	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
55976	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)

All

Strategy/Activity

Hire Media Teacher/Librarian to support literacy, reading, writing, visual and performing arts, STEM through developing a Maker Space

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 1000-1999: Certificated Personnel Salaries ELOG (Resource 7425)
0	District Funded 3000-3999: Employee Benefits ELOG (Resource 7425)

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 supported 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. 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	96.0%	maintain at 96.0%
Student survey percent of positive response to one or more statements measuring connectedness and engagement	59.0%	64.0%
DASS Graduation Rate	88.0% (2020)	90.0%
Suspension Rates	0.00%	maintain 0.00%
Student participation rate with CBOs	new metric	80.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

45716

Source(s)

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

12737

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)

All

Strategy/Activity

School staff will support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806, AB 2121, AB 2735, AB 216 and AB 2306.

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)

32500

Source(s)

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)

All

Strategy/Activity

Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent/guardian outreach and translation services.

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)
14983	Title I Part A: Allocation 4000-4999: Books and Supplies
1558	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All

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

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

Amount(s)	Source(s)
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)
 All

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

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

Amount(s)	Source(s)
57609	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
17044	Title I Part A: Allocation 3000-3999: Employee Benefits
11363	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
37166	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
18659	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)

All

Strategy/Activity

Professional development on diversity, equity, and inclusion, trauma-informed practices, social emotional learning and positive interactions with students.

Proposed Expenditures for this Strategy/Activity

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

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

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 and transition team meet 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.

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	\$332929
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$680,791.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$315,151.00
Title II Part A: Improving Teacher Quality	\$4,063.00

Subtotal of additional federal funds included for this school: \$319,214.00

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	\$327,271.00

Subtotal of state or local funds included for this school: \$361,577.00

Total of federal, state, and/or local funds for this school: \$680,791.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,806.00
Title I A Foster Youth Set Aside	32,500.00
Title I Part A: Allocation	315,151.00
Title I Part D: Allocation	327,271.00
Title II Part A: Improving Teacher Quality	4,063.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	321,604.00
2000-2999: Classified Personnel Salaries	150,082.00
3000-3999: Employee Benefits	156,001.00
4000-4999: Books and Supplies	14,983.00
5000-5999: Services and Other Operating Expenditures	4,063.00
5700-5799: Transfers Of Direct Costs	1,558.00
None Specified	32,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	1,352.00

3000-3999: Employee Benefits	District Funded	454.00
5000-5999: Services and Other Operating Expenditures	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	230,435.00
3000-3999: Employee Benefits	Title I Part A: Allocation	68,175.00
4000-4999: Books and Supplies	Title I Part A: Allocation	14,983.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	1,558.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	91,169.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	148,730.00
3000-3999: Employee Benefits	Title I Part D: Allocation	87,372.00
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	429,650.00
Goal 2	251,141.00

School Site Council Membership

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

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

Name of Members	Role
Barbara Modlin	Principal
Brian Griffith	Classroom Teacher
Jessie Storrs	Classroom Teacher
Angel Martinez	Classroom Teacher
Cari Wernicke	Other School Staff
Kelly Kulikowski	Other School Staff
Chris Eldridge	Parent or Community Member
Jamie Davis	Parent or Community Member
Annette Kunze	Parent or Community Member
Jeanne Jackson	Parent or Community Member
Student 1	Secondary Student
Student 2	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 1, 2022.

Attested:

Principal, Barbara Modlin on April 1, 2022
SSC Chairperson, Kelly Kulikowski on April 1, 2022