



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elinor Lincoln Hickey Jr./Sr. High School	34-10348-0106237	May 26th, 2022	June 28th, 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, Elinor Lincoln Hickey Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Elinor Lincoln Hickey Jr./Sr. High School is directly responsible for serving expelled youth. Within Elinor Lincoln Hickey Jr./Sr. High school there are two programs. The base program serves students who are in 7th-12th grades. Students are primarily served through a daily in-class program. The Senior Extension Program focuses on students who are in 12th grade and need additional time to graduate. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request process.

Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness, or who are in temporary housing, and those who have experienced a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. An EL Coordinator as to be hired to improve EL services. In general, our students have a high rate of school mobility across all student subgroups. According to 2020-21 CALPADS reporting, students in SCOE community schools are enrolled for an average of 125 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Staff attend weekly PD focused on research-based instructional strategies. Also, staff are provided collaboration time to observe their peers and share ideas and teaching strategies. Staff are surveyed throughout the year to give input on PD, and site administrators evaluate student needs regularly as the determinant for additional areas of focus. We have access to a curriculum specialist for ELA and math intervention, as well as a Big Picture Learning coach; teachers may work with the curriculum specialist to utilize effective instructional strategies and increase student engagement.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

Elinor Lincoln Hickey Jr./Sr. High School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include Edge, Edgenuity, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials. Elinor Lincoln Hickey Jr./Sr. High School is piloting two science curricula for future adoption.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure they receives the academic support necessary for individual and academic achievement. Staff utilizes Renaissance STAR assessments data to further provide intervention support in reading and math. Staffing supports the behavioral needs and mental wellness of students through trauma informed practices. Students have additional access to extended year instruction and enrichment through summer school.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Parent/guardian involvement is a priority at Elinor Lincoln Hickey Jr./Sr. High School. A Vice Principal for Family and Student Engagement was hired to build relationships and increase two-way communication with families, and provide linkage to community resources. A Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals. We also employ a dedicated site based Mental Health and Wellness Clinician to assist families and students during difficult times. SCOE has partnerships with community based organizations to provide additional support to students.

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

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

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- Student Success Plan developed for each student
- Career and post-secondary exploration and training- Northern California Construction Training (NCCT)
- Life skills
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits to increase college and career readiness
- Mental Health and Wellness Clinician

*

Fiscal support (EPC)

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

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 2022 with the development of the School Plan for Student Achievement (SPSA) and review of the 2022-23 LCAP goals. The site principal led a variety of engagement processes, individual parent engagement and survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST and Meet and Greet meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders. This engagement process included site safety planning, school site council, and weekly staff meetings.

Resource Inequities

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

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

We ensure equitable access to quality instruction and educational equity for all students. We also ensure that effective, 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	3.0%	1.02%	0	3	3
African American	37.74%	29.0%	19.11%	40	29	56
Asian	0%	6.0%	3.75%	0	6	11
Filipino	0.94%	1.0%	1.02%	1	1	3
Hispanic/Latino	39.62%	39.0%	31.74%	42	39	93
Pacific Islander	0.94%	2.0%	2.73%	1	2	8
White	9.43%	8.0%	31.40%	10	8	92
Multiple/No Response	11.32%	11.0%	7.17%	12	11	21
Total Enrollment				106	100	293

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6			20
Grade 7			59
Grade 8	4		78
Grade 9	1	1	22
Grade 10	6	6	3
Grade 11	62	60	85
Grade 12	33	33	26
Total Enrollment	106	100	293

Conclusions based on this data:

1. The school serves primarily BIPOC students.
2. Majority of the student served are in grades 11 and 12.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	11	16	12	12.1%	15.1%	12.0%
Fluent English Proficient (FEP)	4	14	13	4.4%	13.2%	13.0%
Reclassified Fluent English Proficient (RFEP)	2	0	0	9.5%	0.0%	0.0%

Conclusions based on this data:

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

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	*			*			*					
Grade 7	*	*		*	*		*	*				
Grade 8	59	7	*	52	6	0	52	6	0	88.1	85.7	
Grade 11	*	100	83	*	24	0	*	24	0		24	0.0
All Grades	89	111	84	67	30	0	66	30	0	75.3	27	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	2462.	*		0.00	*		13.46	*		28.85	*		57.69	*	
Grade 11	*	2452.		*	0.00		*	0.00		*	29.17		*	70.83	
All Grades	N/A	N/A	N/A	0.00	0.00		10.61	0.00		22.73	23.33		66.67	76.67	

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 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	*		46.15	*		53.85	*	
Grade 11	*	0.00		*	37.50		*	62.50	
All Grades	0.00	0.00		39.39	30.00		60.61	70.00	

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.

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	1.96	*		27.45	*		70.59	*	
Grade 11	*	0.00		*	16.67		*	83.33	
All Grades	1.54	0.00		21.54	16.67		76.92	83.33	

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									
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	1.92	*		55.77	*		42.31	*	
Grade 11	*	0.00		*	41.67		*	58.33	
All Grades	1.52	0.00		51.52	36.67		46.97	63.33	

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	1.92	*		44.23	*		53.85	*	
Grade 11	*	0.00		*	33.33		*	66.67	
All Grades	1.52	0.00		37.88	26.67		60.61	73.33	

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.

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	*			*			*					
Grade 7	*	*		*	*		*	*				
Grade 8	59	*	*	52	*	0	51	*	0	88.1		
Grade 11	*	100	83	*	17	0	*	17	0		17	0.0
All Grades	88	111	84	65	20	0	63	20	0	73.9	18	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	2433.	*		1.96	*		7.84	*		15.69	*		74.51	*	
Grade 11	*	2420.		*	0.00		*	0.00		*	5.88		*	94.12	
All Grades	N/A	N/A	N/A	1.59	0.00		6.35	0.00		12.70	5.00		79.37	95.00	

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.

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	1.96	*		19.61	*		78.43	*	
Grade 11	*	0.00		*	0.00		*	100.0	
All Grades	1.59	0.00		15.87	0.00		82.54	100.0	

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	% 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	*		37.25	*		62.75	*	
Grade 11	*	0.00		*	29.41		*	70.59	
All Grades	0.00	0.00		31.75	25.00		68.25	75.00	

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									
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	7.84	*		19.61	*		72.55	*	
Grade 11	*	0.00		*	17.65		*	82.35	
All Grades	6.35	0.00		19.05	15.00		74.60	85.00	

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.

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.

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
8	*	*		*	*		*	*		*	8	
All Grades										*	13	*

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

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

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

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
All Grades		7.69		*	46.15		*	46.15		*	13	

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
All Grades	*	53.85			23.08		*	23.08		*	13	

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
All Grades		0.00		*	23.08		*	76.92		*	13	

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
All Grades		0.00		*	84.62		*	15.38		*	13	

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 students with valid test scores to report disaggregated 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
100	79.0	12.0	8.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	12.0
Foster Youth	8	8.0
Homeless	12	12.0
Socioeconomically Disadvantaged	79	79.0
Students with Disabilities	14	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	29.0
American Indian or Alaska Native	3	3.0
Asian	6	6.0
Filipino	1	1.0
Hispanic	39	39.0
Two or More Races	11	11.0
Native Hawaiian or Pacific Islander	2	2.0
White	8	8.0

Conclusions based on this data:

1. Majority of the students enrolled at this site are socio-economically disadvantaged.

2. Majority of the students enrolled identify as BIPOC







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  Yellow
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  Red		

Conclusions based on this data:

1. College and careers data collection processes will be refined to ensure indicators are captured accurately.
2. Provide increased mental health and wellness supports for students and professional development for staff.

School and Student Performance Data

Academic Performance English Language Arts

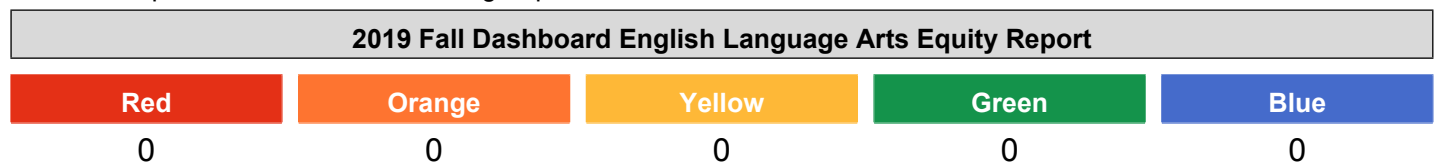
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 8		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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 2	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 5
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Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

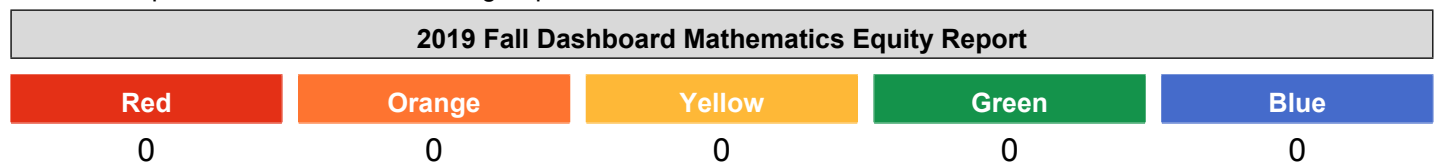
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 </div>	English Learners <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	Foster Youth
Homeless <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	Socioeconomically Disadvantaged <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 </div>	Students with Disabilities <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. Data collection is too small to be reported.

School and Student Performance Data

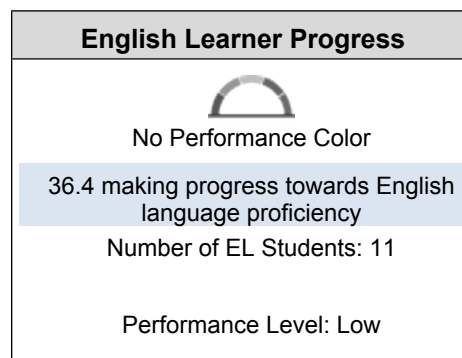
Academic Performance English Learner Progress

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
27.2	36.3		36.3

Conclusions based on this data:

1. Progress of English learners is low - no ELs are above Level 3.
2. 36% of ELs progressed one level on the ELPI

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	58	100
African American	19	32.8
American Indian or Alaska Native	2	3.4
Asian	5	8.6
Filipino		
Hispanic	21	36.2
Native Hawaiian or Pacific Islander		
White	5	8.6
Two or More Races	5	8.6
English Learners	9	15.5
Socioeconomically Disadvantaged	48	82.8
Students with Disabilities	9	15.5
Foster Youth	6	10.3
Homeless	8	13.8

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		
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	0	0
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	0	0
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	0	0
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	0	0
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	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		
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 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		
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 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	1	1.7
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	4.8
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. While we do not have a statistically significant population of students in any student group, we are not demonstrating that our students are college and career ready. To rectify this we have implemented a 30/60/90 plan for all students and are developing a tool to more accurately track when students complete an indicator.
2. One student earned a Seal of Biliteracy.
3. This data does not reflect the number of students completing other college and career indicators, such as a food handler's certificate, OHSA 10 and other pre-apprenticeship programs

School and Student Performance Data

Academic Engagement Chronic Absenteeism

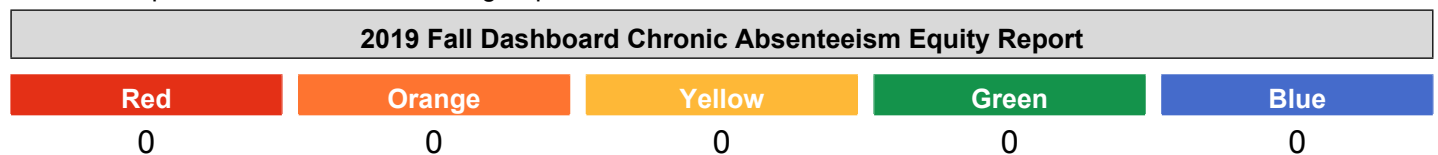
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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 Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	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 2	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. Students numbers too small to be reported. No conclusions.

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	58	28	0	48.3
English Learners	9		0	
Foster Youth	6		0	
Homeless	8		0	
Socioeconomically Disadvantaged	48	22	0	45.8
Students with Disabilities	9		0	
African American	19	5	0	26.3
American Indian or Alaska Native	2		0	
Asian	5		0	
Filipino				
Hispanic	21	15	0	71.4
Native Hawaiian or Pacific Islander				
White	5		0	
Two or More Races	5		0	

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

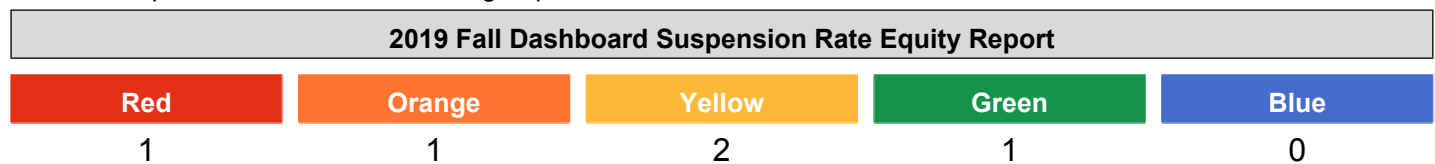
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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 for All Students/Student Group		
All Students  Yellow 13.7 Declined Significantly -8.5 233	English Learners  Green 2.9 Declined -18.9 34	Foster Youth  No Performance Color 14.8 Declined -18.5 27
Homeless  Orange 7.5 Increased +4.8 40	Socioeconomically Disadvantaged  Yellow 13.9 Declined Significantly -9.5 208	Students with Disabilities  No Performance Color 14.8 Declined -6 27

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	22.2	13.7

Conclusions based on this data:

1. With the exception of unhoused students, suspensions have decreased for all other sub groups.
2. Need to research additional supports for unhoused students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Success Goal

LEA/LCAP Goal

Student Success Goal

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Ren Learn short cycle assessment for students enrolled for a minimum of 40 school days with a pre and post assessment.	44%	49%
Math Ren Learn short cycle assessment for students enrolled for a minimum of 40 schools days with a pre and post assessment.	50%	55%
Credit completion (10 credits per month)	Base 19% SE 14%	Base 24% SE 19%
Completion of career assessment.	Base 44% SE 3%	80%
Percent of ELs enrolled 90 cumulative days who progress	New metric	10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
as least one level on the ELPAC.		
Successful transitions.	Base 84% SE 87%	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

Next year's professional development will focus on Big Picture Learning, 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)

4500

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

91487

Source(s)

Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries
80409	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
64712	Title I Part A: Allocation 3000-3999: Employee Benefits
21852	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
48433	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
28657	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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

177824

Source(s)

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 who are in grades 9-12.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified
LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Student

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

31719

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
ESSER III

9061

District Funded
3000-3999: Employee Benefits
ESSER III

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies were implemented and were effective.

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

Funds were spent as intended.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Partnership Goal

LEA/LCAP Goal

Partnership Goal

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate Base Program	64%	66%
Attendance Rate- Senior Extension	68%	70%
Student responds positively to one or more statements measuring connectedness and engagement - Base Program	76% Overall	81%
Student responds positively to one or more statements measuring connectedness and engagement - Senior Extension	84% Overall	89%
DASS Graduation Rate	2020-58.7%	63.7%
Suspension Rates	2020- 0% Remote Learning 2019-13.7%	12.6%
Student participation rate with CBOs-Base	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)

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

52445

Source(s)

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

16021

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. Retrain teachers in student success plans and review and revise data collected in the plans. Print and share SSPs with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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. Develop a process for sharing documentation and links for graduation options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I A Parental Involvement Set Aside
5700-5799: Transfers Of Direct Costs

6099

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

11354

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

7071

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

13111

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

2849

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

5298

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School leadership discuss pertinent info with SIS department staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1356	District Funded 2000-2999: Classified Personnel Salaries LCFF
569	District Funded 3000-3999: Employee Benefits LCFF

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

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12159	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
11021	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8880	Title I Part A: Allocation 3000-3999: Employee Benefits
2849	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1293	Title I Part D: Allocation 3000-3999: Employee Benefits
1000	District Funded 4000-4999: Books and Supplies LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12159

11021

8880

2849

1293

Source(s)

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

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

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

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

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All actions implemented as written.

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

Funds were spent as intended.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$561,202
Total Federal Funds Provided to the School from the LEA for CSI	\$177,824
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$782,731.00

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	\$177,824.00
Title I Part A: Allocation	\$325,252.00
Title II Part A: Improving Teacher Quality	\$4,500.00

Subtotal of additional federal funds included for this school: \$507,576.00

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	\$43,705.00
Title I A Foster Youth Set Aside	\$32,500.00
Title I A Parental Involvement Set Aside	\$2,000.00
Title I Part D: Allocation	\$196,950.00

Subtotal of state or local funds included for this school: \$275,155.00

Total of federal, state, and/or local funds for this school: \$782,731.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
CSI	177,824.00
District Funded	43,705.00
Title I A Foster Youth Set Aside	32,500.00
Title I A Parental Involvement Set Aside	2,000.00
Title I Part A: Allocation	325,252.00
Title I Part D: Allocation	196,950.00
Title II Part A: Improving Teacher Quality	4,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	241,031.00
2000-2999: Classified Personnel Salaries	172,141.00
3000-3999: Employee Benefits	151,735.00
4000-4999: Books and Supplies	1,000.00
5000-5999: Services and Other Operating Expenditures	4,500.00
5700-5799: Transfers Of Direct Costs	2,000.00
None Specified	210,324.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	CSI	177,824.00

1000-1999: Certificated Personnel Salaries	District Funded	31,719.00
2000-2999: Classified Personnel Salaries	District Funded	1,356.00
3000-3999: Employee Benefits	District Funded	9,630.00
4000-4999: Books and Supplies	District Funded	1,000.00
None Specified	District Funded	0.00
None Specified	Title I A Foster Youth Set Aside	32,500.00
5700-5799: Transfers Of Direct Costs	Title I A Parental Involvement Set Aside	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	121,904.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	113,805.00
3000-3999: Employee Benefits	Title I Part A: Allocation	89,543.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	87,408.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	56,980.00
3000-3999: Employee Benefits	Title I Part D: Allocation	52,562.00
5000-5999: Services and Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	558,654.00
Goal 2	224,077.00

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:

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

Name of Members	Role
Lisa Alcalá	Principal
Craig Bradford	Principal
Philip Cloeter	Classroom Teacher
Nicole Peyret	Classroom Teacher
Mark Benson	Other School Staff
Alejandro Reyes	Secondary Student
Sherlyn Sotelo Cabrera	Secondary Student
Heather Oswalt	Parent or Community Member
Judith Marquez	Parent or Community Member
Ann Leber	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2022.

Attested:




Principal, Lisa Alcalá on May 26, 2022

SSC Chairperson, Mark Benson on May 26, 2022