

School Year: **2021-22**



**SAN JOAQUIN COUNTY
OFFICE OF EDUCATION**

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
San Joaquin County Community School (one.Program)	39-10397-3930468	November 15, 2021	November 17, 2021

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.

The San Joaquin County Community Schools, referred to as the one.Program, consults with stakeholders at school site council meetings and the district english learner advisory committee meetings throughout the year to review assessments, surveys, the California Dashboard, and school plans, including the LCAP, WASC, and SPSAs. From this information, program needs are identified, goals are created based on the identified needs, and school plans are created in alignment with each other.

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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).

Data is collected and analyzed from various surveys conducted throughout the school year including the LCAP survey and teacher feedback survey. The LCAP survey is shared with all stakeholders annually. Students and staff are asked to complete the California Healthy Kids Survey once, every other year.

Results from surveys indicate that parents receive information about how to help with their family's needs (72%) and 89% of parents/guardians indicated that they were satisfied or somewhat satisfied with the schools' supports for students' social and emotional needs during the COVID-19 pandemic. Continuing the SEL supports for students will continue to remain in place and will be strengthened and expanded.

Teachers:

During the 20/21 school year, teachers participated in professional development related to trauma-informed teaching and the teacher survey shows that 87% of teachers indicated that they talk to their students about their social and emotional needs. Trauma-responsive teaching will continue to be a focus of professional development.

Student Engagement:

The feedback from students showed a need to increase the amount of meaningful and interesting lessons and activities at school. Sixty-five percent of community school students and 61% of court schools students agreed or strongly agreed that they have academic motivation. However, based on the student survey about student opportunities for meaningful participation at school, community school students indicated that they engage in meaningful participation at school 24% of the time, and 32% of the time in court schools. Students also indicated that they participate in interesting activities 37% of the time both at Community and Court schools. This student feedback indicates a need and desire of students to be challenged academically in meaningful learning experiences.

Technology:

Feedback from parents shows that the school response to providing access to technology at home during distance learning was successful. Ninety-seven percent of parents/guardians were satisfied or somewhat satisfied with the schools' response to access to tools and technology during the COVID-19 pandemic. In addition, teacher feedback about technology indicates that they are comfortable and confident to continue using the G-suite for education applications such as Google Classroom during in-person learning. Continuing the increase of instructional technology resources and strategies will remain a focus for the schools

Truancy Efforts:

Feedback from students, parents, and teachers indicates a continued need for efforts to improve student attendance and assist students and families in overcoming barriers that keep them from attending school. Results from the student survey show that 39% of students at community schools and 31% of students at court schools indicated that in the past 30 days they missed an entire day of school for any reason 3 or more times. Students also reported that illness, lack of sleep, and lack of

transportation are the top reasons for missing school (47% of students at community schools and 22% of students at court schools indicated the reason they missed school was because they were ill (including dental issues; 24% of students at community schools and 16% of students at court schools indicated the reason they missed school was because they did not get enough sleep; and 17% of students at community schools and 12% of students at court schools indicated the reason they missed school was that they did not have transportation). The parent survey indicates that parents receive information about how to help their student improve attendance (88%), however only 17.6% of parents are aware of the A-Squad truancy intervention team.

The feedback from teachers indicate that the majority (72%) believe the recent implementation of the tiered-truancy intervention system is effective at identifying students in need of truancy intervention. In addition, 65% of teachers said that the truancy intervention specialists are beneficial, however, 34% of teachers said that they do not use the truancy intervention specialists as a resource.

Family Engagement:

Feedback from parents indicated that 89% of them feel welcomed at school and 71% of parents/guardians indicated that they attended at least one parent/teacher conference. This feedback is a strength to build upon. The feedback from students regarding family engagement indicated that there needs to be more promotion of parent involvement opportunities, because only 54% of students at Community schools and 40% of students at Court schools agreed or strongly agreed that there is a promotion of parent involvement at their school. Only 61% of students at Community schools and 44% of students at Court schools agreed or strongly agreed that their teachers communicated with parents about what students are expected to learn in the class. This indicates a need to ensure that families know the classroom expectations and an opportunity to communicate and incentive participation in parent and family activities.

Students take a diagnostic/benchmark assessment three times throughout the year. Results from the local reading and math assessments are used to place students in appropriate tiered interventions aligned with the MTSS framework. Students who take the assessment are placed in either College-Prep (CP), low risk, some risk and high risk levels. Depending on the level that the student scores, appropriate interventions are put into place. Tier 1 intervention strategies include (CP, and low risk): FEV tutoring homework, WRITE Approach, core curriculum instruction, and formative assessment monitoring. Tier 2 intervention strategies, in addition to Tier 1 include (some risk): Read 180/System 44, small group instruction, FAST intervention plan and test retakes. Tier 3 intervention strategies include (high risk) in addition to Tier 1 and 2 (high risk): 1 on 1 tutoring, Edmentum Accelerate courses, referral to Parent Project, and modified/adapted tasks.

Teachers participate in Data Dives throughout the year to review assessment data, place students in appropriate interventions and monitor student progress.

Classroom Observations

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

Classroom observations are conducted throughout the school year, both formally and informally. Administrators conduct formal observations in accordance with the San Joaquin County Office of Education Certificated Evaluation Instrument which is aligned to the CA teaching standards. Formal observations occur twice a year for probationary teachers and two times a year for permanent status teachers during their evaluation year cycle.

Informal observations and walk-throughs are conducted by administrators and mentor teachers. Ongoing observations of new teachers are conducted by mentor teachers at least twice a year. During the 21/22 school year, administrators will work to create an observation tool to measure the effectiveness of WRITE.

Teachers continue to use Google Classroom as their learning platform to deliver instruction through Independent Study and at daily school sites. Training and professional learning were provided to help teachers become more comfortable and knowledgeable with Google Classroom and other Web 2.0 tools. Every classroom has a Promethean Board and all classrooms have a 1-to-1 ratio of chrome books to students.

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)

Students take a diagnostic/benchmark assessment three times throughout the year. Results from the local reading and math assessments are used to place students in appropriate tiered interventions aligned with the MTSS framework. Students who take the assessment are placed in either College-Prep (CP), low risk, some risk and high risk levels. Depending on the level that the student scores, appropriate interventions are put into place. Tier 1 intervention strategies include (CP, and low risk): FEV tutoring homework, WRITE Approach, core curriculum instruction, and formative assessment monitoring. Tier 2 intervention strategies, in addition to Tier 1 include (some risk): Read 180/System 44, small group instruction, FAST intervention plan and test retakes. Tier 3 intervention strategies include (high risk) in addition to Tier 1 and 2 (high risk): 1 on 1 tutoring, Edmentum Accelerate courses, referral to Parent Project, and modified/adapted tasks.

Teachers participate in Data Dives throughout the year to review assessment data, place students in appropriate interventions and monitor student progress.

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

Teachers use results from the Program-wide writing assessment (PWA) and local diagnostics to monitor student progress in writing, reading, and math. During school site meetings and scheduled on-site collaboration time, teachers and administrators review student results and make decisions for the next steps in reteaching and remediation. English learner students receive both integrated and designated instruction to help increase their language proficiency. Results from the ELPAC assessment help inform the instruction of EL students. Appropriate accommodations and modifications are made for students on a Section 504 Plan and/or Individualized Education Plan (IEP).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There were five teacher misassignments in the 20/21 school year.

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

During the 20/21 school year, teachers participated in training to use Edmentum (online curriculum for all subjects). Teachers also received access to instructional material training in math that was provided by the publishers virtually. Other training for SpringBoard English and McGrawhill History/Social Science were scheduled, however they were cancelled due to the COVID-19 pandemic. A robust professional learning plan was developed and implemented to help support teachers transitioning between distance learning and hybrid learning. The plan emphasized the use of technology tools and was aligned with the California State Standards, and the iNACOL Blended Learning Teacher Competency Framework and the National Standards for Quality Online Teaching. The Leading Edge certification, Google Levels 1 and 2 certification (Google Enterprise), Web 2.0 modules, and social emotional health for staff and students. These learning opportunities for staff helped prepare for the transition from in-person to distance learning to hybrid learning.

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

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data, and a teacher needs assessment. The staff development and professional learning plan is developed once a year and uses teacher feedback and student achievement results to guide the plan.

The professional learning plan is aligned to the school LCAP and WASC goals, and addresses increasing attendance, increasing rigor and consistency in curriculum, and increasing community and family engagement. Current areas of focus include MTSS program-wide implementation, Restorative Practices, expanding PBIS efforts, Trauma-informed Care training, engagement strategies in the classroom, instructional leadership development, student social-emotional health, college and career readiness, and eliminating barriers to attendance. Teachers and staff are encouraged to attend various conferences, workshops and training that align with the school goals and needs of the program.

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

As part of the professional development plan, all teachers had access to instructional coaching in Project-based learning, ELD instruction, and STEM-related activities. In addition, four lead teachers are available to provide instructional support to teachers. Mentor teachers assigned through Teacher Internship programs or Induction programs provide additional support to newer teachers.

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

Teachers meet regularly by region to collaborate with one another.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to the Common Core Standards. Teacher performance is evaluated by the California State Teaching Standards.

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

We provide appropriate instructional minutes for our students.

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

Lesson pacing and master schedule flexibility is based on student needs. Teachers have the flexibility to create lessons that meet the needs of the students within their classroom that align with their graduation or career pathway goals.

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

In 20/21, all students, including English learners, have access to standards-based instructional materials in core content areas of math, ELA/ELD, and history/social science. The NGSS material adoption is planned for implementation during the 21-22 school year. A curriculum adoption committee evaluated science instructional materials during the 20/21 school year using the CA NGSS TIME approach.

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

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials is evident in all classes. A team of teachers developed scope and sequences for the math and ELA/ELD adopted curriculum, as well as integrated units for ELA and history/social science at the high school levels. Teachers have access to the curriculum and to the scope and sequences through the Teacher Toolbox, a Google website designed to support teachers with instructional core and supplemental materials, as well as provide program procedures and system support. Teachers also use the ancillary materials on a regular basis to support the core instruction for universal and differentiated instruction.

Opportunity and Equal Educational Access

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

All English learner students receive both integrated and designated English language development instruction to help them meet the standards. Underperforming students receive additional remedial instruction through the prescription modules provided by the local assessments. Interventions that address the needs of low-achieving ELs and students at risk of not meeting state academic content standards include the WRITE approach instruction and intensive targeted instruction by EL coach and content-specific consultants. These learning modules help fill learning gaps for students and help prepare them to be more successful in grade-level content.

Teachers continue to improve their proficiency in best teaching practices with a robust professional development plan with learning pathways that include Project-based Learning (PBL), STEM, NGSS, Family Engagement, and Trauma-Informed Care. A Multi-tiered System of Supports (MTSS) approach to addressing the academic, behavioral, and social-emotional needs of the whole child has also been implemented. The one.Program has expanded counselors who meet with students at least quarterly to discuss academic credits and progress towards graduation or any other concerns they have. Students have access to mental health clinicians that may meet with them weekly to support any mental health wellness or social-emotional needs of the student.

Evidence-based educational practices to raise student achievement

Student Engagement:

Professor John Hattie, an education researcher, asserts that engagement has an effect size of .48, and any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students. Furthermore, according to researchers, Thomas Dee and Emily Penner, qualitative literature stresses the promise of instructional practices and content aligned with minority students' experiences. Culturally relevant pedagogy can provide effective support to at-risk students.

Project-based learning:

Jo Boaler claims that "students taught with a more progressive, open project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings."

Social-Emotional Learning:

According to a longitudinal study entitled, "Using social-emotional and character development to improve academic outcomes: a matched-pair, cluster-randomized controlled trial in low-income, urban schools," school-based social-emotional and character development programs and curriculum can influence not only social-emotional health but also academic-related outcomes.

Positive Behavior Intervention and Supports (PBIS):

PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school. The National TA Center on PBIS emphasizes PBIS as a "decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students."

Restorative Practices:

A 2013 Rutgers University study found that the restorative practices approach reduced the gap in referrals and suspensions among Black and Latino students and their white peers. Existing research shows benefits for students and school communities and improvements in school climate which positively impacts student achievement.

Trauma-Informed Care/Practices:

The 2017 National Child Traumatic Stress Network (NCTSN) System Framework for Trauma-Informed Schools illustrates the value of becoming "trauma-informed" as an essential component of the overall mission of the education system.

Attendance:

Research has found that providing school bus service or free passes on public transit can improve attendance rates and educational outcomes. University of Minnesota researchers found that Minneapolis students who participated in a free transit pass program had absenteeism rates 23 percent lower than their peers who didn't participate.

Art Therapy:

Research has found that art therapy encourages youth to stay in school and succeed. Art Therapy helps to address the mental health needs of students living in impoverished communities and the constant threats they experience on a daily basis. It utilizes an emphasis on developing group identity, group cohesion, and cooperation. In turn, a feeling of belonging and trust can be established through social interest so that students feel encouraged to stay in school and succeed.

Parental Engagement

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

There are currently two family engagement specialists that provide support and resources collaboration in the following:

1. Parent Project Classes (can be virtual and in-person); three different programs available to families;

- Parent Project Orientations/Open Houses: intended for community members and parents to find out more about The Parent Project program.
- Parent Project Senior: for parents with children between the ages of 10-18.
- Parent Project Junior: for parents with children between the ages of 5-10.
- Parent Project Truancy: for parents who need additional tools and supports in order to help their students improve attendance and school performance.
- Parent Project Professional Development: a workshop intended for professionals of all disciplines to understand foundational concepts of Parent Project and how to apply them within your profession.

2. Family Connections (virtual and in-person):

Families are invited to join short workshops routinely in order to:

- gain skills/information needed to stay connected to the school
- how to use the equipment/devices needed for students to succeed in the distance learning platform
- for parents to stay informed and have an opportunity to give feedback.
- Site-based support & home visits
- Community engagement & events

3. Case Management:

- Wraparound services provided to families in need crisis, the specialists continuously reach out to community-based organizations to stay up-to-date on available resources for families

4. Social Media Connections

- Families receive regular communication through our e-flyer system called Peachjar
- Families have the opportunity to check one.Program Facebook page for updates and direct messages to Family Engagement team
- Families also have the opportunity to check the SJCOE website for one.Program updates directory information

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)

The opportunity for stakeholder involvement and feedback from parents, advisories, community representatives, classroom teachers, and other school personnel includes the participation School Site Council(SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). Stakeholder surveys also help to obtain input from every group in order to understand what resources and services need to be prioritized.

Funding

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

Title I funds are used throughout the one.Program to provide supplemental services for low performing students.

Title II funds are used to provide ongoing professional development and Title III provides funding to support our English learner population and program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students.

The following are additional supports/services provided through the LCAP goals, actions and services.

- Truancy Task Force (Goal 1)
- Maintain safety (Goal 1)
- Truancy school sites (Goal 1)
- Improve academic performance (Goal 2)
- Professional Learning (Goal 2)
- Insight Intervention Program (Goal 2)
- Promote positive school climate and culture (Goal 3)
- Family engagement program (Goal 3)
- MTSS (Goal 3)

Comprehensive Support and improvement funds will also be used to address student engagement and social-emotional learning in order to decrease exclusionary disciplinary actions and increase student success.

Fiscal support (EPC)

The one.Programs' general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP, WASC and the school's SPSA goals.

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

San Joaquin County Community Schools School Plan for Student Achievement (SPSA) was a collaborative process. The planning process is primarily facilitated by an administrator and includes the collaborative efforts of other administrators, teachers, parents, students, and community members. Stakeholders were provided an overview and opportunity to review the San Joaquin County Office of Education Local Control Accountability Plan (LCAP) during staff, team, School Site Council meetings, English Learner Advisory Committee (ELAC) meetings, and District English learner Advisory Committee meetings to identify and discuss school goals and use those as a guide for the development of the one. Program Community School Plan for Student Achievement (SPSA). Stakeholders were also provided data results comparing each action and measured outcomes to the previous school year data. Stakeholders also review data results obtained through student, staff, and parent needs assessment surveys to discuss areas of concern that could be identified as goals or strategies. Goals are developed in the SPSA and updated regularly with stakeholder input at School Site Council, English Learner Advisory Committee, and District English Learner committee meetings, a total of 8 times a year. Goals are also reviewed and updated at staff meetings and leadership team meetings throughout the year. Monitoring and progress of the goals, actions, tasks, and budgets are reviewed and discussed at each meeting.

Resource Inequities

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

After reviewing the needs assessment, we will continue our programs' efforts for creating a real-world experience in career technical education, community and culture building, social-emotional health and wellness, and eliminating barriers to attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.2%	0.68%	1.3%	14	7	12
African American	14.69%	13.2%	14.0%	171	136	130
Asian	4.55%	4.27%	4.1%	53	44	38
Filipino	0.86%	1.46%	0.6%	10	15	6
Hispanic/Latino	58.93%	62.43%	62.9%	686	643	586
Pacific Islander	0.77%	0.19%	0.4%	9	2	4
White	12.03%	10.49%	9.2%	140	108	86
Multiple/No Response	5.84%	6.31%	5.8%	68	65	54
Total Enrollment				1,164	1,030	932

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 2			1
Grade 3	2	1	1
Grade 4	5	3	2
Grade 5	7	2	2
Grade 6	9	7	4
Grade 7	13	4	11
Grade 8	43	27	15
Grade 9	167	143	110
Grade 10	248	159	152
Grade 11	452	308	270
Grade 12	218	376	364
Total Enrollment	1,164	1,030	932

Conclusions based on this data:

1. There was a slight decrease in enrollment during the 20-21 school year.
2. The largest group of students enrolled are in the 12th grade.

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	198	155	148	17.0%	15.0%	15.9%
Fluent English Proficient (FEP)	172	171	134	14.8%	16.6%	14.4%
Reclassified Fluent English Proficient (RFEP)	9	22	6	3.9%	11.1%	3.9%

Conclusions based on this data:

1. Enrollment of English Learners decreased in 20/21

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	7	*	*	4	*	*	4			57.1
Grade 4	*	*	8	*	*	7	*	*	7			87.5
Grade 5	*	*	13	*	*	12	*	*	12			92.3
Grade 6	15	*	11	13	*	10	13	*	10	86.7		90.9
Grade 7	36	39	37	20	24	18	19	22	18	55.6	61.5	48.6
Grade 8	58	90	80	30	59	53	30	56	52	51.7	65.6	66.3
Grade 11	390	434	467	177	270	320	177	261	316	45.4	62.2	68.5
All Grades	519	603	623	252	390	424	251	375	419	48.6	64.7	68.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2392.	*	*	0.00	*	*	16.67	*	*	8.33	*	*	75.00
Grade 6	2386.	*	*	0.00	*	*	0.00	*	*	23.08	*	*	76.92	*	*
Grade 7	2416.	2387.	2371.	0.00	0.00	0.00	0.00	0.00	0.00	31.58	9.09	5.56	68.42	90.91	94.44
Grade 8	2384.	2408.	2423.	0.00	0.00	0.00	0.00	1.79	3.85	6.67	10.71	13.46	93.33	87.50	82.69
Grade 11	2457.	2446.	2472.	1.69	0.00	1.27	7.91	7.28	11.39	23.73	22.22	28.16	66.67	70.50	59.18
All Grades	N/A	N/A	N/A	1.20	0.00	0.95	5.58	5.33	9.55	21.12	18.13	24.11	72.11	76.53	65.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	8.33	*	*	25.00	*	*	66.67
Grade 6	0.00	*	*	38.46	*	*	61.54	*	*
Grade 7	0.00	0.00	0.00	15.79	9.09	0.00	84.21	90.91	100.0
Grade 8	0.00	0.00	1.92	13.33	12.73	25.00	86.67	87.27	73.08
Grade 11	5.68	5.04	6.01	32.39	38.37	36.71	61.93	56.59	57.28
All Grades	4.00	3.50	5.01	28.40	29.38	32.22	67.60	67.12	62.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	25.00	*	*	75.00
Grade 6	0.00	*	*	16.67	*	*	83.33	*	*
Grade 7	0.00	0.00	0.00	31.58	19.05	5.56	68.42	80.95	94.44
Grade 8	0.00	0.00	0.00	10.00	11.11	17.31	90.00	88.89	82.69
Grade 11	1.70	0.40	1.91	21.02	24.11	30.89	77.27	75.49	67.20
All Grades	1.20	0.28	1.44	19.28	20.39	27.58	79.52	79.34	70.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	8.33	*	*	33.33	*	*	58.33
Grade 6	0.00	*	*	53.85	*	*	46.15	*	*
Grade 7	0.00	0.00	0.00	31.58	13.64	38.89	68.42	86.36	61.11
Grade 8	0.00	0.00	0.00	23.33	34.55	42.31	76.67	65.45	57.69
Grade 11	3.95	3.50	5.06	50.28	46.30	57.59	45.76	50.19	37.34
All Grades	2.79	2.43	4.30	45.02	41.62	52.51	52.19	55.95	43.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	41.67	*	*	58.33
Grade 6	0.00	*	*	7.69	*	*	92.31	*	*
Grade 7	0.00	0.00	0.00	42.11	22.73	5.56	57.89	77.27	94.44
Grade 8	0.00	1.82	0.00	3.33	25.45	25.00	96.67	72.73	75.00
Grade 11	2.84	1.17	3.16	37.50	31.13	36.71	59.66	67.70	60.13
All Grades	2.00	1.08	2.39	31.20	28.92	32.94	66.80	70.00	64.68

Conclusions based on this data:

1. CAASPP was not administered in 19/20 due to Covid-19 pandemic.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	6	*	*	4	*	*	4			66.7
Grade 4	*	*	8	*	*	7	*	*	7			87.5
Grade 5	*	*	14	*	*	13	*	*	13			92.9
Grade 6	15	*	12	11	*	11	11	*	11	73.3		91.7
Grade 7	37	40	39	19	21	21	19	21	20	51.4	52.5	53.8
Grade 8	59	93	82	34	60	56	34	60	55	57.6	64.5	68.3
Grade 11	387	439	470	180	252	304	180	250	300	46.5	57.4	64.7
All Grades	518	613	631	255	366	416	255	364	410	49.2	59.7	65.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2384.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31
Grade 6	2361.	*	2357.	0.00	*	0.00	0.00	*	0.00	9.09	*	18.18	90.91	*	81.82
Grade 7	2409.	2327.	2366.	0.00	0.00	0.00	0.00	0.00	0.00	10.53	0.00	0.00	89.47	100.0	100.0
Grade 8	2367.	2379.	2383.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.33	3.64	100.0	91.67	96.36
Grade 11	2421.	2408.	2425.	0.56	0.00	0.00	1.11	0.40	0.67	7.78	2.40	7.67	90.56	97.20	91.67
All Grades	N/A	N/A	N/A	0.39	0.00	0.00	0.78	0.27	0.49	7.06	3.57	6.83	91.76	96.15	92.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	7.69	*	*	92.31
Grade 6	0.00	*	0.00	0.00	*	9.09	100.0	*	90.91
Grade 7	0.00	0.00	0.00	10.53	0.00	0.00	89.47	100.0	100.0
Grade 8	0.00	0.00	0.00	0.00	5.08	3.64	100.0	94.92	96.36
Grade 11	0.56	0.00	0.33	4.44	1.61	4.35	95.00	98.39	95.32
All Grades	0.39	0.00	0.24	4.33	2.49	4.16	95.28	97.51	95.60

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	15.38	*	*	84.62
Grade 6	0.00	*	0.00	9.09	*	9.09	90.91	*	90.91
Grade 7	0.00	0.00	0.00	15.79	9.52	25.00	84.21	90.48	75.00
Grade 8	0.00	0.00	0.00	8.82	21.67	9.09	91.18	78.33	90.91
Grade 11	1.67	0.00	0.00	16.67	14.11	23.41	81.67	85.89	76.59
All Grades	1.18	0.00	0.00	14.90	13.81	20.29	83.92	86.19	79.71

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	30.77	*	*	69.23
Grade 6	0.00	*	9.09	9.09	*	18.18	90.91	*	72.73
Grade 7	0.00	0.00	0.00	31.58	14.29	20.00	68.42	85.71	80.00
Grade 8	0.00	0.00	0.00	11.76	20.00	10.91	88.24	80.00	89.09
Grade 11	0.56	0.00	0.00	36.67	26.80	27.09	62.78	73.20	72.91
All Grades	0.39	0.00	0.24	30.98	23.08	24.21	68.63	76.92	75.55

Conclusions based on this data:

1. CAASPP was not administered in 19/20 due to Covid-19 pandemic.

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4	*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*
Grade 8	1534.6	*	1534.4	*	1534.1	*	14	10
Grade 9	1549.1	1524.4	1561.6	1512.2	1536.2	1536.1	30	27
Grade 10	1565.2	1554.9	1585.6	1560.8	1544.2	1548.5	40	40
Grade 11	1567.1	1544.8	1570.5	1531.1	1563.2	1558.1	52	57
Grade 12	1564.8	1563.5	1569.4	1555.5	1559.8	1570.8	49	39
All Grades							192	176

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	14	*
9	*	0.00	50.00	25.93	*	66.67		7.41	30	27
10	*	20.00	37.50	37.50	37.50	30.00		12.50	40	40
11	34.62	21.05	32.69	19.30	25.00	38.60	*	21.05	52	57
12	32.65	17.95	36.73	28.21	22.45	41.03	*	12.82	49	39
All Grades	29.17	15.91	38.02	28.41	27.60	40.34	*	15.34	192	176

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	14	*
9	50.00	7.41	*	37.04	*	51.85		3.70	30	27
10	60.00	37.50	*	30.00	*	27.50		5.00	40	40
11	63.46	26.32	26.92	29.82	*	24.56	*	19.30	52	57
12	57.14	30.77	32.65	23.08	*	38.46	*	7.69	49	39
All Grades	57.81	26.70	28.65	28.98	11.46	32.95	*	11.36	192	176

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	14	*
9		0.00	*	11.11	56.67	48.15	36.67	40.74	30	27
10	*	7.50	*	17.50	32.50	45.00	42.50	30.00	40	40
11	*	7.02	30.77	21.05	23.08	35.09	34.62	36.84	52	57
12	*	10.26	22.45	10.26	34.69	58.97	32.65	20.51	49	39
All Grades	8.33	6.25	21.35	15.91	35.42	45.45	34.90	32.39	192	176

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	17-18	18-19	17-18	18-19	17-18	18-19	
8	*	*	*	*	*	*	14	*	
9	*	3.70	56.67	70.37	*	25.93	30	27	
10	40.00	5.00	32.50	80.00	27.50	15.00	40	40	
11	28.85	5.26	50.00	57.89	21.15	36.84	52	57	
12	28.57	5.13	53.06	74.36	*	20.51	49	39	
All Grades	31.25	5.68	48.96	66.48	19.79	27.84	192	176	

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	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	14	*
9	86.67	48.15	*	44.44		7.41	30	27
10	90.00	65.00	*	30.00		5.00	40	40
11	92.31	47.37	*	36.84		15.79	52	57
12	85.71	61.54	*	35.90	*	2.56	49	39
All Grades	86.46	53.98	12.50	36.93	*	9.09	192	176

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	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	14	*
9		0.00	*	48.15	76.67	51.85	30	27
10	*	10.00	40.00	52.50	52.50	37.50	40	40
11	*	8.77	46.15	43.86	42.31	47.37	52	57
12	*	15.38	36.73	51.28	53.06	33.33	49	39
All Grades	8.85	9.09	36.98	47.73	54.17	43.18	192	176

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	17-18	18-19	17-18	18-19	17-18	18-19
8		*	100.00	*		*	14	*
9	*	3.70	86.67	74.07	*	22.22	30	27
10	*	0.00	75.00	75.00	*	25.00	40	40
11	34.62	7.02	59.62	84.21	*	8.77	52	57
12	28.57	10.26	69.39	87.18	*	2.56	49	39
All Grades	20.83	5.11	73.96	80.68	*	14.20	192	176

Conclusions based on this data:

1. CAASPP was not administered in 19/20 due to Covid-19 pandemic.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,030	84.3	15.0	4.0
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	155	15.0
Foster Youth	41	4.0
Homeless	99	9.6
Socioeconomically Disadvantaged	868	84.3
Students with Disabilities	90	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	136	13.2
American Indian	7	0.7
Asian	44	4.3
Filipino	15	1.5
Hispanic	643	62.4
Two or More Races	65	6.3
Pacific Islander	2	0.2
White	108	10.5

Conclusions based on this data:

1. The one.Program continues to serve students who are socioeconomically disadvantaged (85%)
2. Roughly 12% of students are classified as homeless or foster youth.
3. Hispanics make up a majority of student population enrolled in the Community schools at 62.4%

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Red	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  Red	
College/Career  Red		

Conclusions based on this data:

1. School conditions and climate have improved with a significant decrease in suspension rates. Moving from red to yellow in one year.
2. Increase in ELA and Math academic performance indicators
3. All other indicators on the dashboard continue to be an area for growth and improvement.

School and Student Performance Data

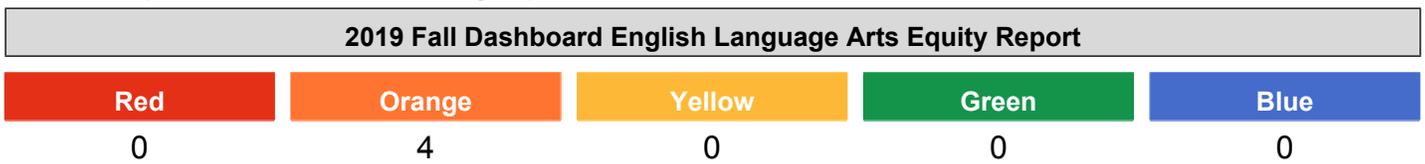
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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		
<p>All Students</p> Orange 141 points below standard Increased Significantly ++25.2 points 204	<p>English Learners</p> Orange 171.9 points below standard Increased ++4.7 points 48	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color 173.6 points below standard 21	<p>Socioeconomically Disadvantaged</p> Orange 141.3 points below standard Increased Significantly ++24.8 points 187	<p>Students with Disabilities</p> No Performance Color 159.9 points below standard Increased Significantly ++26.7 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 157.9 points below standard Increased Significantly ++22.9 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 145.6 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 146.5 points below standard Increased Significantly ++24.5 points 112	 No Performance Color 95.7 points below standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 123.2 points below standard Increased Significantly ++20.4 points 18

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
179.2 points below standard Increased ++4.6 points 36	150.1 points below standard 12	135 points below standard Increased Significantly ++34.4 points 142

Conclusions based on this data:

1. ELA performance indicators improved from red to yellow for students overall.
2. ELA Performance improved for English Learners, Socioeconomically disadvantaged, and Hispanic and African-American groups moving into the yellow indicator.
3. In spite of increases, this continues to be an area for growth.

School and Student Performance Data

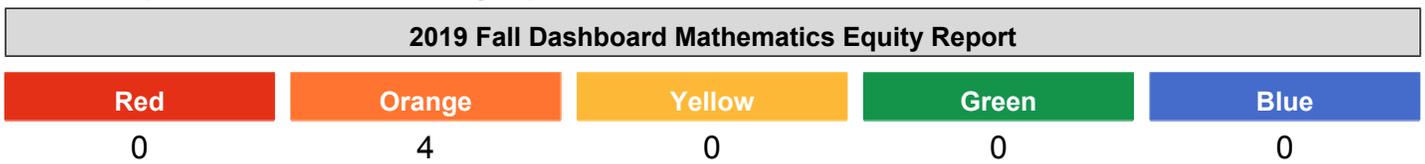
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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		
<p>All Students</p> Orange 219.5 points below standard Increased ++12.6 points 196	<p>English Learners</p> Orange 232.8 points below standard Increased ++10.6 points 44	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color 232 points below standard 22	<p>Socioeconomically Disadvantaged</p> Orange 218 points below standard Increased Significantly ++16.4 points 181	<p>Students with Disabilities</p> No Performance Color 248.4 points below standard Increased Significantly ++20.2 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 216.8 points below standard Increased Significantly ++30.9 points 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 222.5 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 227.9 points below standard Increased ++6.6 points 108	 No Performance Color 171 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 207.4 points below standard Declined -15 points 15

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
229.7 points below standard Increased Significantly ++20.4 points 31	240.4 points below standard 13	215.8 points below standard Increased Significantly ++17.3 points 139

Conclusions based on this data:

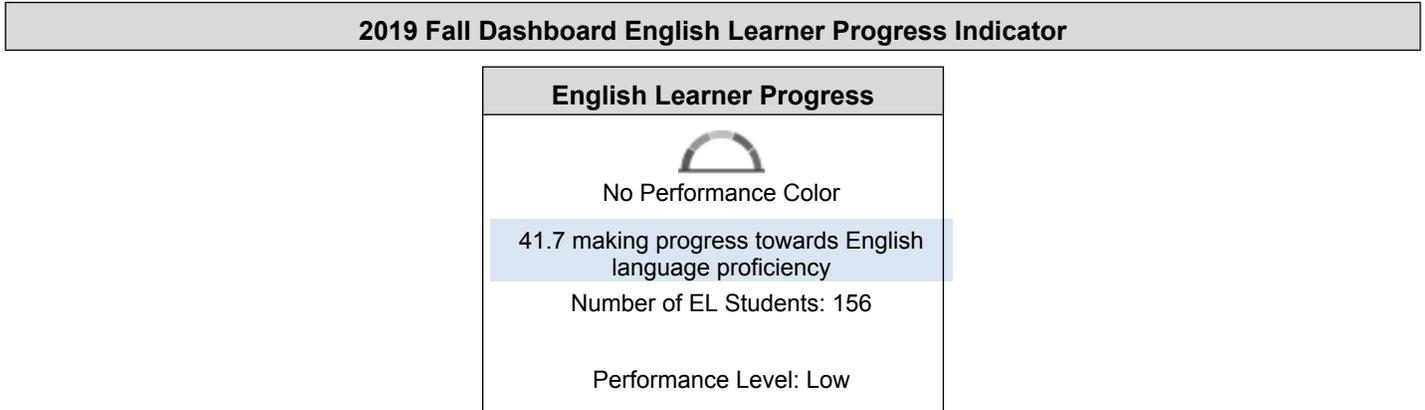
1. Math performance indicators improved from red to yellow for students overall.
2. Math Performance improved for English Learners, Socioeconomically disadvantaged, and Hispanic and African-American groups moving into the yellow indicator.
3. In spite of increases, this continues to be an area for growth.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

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
33.3		5.7	35.8

Conclusions based on this data:

1. 41.7% of English learner students are making progress towards English language proficiency.

School and Student Performance Data

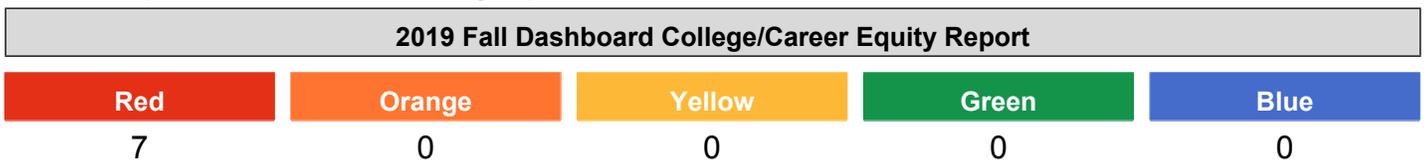
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>0.2</p> <p>Maintained -0.3</p> <p>477</p>	<p>English Learners</p> <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>80</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>Declined -3.7</p> <p>21</p>
<p>Homeless</p> <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>44</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0</p> <p>Maintained -0.5</p> <p>418</p>	<p>Students with Disabilities</p> <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>54</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 0 Maintained -1 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Red 0 Maintained -0.3 277	 No Performance Color 0 Maintained 0 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 1.7 Maintained +0.4 60

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	0.5 Prepared	0.2 Prepared
Approaching Prepared	2 Approaching Prepared	4.6 Approaching Prepared
Not Prepared	97.5 Not Prepared	95.2 Not Prepared

Conclusions based on this data:

1. Data shows that 95.2% of our students are not prepared for college or career. This continues to be an area of growth.
2. There was increase in students approaching preparedness.

School and Student Performance Data

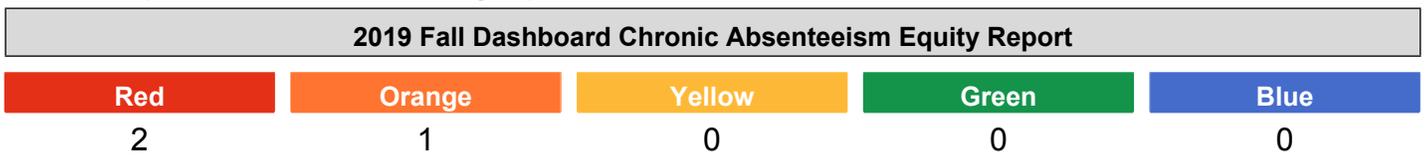
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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		
<p>All Students</p> <p>Red</p> <p>51.8</p> <p>Increased Significantly +3.8</p> <p>170</p>	<p>English Learners</p> <p>No Performance Color</p> <p>63.2</p> <p>Increased +8.3</p> <p>19</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
<p>Homeless</p> <p>No Performance Color</p> <p>68</p> <p>Increased +14.4</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>52.5</p> <p>Increased Significantly +4.4</p> <p>158</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>28.6</p> <p>Declined -33.9</p> <p>14</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 41.2 Declined -0.5 34	 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 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 55.4 Increased +1.1 83	 No Performance Color 60.9 Increased +15.4 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 47.1 Maintained 0 17

Conclusions based on this data:

1. Nearly 51.8% of students continue to be chronically absent.
2. There was a decline of Chronic Absenteeism for African-American students.

School and Student Performance Data

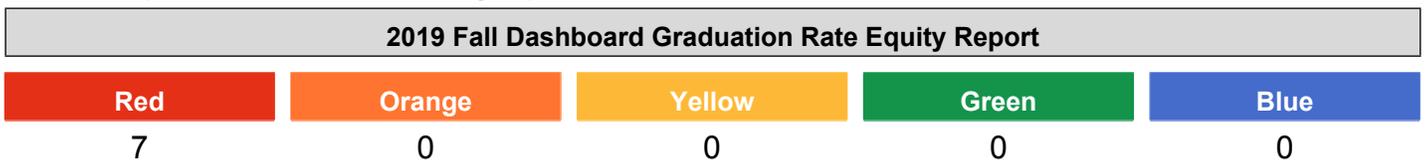
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>43</p> <p>Increased Significantly +10.1</p> <p>477</p>	<p>English Learners</p> <p>Red</p> <p>38.8</p> <p>Maintained +1.9</p> <p>80</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>47.6</p> <p>Increased +11.9</p> <p>21</p>
<p>Homeless</p> <p>Red</p> <p>34.1</p> <p>Increased +4.5</p> <p>44</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>40.4</p> <p>Increased +9.1</p> <p>418</p>	<p>Students with Disabilities</p> <p>Red</p> <p>48.2</p> <p>Declined -3.6</p> <p>54</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 40 Increased +13.5 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 40 Increased +4.1 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Red 42.6 Increased +7.4 277	 No Performance Color 31 Increased +16.2 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Red 53.3 Increased +18.8 60

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
32.8	43

Conclusions based on this data:

1. There was an overall increase in the graduation rate between 2018 (32.8%) and 2019 (43%).
2. Homeless, Foster youth and socioeconomically disadvantaged student groups increased graduation rate while the rate was maintained for English Learners

School and Student Performance Data

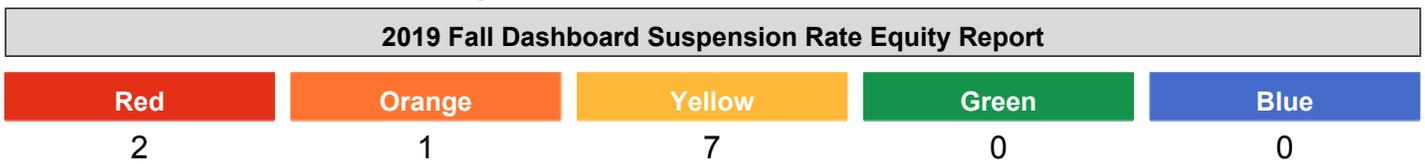
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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		
<p>All Students</p> <p>Yellow</p> <p>15</p> <p>Declined Significantly -2.5</p> <p>2229</p>	<p>English Learners</p> <p>Yellow</p> <p>12.4</p> <p>Declined Significantly -6.5</p> <p>347</p>	<p>Foster Youth</p> <p>Red</p> <p>24.3</p> <p>Increased Significantly +5.8</p> <p>152</p>
<p>Homeless</p> <p>Yellow</p> <p>15.7</p> <p>Declined Significantly -4</p> <p>204</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.1</p> <p>Declined Significantly -3</p> <p>1902</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>8.6</p> <p>Declined Significantly -16.2</p> <p>210</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 20.5 Declined Significantly -4.8 381	 No Performance Color 20 Increased +1.3 25	 Red 17.5 Increased +2.3 97	 No Performance Color 4.8 Declined -3.9 21
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13 Declined Significantly -2.5 1274	 Orange 14.9 Declined -0.9 148	 No Performance Color 27.3 Declined -4 11	 Yellow 15.8 Declined Significantly -2 272

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17.5	15

Conclusions based on this data:

1. There was an decrease in the suspension rate overall by 2.5% from 2018 to 2019.
2. There was a significant decrease in suspension rate for Hispanic and African-American students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase attendance, decrease truancy.

LEA/LCAP Goal

Improve student engagement and attendance by decreasing truancy.

Goal 1

By June 2022, daily, intervention, and truancy school sites will have an average monthly attendance of 85% or higher while contracted learning sites will have an average monthly attendance percentage of 95% or higher.

Identified Need

Chronic absenteeism remains a major challenge for our community schools. Many of our students come to us with pre-existing issues with truancy. There is a direct correlation between regular school attendance and positive academic, social-emotional, and behavioral student outcomes. We plan to achieve this goal through the implementation of the actions and will measure the effectiveness of the actions and progress towards meeting the goal using the identified metrics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily site average attendance	62%	85%
Truancy site average attendance	83%	85%
Intervention site average attendance	90%	90%
Contracted learning site average attendance	88%	95%
Percentage of students in Tier 3 and 4 truancy interventions	Tier 3 & 4: 34%	24%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. The school will continue to increase truancy prevention strategies by the Truancy Task Force. The Task force will identify students not meeting a minimum of 85% attendance for daily sites and 95% attendance for other sites.

- a. Maintain foster and homeless youth administrator (1 @ 15%)
- b. Classified staff in order to increase efforts to improve services (1 at 15%)
- c. Partner with San Joaquin Regional Transit District to provide transportation services for students
- d. Materials, supplies, and professional learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
41,810	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2000-2999: Classified employees; 3000-3999: Benefits
5,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
4,406	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
527	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Continue to maintain Truancy School Sites

- a. Five truancy-specific teachers (5 at 20%)
- b. Materials, supplies, and other expenditures
- c. Travel and conferences

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)
154,619	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3000-3999: Benefits; 4000-4999: Book and Supplies
35,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
19,986	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Continue efforts to maintain safety, support, and wellness at all school sites
 - a. Continue to employ Campus Safety Technicians (name change in progress to Campus Connection Technicians)-(6 at 20%)
 - b. Continue to Implement a social-emotional learning curriculum & training (Tier I-3)
 - c. Materials, supplies, and professional learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
58,740	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3000-3999: Benefits
4,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and supplies
2,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

	4000-4999: Books supplies
8,000	Title IV: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries 3000-3999: Employee benefits
6402	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
422	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
843	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4. Identify and increase opportunities for leadership and systems of support for students

- a. Illuminate Education
- b. Leadership opportunity events, workshops, symposiums, and coaching etc.
- c. Materials, supplies, and conferences

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)
20,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting services and operating expenditures
1,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
2,213	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo

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.

During the 2020-21 school year, all of the actions and services related to Goal 1 were successfully implemented although schools were operating through a distance learning/hybrid model.

The enrollment process was modified by COVID-19 public health mandates. Typically, all students are evaluated by the student services staff, and school nurses. All unduplicated student groups were directed to appropriate community and school resources. All student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly. An ongoing evaluation was conducted by our site administrators, counselors, teachers, and FE specialists to ensure students and families were provided the necessary support.

Probation 654 staff supported high-risk students with ongoing case management and conducted home visits in collaboration with school administrators, teachers, and staff. Truancy Task Force meetings were held quarterly. School district officials, the District Attorney's office, Probation 654 officers, school resource officers from surrounding districts, campus safety technicians, teachers, counselors, intervention specialists and representatives from the Child Abuse Prevention Council attended the meetings and truancy sweeps facilitated by the Truancy Support coordinator. Bilingual staff members took part in truancy sweeps and home visits, as needed. Attendance goals were established and incentives were provided to individual students and school sites throughout the year. Our ad hoc Attendance Leadership Committee convened throughout the year to review attendance data and make recommendations for future incentives. Although one STOP mental health clinicians collaborated with our student services team, teachers, counselors, administrators, and school nurses to ensure necessary support for all students, behavior support curriculum, and strategies were not integrated into daily lessons at all sites. BASE, a social-emotional learning curriculum, was implemented at our truancy/behavior intervention sites to support improved student outcomes. Student attendance patterns were monitored throughout the program daily. Students with identified attendance problems were supported by teachers, counselors, site administrators, and 654 truancy intervention staff.

The Foster/Homeless Youth Director, site administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention support such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups. Home visits were conducted, as needed. Students and families were provided individualized support based on the root cause(s) of their attendance problems. Frontier 1, Frontier 2, Frontier South, and Frontier North school sites provided specialized truancy support for students with chronic truancy issues. Directors of Foster/Homeless Youth, Curriculum and Assessment, and Student Services, as well as support staff, and site administrators tracked attendance of student groups. Campus Connection Technicians (CCT's), formally referred to as the Campus Safety Technicians (CST's), assisted with school safety, nutrition breaks, attendance, and

family engagement. SJCOE Foster Youth Liaison, counselors, and support staff monitored daily attendance of foster youth, low income, English learners, and redesignated English learners and provided one-on-one counseling, home visitations, and referrals to community-based resources, as needed, and helped the students meet their needs in the area of daily attendance. The research suggests that partnering with public transportation will lead to positive attendance outcomes and improve student achievement. All meetings were shifted to an online

The COVID-19 pandemic changed the way attendance was captured tracked and monitored and thus may have impacted daily attendance outcomes.

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

There were not any major differences between the intended implementation and/or the actions and services associated with Goal 1.

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

We plan to continue our efforts in Goal 1. However, we will begin to integrate more social-emotional supports and wrap around a multi-tiered system of support. Additionally, Comprehensive Support and Improvement (CSI) funds will be directed towards eliminating barriers to attendance and other attributing factors to chronic absenteeism.

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

Increase rigor and consistency across all content areas.

LEA/LCAP Goal

Increase student learning through challenging academic programs and consistent instructional practices across all school sites.

Goal 2

By June 2022, 75% of students will participate in local reading and math assessments. 65% of students will score at the college ready tier in reading and math.

Identified Need

Many of our students navigate through multiple court and community schools in a single academic year. Having consistent instructional practices provides a sense of stability for our students. An example of this is the use of a common learning management system program-wide. Preparing our students for college and career requires access to challenging and meaningful academic programs. We plan to achieve this goal through the implementation of the actions and will measure the effectiveness of the actions and progress towards meeting the goal using the identified metrics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local reading and math participation	Reading Fall: 57.7% Winter: 57.3% Math: Fall: 58/1% Winter: 56.9%	Reading Fall: 75% Winter: 75% Math Fall: 75% Winter 75%
Local reading and math achievement	% Increased: Reading: 52% Math: 59%	% Increased Reading: 60% Math: 60%

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)

English Learners

Strategy/Activity

1. WRITE approach implementation

- a. Continue WRITE instructional coaching provided by language & literacy
- b. SJCOE language and literacy will provide training and support with leadership team to evaluate implementation

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)

15,665

Title III (Not in schoolwide program)
5800: Professional/Consulting Services And
Operating Expenditures
4000-4999: Books and Supplies

1,651

Title III Indirect
7000-7439: Other Outgo
7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Offer professional learning opportunities for teachers and administrators to increase their knowledge of content area standards and frameworks

- a. Site-based coaching sessions for teachers provided by SJCOE STEM and Continuous Improvement and Support departments
- b. Provide learning pathways for teachers in topics that include: PBL, Trauma-informed Care, Family Engagement, Computer Science, and NGSS.
- c. Adopted textbook training
- d. Teachers complete the MIAA or STEM certificate programs through Teachers College of San Joaquin
- e. Leading Edge certification PD
- f. Travel and conferences
- g. Materials and supplies

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)

29,847	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and supplies
22,020	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services and Other Operating Expenditures; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
30,975	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Travel and Conference, workshops; 4000-4999: Books and Supplies
20,150	Title IV: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Travel and Conference, workshops; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
3,146	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
2,321	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
3,265	Title II Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
2,124	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Build administrator and teacher capacity by increasing instructional leadership through professional learning, coaching, mentorships

- a. Mentor Teacher program and lead teachers
- b. Admin leadership academy and coaching

- c. Materials and supplies
- d. Travel and conference for professional learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,648	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
22,206	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
59,419	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
10,000	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
1,122	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
2,341	Title II Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
6,263	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
1,054	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 4. Ensure that all students have access to A-G courses and updated curriculum including CCR
 - a. Continue to use Edmentum courseware
 - b. Consulting for Edmentum
 - c. Materials, curriculum, and other expenditures

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)
32,390	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
3,414	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 5. Continue to enhance and offer the Insight Behavior Intervention program for students
 - a. Maintain insight teachers (4 at 20%)
 - b. Maintain insight counselor lead (1 at 40%)

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)
154,619	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3000 - 3999: Benefits
16,297	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. Increase college and career pathway and CTE experiences for students

- a. Career/Trades fairs and exploration
- b. CTE learning labs, including mobile learning labs
- c. Offer CCR/CTE courses
- d. Materials, supplies, and other expenditures
- e. Travel and conference for professional learning and development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18,230

Comprehensive Support and Improvement (CSI)
5000-5999: Services And Other Operating Expenditures
5800: Professional consulting/operating expenditures

1,921

Comprehensive Support and Improvement (CSI)
Indirect
7000-7439: Other Outgo
7310: Transfer of Indirect Costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

7. Increase student engagement through supplemental materials and instructional support

- a. Increase hands-on learning and art therapy opportunities
- b. Classroom libraries, mi-fi hotspots, and electronic devices
- c. Material and supplies

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)
24,242	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures
14,201	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
5,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
2,555	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
1,497	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
527	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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.

Based on a thorough review and analysis, including stakeholder feedback, the implementation of the actions and services in Goal #2 was deemed successful. Targeted professional development opportunities were offered to all teachers, staff, and administrators and were determined based on student and teacher needs, including the ongoing implementation of WRITE, assessment data analysis, standards-based curriculum, and instructional strategies, in addition to Google classroom and Web 2.0 tools. Teachers and staff also engaged in learning focused on Restorative Practices, Positive Behavior Interventions and Supports (PBIS), and trauma-informed care. Instructional coaching in ELD was offered to teachers with high English learner student populations. Targeted tutoring services were provided to students in the court schools who were identified as high-risk in reading and math.

The program continued to use local reading and math assessments and reviewed the assessment results to determine supports and services for students as well developed a tiered academic intervention support plan. Some teachers continued working with WestEd to develop Project-based Learning lessons and units to help improve student engagement. All students have access to A-G courseware through Edmentum. College Career Readiness (CCR) courses are also offered through Edmentum and students are required to complete 10 credits of CCR for graduation. Administrators continued to attend Leadership Academies which focused on the continued on the implementation of the MTSS framework. Developing a common language and instructional norms continues to be an ongoing process. One of the many successes that we experienced was related to professional development. The primary focus of professional development was centered around the use of Google Classroom and Web 2.0 tools in response to the needs of students in Distance Learning and Blended Learning environments. This learning was intended to support teachers with the flexible environment that they teach in which includes both daily and contracted learning and to increase student engagement outside of the classroom. In addition, it increased the use of instructional technology and supported improving students' 21st-century skills. The professional learning in this area also proved to be successful when schools abruptly closed and began distance learning in March 2020 due to the COVID-19 pandemic. The use of Google Classroom, program-wide, helped smooth the transition from in-person to distance learning and also allowed the continuation of our planned actions and services related to curriculum and professional development. Teachers continued to use standards-based instructional materials and curriculum in the Next Generation Science Standards, however, the new adoption and implementation of the NGSS curriculum was postponed until the August 2021.

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

There are not any major differences between the intended implementation and/or the budgeted expenditure to implement the strategies/activities to meet the articulated goal.

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

Due to the increase in reading and math percentages, the new benchmark for meeting the expected outcomes will increase. Evidence-based strategies for increasing student engagement, services, and actions have been added to increase this learner outcome. Comprehensive Support and Improvement funds will be used to supplement strategies and actions and will continue to be closely tracked and monitored for effectiveness.

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

Increase positive school climate and culture

LEA/LCAP Goal

Cultivate positive relationships and engagement between schools, students, parents and the community

Goal 3

By June 2022, promote a positive school culture by increasing student and family engagement opportunities and participation rates and decreasing pupil suspension rates by 5%.

Identified Need

We recognize cultivating positive relationships with students, families and the community has an impact on student success and achievement and therefore remains a primary focus with the addition of student engagement. As we build these strong relationships, we find that our students and families are in need of services and resources beyond the capacity of our school sites and requires collaborative community partnerships. We plan to achieve this goal through the implementation of the actions and will measure the effectiveness of the actions and progress towards meeting the goal using the identified metrics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family/Teacher Conferences	Percentage of conferences held: Q1: 54% Q2: 56% Q3: 59% Q4: 43%	Increase percentage of conferences held: Q1: 64% Q2: 66% Q3: 69% Q4: 53%
Parent/Guardian LCAP Stakeholder Input Survey on the areas of school connectedness and school safety.	Percentage of parents/guardians who attended at least one parent/teacher conference during the school year: 72%	Percentage of parents/guardians who will attend at least one parent/teacher conference during the school year: 82%
Suspensions	Pupil suspension rate: The percentage of pupils who are suspended at least once during the academic year: 15% Percentage of students with multiple suspensions:	Decrease pupil suspension rate: The percentage of pupils who are suspended at least once during the academic year: 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	38.9%	Percentage of students with multiple suspensions: 25%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Continue to develop the Family Engagement program
 - a. Maintain two family engagement specialists (2 at 100%)
 - b. Organize parent/guardian events at various school sites
 - c. Continue to offer and facilitate Parent Project workshops
 - d. Materials and supplies for SSC, DELAC, ELAC, back-to-school night, parent-teacher conferences, and other events
 - e. Host parent education workshops/ classes
 - f. Continue to utilize an electronic communication platform to better share events and announcements with families
 - g. Professional development coaching, training, and conferences

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)
259,309	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3000-3999: Benefits
4,836	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
19,650	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
27,841	Title I Indirect

	7000-7439: Other Outgo 7310: Transfer of Indirect Costs
2,071	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Continue to support program-wide Positive Behavior Interventions (PBIS), Restorative Practices (RP), and Trauma-informed Care (TIC)

- a. PBIS, Restorative Practices, and Trauma-Informed Care professional learning opportunities, trainings, and conferences
- b. Continue to partner with PBIS and restorative practices coaches and consultants
- c. Continue to cultivate Restorative Practice team to provide in-house training and support
- d. Continue to expand Social-Emotional curriculum (Base Education/Tier III)
- e. Training books and materials
- f. Travel and conference

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)
55,394	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
5,839	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Program-wide implementation of Multi-tiered Tiered System of Supports

- a. Maintain an MTSS coordinator (1 at 47%)
- b. Coordinate integrated systems of support and facilitate direct services for students
- c. Increase support and outreach for Foster Youth and Homeless Program
- d. Provide remote and direct site-based support

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)
88,137	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3000-3999: Benefits
9290	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

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.

During the 2020-21 school year, many of the actions and services from Goal 3 were successfully implemented by shifting to virtual meetings or hybrid settings. We have increased supports for parent engagement and participation in the 20-21 school year. During enrollment, parents were provided school calendar magnets, parent engagement magnets, and truancy door hangers to help keep parents informed of upcoming events and School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) meetings. In 2020-21, SSC, ELAC, and DELAC meeting agendas were posted for public view on the SJCOE website 72 hours prior to the meetings and were held virtually on a digital meeting platform. Community partners were provided SSC, ELAC, and DELAC meeting dates through email reminders, invites, and social media. Flyers were also posted at school sites to invite community agencies and support providers to the meetings. Parent participation at SSC, ELAC, and DELAC meetings required membership ratios to meet quorum. Overall, stakeholder attendance and participation have increased at the School-site council and District English Learner Advisory Committee meetings as a result of the various proactive approaches led by the family engagement team. Stakeholder meetings were all held virtually via zoom or google meets.

The implementation of all actions was deemed successful. During the 20/21 school year, efforts were continued and we were able to strengthen our professional collaboration with San Joaquin County Probation, Child Abuse Prevention Council, and the San Joaquin Behavioral Services. Collaboration occurred through regularly scheduled meetings, as well as maintaining the Annual Chronic Absenteeism Summit, the Leadership Symposium, Parent Project, Meeting of the Minds, and the Truancy Task Force on a virtual platform. Additionally, there was a success in providing support for parents, guardians, and foster parents to increase participation in school-related activities. During the 20/21 school year, the Parent Project workshops were offered to parents and guardians multiple times throughout the year and on a virtual platform in response to the school closures due to the COVID-19 pandemic.

Based on a thorough review and analysis, including stakeholder feedback, targeted professional development opportunities were offered to all teachers, staff, and administrators and were determined based on student and teacher needs including the ongoing implementation of evidence-based practices. Teachers and staff also engaged in learning focused on Restorative Practices, Positive Behavior Interventions and Supports (PBIS), Trauma-informed care through a digital platform.

The continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices program-wide efforts were maintained via zoom or google meets. PBIS and Restorative Practices are proactive and responsive methods that help build positive relationships, improve student behavior, decrease student suspension rates, and increase student achievement. Students were also evaluated by our student services staff and school nurse at the time of enrollment and directed to appropriate community and school resources. The ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided with necessary tiered supports. Project 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

Intervention sites (Insight) with six teachers and one counselor were maintained to help provide targeted mental, social, emotional, and academic support to students. Community School administrators and staff partner and collaborate regularly with the Child Abuse Prevention Council to refer to mental health counseling was provided at our truancy school sites (Frontier) and our teen parenting school site.

The scheduled quests were canceled in 20/21 due to the in-person restrictions and mandates of the Covid-19 pandemic. We plan to resume quests during the 21-22 school year based on public health guidance and mandates.

Student social-emotional well-being and mental health needs were, and continue to be, a priority and were reviewed at the time of enrollment. Our mental health clinicians were assigned to students, as needed, and provided teletherapy. Staff from the Child Abuse Prevention Council also provided mental health services at the Frontier sites and other community sites. Additional support was provided by our Truancy Intervention Specialists.

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

All of the actions and services for Goal 3 were deemed effective. The program-wide implementation of PBIS/RP/TIC will continue to be expanded to increase the positive school climate and culture,

academic progress, and social-emotional needs of every student through a Multi-tiered System of Support framework.

The creation of a student leadership group to facilitate quests and the concept of one. activities and informational cafes for parents and guardians were challenging to implement. It was a challenge to create a student group to help facilitate quests due to a change in leadership roles among the administrative team. In addition, student quests were canceled in March due to the COVID-19 pandemic. The Family Engagement Specialists held multiple parent classes throughout the year using the Parent Project curriculum, however, parent cafes remained difficult to host due to low parent participation and interest. Increasing parent participation and engagement opportunities remains a focus for the program. Participation in School Site Council and District English Learner committees decreased (actions 3.8 and 3.9). This decrease could be attributed to the abrupt school closures and a need to move to virtual meetings. Community agencies and support providers attended these meetings.

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 family engagement program will be led by the MTSS Coordinator in an effort to increase alignment and cohesion. The Family engagement team will continue to lay the foundation of parent engagement through a variety of parent education workshops, site-based support, and community engagement events held throughout the county. This plan will continue to increase the positive culture framework provided through evidence-based practices of PBIS, Restorative practices, and a Trauma-Informed approach to addressing the needs of the whole child.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$1,231,759.00
Total Federal Funds Provided to the School from the LEA for CSI	\$191,854.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,356,445.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$173,561.00
Title I Part A: Allocation	\$876,955.00
Title II Part A: Improving Teacher Quality	\$53,181.00
Title III (Not in schoolwide program)	\$15,665.00

Subtotal of additional federal funds included for this school: \$1,119,362.00

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 (\$)
Comprehensive Support and Improvement (CSI) Indirect	\$18,293.00
Title I Indirect	\$92,431.00
Title II Indirect	\$5,606.00
Title III Indirect	\$1,651.00
Title IV Indirect	\$11,357.00
Title IV: Student Support and Academic Enrichment	\$107,745.00

Subtotal of state or local funds included for this school: \$237,083.00

Total of federal, state, and/or local funds for this school: \$1,356,445.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	173,561.00
Comprehensive Support and Improvement (CSI) Indirect	18,293.00
Title I Indirect	92,431.00
Title I Part A: Allocation	876,955.00
Title II Indirect	5,606.00
Title II Part A: Improving Teacher Quality	53,181.00
Title III (Not in schoolwide program)	15,665.00
Title III Indirect	1,651.00
Title IV Indirect	11,357.00
Title IV: Student Support and Academic Enrichment	107,745.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	447,185.00
2000-2999: Classified Personnel Salaries	318,049.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	232,349.00
5800: Professional/Consulting Services And Operating Expenditures	228,524.00
7000-7439: Other Outgo	129,338.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	1,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	62,880.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	109,681.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI) Indirect	18,293.00
7000-7439: Other Outgo	Title I Indirect	92,431.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	439,185.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	318,049.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	89,874.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	29,847.00
7000-7439: Other Outgo	Title II Indirect	5,606.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	53,181.00
5800: Professional/Consulting Services And Operating Expenditures	Title III (Not in schoolwide program)	15,665.00
7000-7439: Other Outgo	Title III Indirect	1,651.00
7000-7439: Other Outgo	Title IV Indirect	11,357.00
1000-1999: Certificated Personnel Salaries	Title IV: Student Support and Academic Enrichment	8,000.00
5000-5999: Services And Other Operating Expenditures	Title IV: Student Support and Academic Enrichment	79,595.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV: Student Support and Academic Enrichment	20,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	364,968.00
Goal 2	519,110.00
Goal 3	472,367.00

School Site Council Membership

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

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

Name of Members	Role
Shanna Hurtado	Principal
Crystal Figueroa	Other School Staff
Vicki Lock	Classroom Teacher
Ernie Garcia	Classroom Teacher
Nicole Clark	Classroom Teacher
Jenny Zegarra Huacachi	Parent or Community Member
Craig Tetirick	Parent or Community Member
Jacklyn Ramirez	Parent or Community Member
Liliana Novoa	Parent or Community Member
Natalia Gutierrez	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

	English Learner Advisory Committee
	Other: District English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/15/21.

Attested:



Principal, Shanna Hurtado on 11/15/21



SSC Chairperson, Vicki Lock on 11/15/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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