



Sacramento County Board of Education

Regular Meeting

Tuesday / November 12, 2019 / 6:30 P.M.

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
916.228.2410

SACRAMENTO COUNTY BOARD OF EDUCATION
10474 Mather Boulevard
P.O. Box 269003
Sacramento, California 95826-9003

TO: Members, County Board of Education

FROM: David W. Gordon, Secretary to the Board

SUBJECT: Agenda – Regular Meeting – Tuesday, November 12, 2019

Regular Session: 6:30 p.m.

NOTE: The Sacramento County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at 916.228.2410 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of October 1, 2019
Approval of the Minutes of the Board/Superintendent Retreat of October 12, 2019
Approval of the Minutes of the Regular Board Meeting of October 15, 2019
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2.

Anyone may appear at the Board meeting to testify in support of or in opposition to any item being presented to the Board for consideration. If possible, notify the Board President or Board Secretary in writing prior to the meeting if you wish to testify.

- VII. Superintendent's Report

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Sacramento County Office of Education – Reception Desk, located at 10474 Mather Boulevard, Mather, CA. For more information, please call 916.228.2410.

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A. Recognition of the December 2019 Employees of the Month:

Classified Employee: Kerstin Morell, Family Advocate, Early Learning Department

Certificated Employee: Christina Newport, School Nurse, Special Education Department

VIII. New Business

A. Adoption of Consent Agenda – David W. Gordon

1. Accept Report on Personnel Transactions – Coleen Johnson
2. Award Diplomas to Court School, Community School, and Special Education Students – Dr. Matt Perry/Michael Kast
3. Approval of 2019-2020 School Plans for Student Achievement – Juvenile Court and Community Schools – Dr. Matt Perry

B. Approval of Contracts – Tammy Sanchez

C. No Grant Applications/Service Contracts

D. Fortune Countywide Charter School – Annual Report and Report on Student Assessments – Teresa Stinson

E. First Reading of Revisions to Board Bylaw 8510 (Renumbered 9310) – Policy and Administrative Regulation Development – Policy Committee

F. First Reading and Proposed Elimination of the Following Bylaws and Policies – Policy Committee:

BB 8520 – Revision of Bylaws, Policies, and Administrative Regulations
BP 2010 – Formulation of Administrative Regulations
BP 2300 – Regional Programs
BP 6163.1 – Provision of Instructional and Support Services and Materials

G. Informational Item: Executive Committee Report – President Lefkovitz

H. Informational Item: 2018-2019 Annual Report of Sacramento County Williams Reviews – Teresa Stinson

IX. Board Reports, Comments, and Ideas

- A. Board Members
- B. Board President
- C. Committees

X. Items for Distribution

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- A. November/December Events
- B. November/December Site Visits

XI. Schedule for Future Board Meetings

- A. December 10, 2019 – History-Social Science/Civics/2020 Census
- B. January 14, 2020 – Mental Health

XII. Adjournment

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of October 1, 2019

Agenda

- I. Call to Order and Roll Call
 - II. Pledge of Allegiance
 - III. No Approval of Minutes
 - IV. Adoption of Agenda
 - V. Official Correspondence
 - VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
 - VII. Superintendent's Report
 - VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Court and Community School Students
 - B. Approval of Contracts
 - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets
 - 1. \$12,000 California County Superintendents Educational Services Association (CCSESA) Arts Initiative grant from CCSESA for the 2019-2020 fiscal year
 - D. Approval of the 2018-2019 Budget Revision No. 4
 - E. Approval of the 2018-2019 Unaudited Actuals Financial Report
 - F. Board Report – SCOE's System of Supporting Districts
 - IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
 - X. Items for Distribution
 - A. October/November Events
 - B. October/November Site Visits
 - XI. Schedule for Future Board Meetings
 - A. October 12, 2019 – Board/Superintendent Retreat (Saturday)
 - B. October 15, 2019 – Countywide Student Performance Results and District Assistance Strategies
 - XII. Adjournment
-

I. President Lefkovitz called the meeting to order at 6:30 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David Gordon, Superintendent and

Secretary to the Board; Al Rogers, Deputy Superintendent; Teresa Stinson, General Counsel; Tammy Sanchez, Associate Superintendent; Nancy Herota and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; and Rachel Perry, Executive Director of C-SAPA; other staff and visitors; and Carla Miller, Superintendent/Board Liaison.

II. Three students from El Camino High School: seniors Jillian Campbell, Patricia Gilbert, and Marcus Fredrickson led the Pledge of Allegiance.

III. No Approval of Minutes

IV. Ms. Talamantes moved to adopt the agenda. Mr. Brown seconded the motion, which carried unanimously (7 ayes).

V. There was no official correspondence.

VI.A. There were no requests for visitor presentations from the general public.

VI.B. There were no requests for presentations from employee organizations.

VII. Superintendent Gordon reported on the following:

- Our Family and Community Engagement Workshop on September 25 was another great and well attended event. We explored how educators can break cultural barriers and engage families of English learners to build a bridge between the home and cultures. Thanks to Curriculum Specialist Graciela García-Torres for leading the workshop. On November 1, 2019, we will host our next FACE Summit featuring author, speaker, and family engagement expert Dr. Steve Constantino. Following the Summit, our next workshop will explore family engagement frameworks that provide evidence-based, family engagement strategies. We are working to schedule this for November and hope you can attend. For more information, please contact Carla Miller.
- Thanks to everyone who attended tonight's reception for SCOE's 11th Annual Employee Art Show. Hope you'll get to enjoy the exhibit and see the creative side of some of our employees. The art will be on display through October, weekdays during office hours.
- Reminded everyone that tomorrow night, the Sacramento County School Boards Association will meet at 6:00 p.m. in the Mather Room. Our guest speaker will be Aneesh Raman, Senior Advisor on Economic Strategies for Governor Newsom. His topic: "The Future of Work and the Governor's Priorities." Dinner is being provided by Chef Hazelton and the students from our Culinary Arts program.

- On Thursday, October 3, 2019, at the SCOE Conference Center, we will host our Social and Emotional Learning Community of Practice. The event is from 9:00 a.m. – 3:00 p.m. We are seeking to convene teams of educators ready to lead SEL integration in their schools. The goal is to offer a collaborative space for professional learning around SEL and connected equity efforts. We have two other similar events planned for November 14, 2019 and March 3, 2020. Please see Dr. Al Rogers for details.
- On Friday, October 4, 2019, SCOE's Sacramento Community Based Coalition is hosting an annual Resource Fair for the formerly incarcerated. This collaborative event seeks to connect parolees and probationers with community resources and services to assist in successful re-entry. The event is from 11:00 a.m. to 1:00 p.m. Please see Dr. Matt Perry for details.

VIII.A. Mr. Keefer moved and Mr. Fong seconded adoption of the consent agenda. Motion carried unanimously (7 ayes). By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Marsella Marie Prater from Elinor Lincoln Hickey Jr./Sr. High School; Unique Gasaway, Rogelio Guzman, Vanessa Mendoza, Amen-Ra Riddick-Drew, Wendi Sanchez-Vasquez, Nicholas Baffa Stotts, and Alicia Kalia Vang from Gerber Jr./Sr. High School; and Michael Henry Brown, Yesenia Marcella Gonzales, Emma Olivia Medina, Asia Robinson, and Christian Chimeng Yang from North Area Community School.

VIII.B. Ms. Davis moved and Ms. Talamantes seconded approval of the contracts as listed. Motion to approve the contracts carried unanimously (7 ayes).

VIII.C. On a motion by Ms. Ahola, seconded by Mr. Brown and carried unanimously (7 ayes), the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

1. \$12,000 California County Superintendents Educational Services Association (CCSESA) Arts Initiative grant from CCSESA for the 2019-2020 fiscal year

Ms. Ahola requested a report to the Board at the culmination of the Arts grant.

Superintendent Gordon stated he is happy to provide a presentation and we are fortunate to have a lot of support from the Sacramento City Government; there will be an event next week with Mayor Steinberg, led by Dr. Steve Winlock. He and his team

are trying hard to raise funds to assist our districts and maintain their arts lead personnel. It has been a great community effort and happy to share it with you.

VIII.D. Approval of the 2018-2019 Budget Revision No. 4

Ms. Davis, Chair of Budget Committee, stated that she would like the Board to consider items VIII.D. and VIII.E. together, as the data from both reports is derived from the same place.

Ms. Davis moved to approve item VIII.D. – 2018-2019 Budget Revision No. 4 and item VIII.E. – 2018-2019 Unaudited Actuals Financial Report. Ms. Ahola seconded the motion which carried unanimously (7 ayes).

VIII.E. Approval of the 2018-2019 Unaudited Actuals Financial Report – see motion above.

VIII.F. Dr. Al Rogers, Deputy Superintendent, introduced Director Shela Seaton, who provided a report on SCOE's System of Supporting Districts to the Board. Superintendent William Spalding of the Galt Joint Union High School District and Assistant Superintendent Curtis Wilson of Folsom Cordova Unified School District provided testimony of their successes as a result of their support from SCOE.

IX.A. Mr. Brown reported that he had attended a memorial service for William Lee. Mr. Lee was the founder of the Sacramento Observer. The service was very well attended by the Mayor of Sacramento, several members of the City Council, and quite a few community leaders. Mr. Lee grew up in Sacramento and at 26 years old started the Sacramento Observer along with two other people, who eventually left. He kept the paper going and his son is currently running the paper. Mr. Brown went to Monterey last week for a Hall of Fame dinner that allows kids to learn how to play golf for \$5 in 34 states and Canada.

Ms. Talamantes reported she is learning how to play golf. She is looking forward to the Resource Fair on Friday. She enjoyed explaining to the students the role of SCOE and how we provide support services to 13 school districts.

Mr. Keefer reported he will be attending the SEL event on Thursday and the SCBC Resource Fair on Friday. He commended fellow Board members for supporting our at-risk students. Heritage Peak Charter School has a graduate, Cameron Champ that just won the Safeway Open, who is a local pro. By the way, Heritage Peak does not have a golf team.

Mr. Fong mentioned William Lee and the Observer. About 20 years ago, he and a group of people approached Mr. Lee about putting an Asian American insert in his paper, and Mr. Lee was in favor of the idea. Unfortunately, we couldn't come up with enough ads to support the insert. He appreciated Mr. Lee's commitment.

Ms. Davis mentioned that her daughter left for college this week. She and Bina have been participating in LINKS mentoring the past couple of weeks. It's an emotional roller coaster, but definitely worth the ride.

Ms. Ahola reported that she intends to attend the Resource Fair on Friday to Dr. Perry.

Mr. Brown added that he was at Cameron Champ's foundation golf tournament last Monday. RSM donated \$300,000 to the foundation; the chairman of the board from Chevron was there. They are trying to make things easier for kids to learn how to play golf in the Sacramento area.

IX.B. President Lefkovitz appreciated staff for the Art Show. She wished a belated happy birthday to our Superintendent. Everyone sang happy birthday to Superintendent Gordon. Regional Transit (RT) has created free rides for our students. She distributed a flyer to the Board. They had a kickoff event today. This is for every young person who is enrolled in the K-12 system, charter schools, and private schools throughout the county. She hopes this will help our students with their school attendance. RT will be interested in hearing where the challenges are for the students. She received a great compliment from city staff that Dr. Perry had been very helpful with getting the word out to the school districts.

Dr. Perry replied that all the SCOE students have their RT passes and the topic of this year's Academic Bowl is transportation.

President Lefkovitz mentioned that mental health and student wellness is one of our priorities, there is a group in town funded by Sutter Health called City Rise; they have just released a proposal request for young people to submit solutions to the mental health problems in our county. They will select the top five best solutions and fund them up to \$10,000 per student team that submits an idea that can be implemented. She will send Carla the notice and would like the Board to send out the information.

President Lefkovitz reminded the Board that the Retreat is coming up. At the suggestion of one of our Board Members, we will be doing a pre-assessment which is the yellow paper. Please fill it out and return it to Carla. This will help us inform our discussion. She thanked the Executive Committee for helping with developing the agenda. If there are any concerns or comments about it, please let Superintendent Gordon know. We can make sure this agenda is on target with everyone, but thinks we are addressing people's issues. There will be some team building and a discussion on strategic priorities – things we want to make sure our expectations are clear about what we are hoping from them. It should be a great morning and looking forward to see everyone there.

President Lefkovitz and Mr. Brown announced that the Board is establishing a scholarship fund and if there are any suggestions for the name of the fund, please send them to Superintendent Gordon. There will be a report towards the end of the year regarding structure, name, etc. so this can launch by the end of the year.

IX.C. There were no committee reports.

- X.A. There was no distribution of the October/November Events item.
- X.B. There was no distribution of the October/November Site Visits item.
- XI. Schedule for Future Board Meetings:
 - A. October 12, 2019 – Board/Superintendent Retreat (Saturday)
 - B. October 15, 2019 – Countywide Student Performance Results and District Assistance Strategies

President Lefkovitz read her quote, “Education is the most powerful weapon you can use to change the world.” Quote is by Nelson Mandela.

XII. Ms. Talamantes moved to adjourn the meeting in memory of William Lee. Mr. Brown seconded the motion, which carried unanimously (7 ayes). The meeting adjourned at 8:24 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Board/Superintendent Retreat of October 12, 2019

Agenda

- I. Call to Order and Roll Call
 - II. Pledge of Allegiance
 - III. Board/Superintendent Retreat
 - Working as an Effective Governance Team on COE Priorities
 - IV. Public Comment
 - V. Adjournment
-

I. President Lefkovitz called the meeting to order at 10:09 a.m. in the Superintendent's Conference Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanne Ahola, Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present was David W. Gordon, Superintendent, and Secretary to the Board, and Gloria Johnston, Facilitator.

II. Ms. Talamantes led the Pledge of Allegiance.

III. Board/Superintendent Retreat

Facilitator Gloria Johnston led the Board through a series of exercises, using the following documents: 1) The Board's Job; 2) An Effective Governance Team; 3) An Ineffective Governance Team; 4) What the Board Needs; 5) What the Superintendent Needs; 6) Board Self-Assessment; 7) Meeting Norms; 8) Strategic Priorities; and 9) Workshop Evaluation.

IV. There were no comments from the general public.

V. Mr. Keefer moved to adjourn. Mr. Brown seconded the motion, which carried unanimously (7 ayes). The meeting adjourned at 1:57 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of October 15, 2019

Agenda

- I. Call to Order and Roll Call
 - II. Pledge of Allegiance
 - III. Approval of the Minutes of the Regular Board Meeting of September 17, 2019
 - IV. Adoption of Agenda
 - V. Official Correspondence
 - VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
 - VII. Superintendent's Report
 - A. Recognition of the November 2019 Employees of the Month
 - B. Recognition of SCOE Staff
 - VIII. New Business
 - A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Court and Community School Students
 - 3. Accept Donations to the Classified School Employee of the Year Program and Sly Park
 - B. No Approval of Contracts
 - C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budgets
 - 1. \$149,665 Title III County Office of Education Regional English Learner Specialists Agreement grant from the California Department of Education for the 2019-2020 and 2020-2021 fiscal years
 - D. Public Hearing and Adoption of Resolution No. 19-10 – Establishing the 2019-2020 Appropriations Limit
 - E. Informational Item: Reporting on State Priorities
 - F. Board Report – Countywide Student Performance Results and District Assistance Strategies
 - IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
 - X. Items for Distribution
 - A. October/November Events
 - B. October/November Site Visits
 - XI. Schedule for Future Board Meetings
 - A. November 12, 2019 – Fortune Annual Report
 - B. December 10, 2019 – Mental Health Report
 - C. January 14, 2020 – Civics/Census Report
 - XII. Adjournment
-

I. President Lefkovitz called the meeting to order at 6:30 p.m. in the Board Room of the David P. Meaney Education Center, Sacramento County Office of Education, 10474 Mather Boulevard, Mather, California. Board members present were Joanne Ahola, Heather Davis, Harold Fong, Bina Lefkovitz, and Karina Talamantes. Also present were David Gordon, Superintendent and Secretary to the Board; Al Rogers, Deputy Superintendent; Teresa Stinson, General Counsel; Tammy Sanchez, Associate Superintendent; Nancy Herota and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator-Human Resources; Michael Kast, Executive Director of Special Education; Jerry Jones, Executive Director of Technology; Tim Herrera, Director of Communications; and Rachel Perry, Executive Director of C-SAPA; other staff and visitors; and Carla Miller, Superintendent/Board Liaison. Trustees Brown and Keefer were absent.

II. Ms. Davis led the Pledge of Allegiance.

III. On a motion by Mr. Fong and seconded by Ms. Ahola, the minutes of the Regular Board Meeting of September 17, 2019 were approved. Motion carried 5 ayes, 2 absent (Brown, Keefer).

IV. Ms. Davis moved to adopt the agenda. Mr. Fong seconded the motion, which carried 5 ayes, 2 absent (Brown, Keefer).

V. There was no official correspondence.

VI.A. There were no requests for visitor presentations from the general public.

VI.B. There were no requests for presentations from employee organizations.

VII.A. Diane Faulks and Maria Mojarro, Para-Educators, Special Education Department, were recognized and honored as the classified employees of the month for November.

Abby Williams, SH Teacher, Special Education Department, was recognized and honored as the certificated employee of the month for November.

VII.B. Austin "Timber" Roughton was recognized as the 2020 SCOE Teacher of the Year by Director Brett Nelson.

Superintendent Gordon reported on the following:

- Thanked everyone who attended the Sacramento County School Boards Association meeting on October 2. We appreciated hearing guest speaker Aneesh Raman, Senior Advisor on Economic Strategies for Governor Newsom. His topic was: "The Future of Work and the Governor's Priorities." He thanked President Lefkovitz and Trustees Brown, Davis, and Talamantes for attending.

- Thanked Sacramento Mayor Steinberg and many other community leaders for joining us last Thursday when we announced the accomplishments of the \$1 million Art Education Grant we received from CDE last year. We released a report detailing art education growth in all local school districts in Sacramento County and the major accomplishments of a newly established SCOE Arts Education Community of Practice. He thanked Dr. Steve Winlock, the Executive Director of our School of Education, for his leadership in this effort.
- Our annual Resource Fair for our adult re-entry program clients was a huge success. At the October 4 event, we connected close to 300 parolees and probationers with resources and services to help in a successful re-entry back to their communities. We appreciate President Lefkovitz, Vice President Keefer, and Trustee Brown for their attendance. It was great work by Adult Re-Entry Director Marc Nigel, SCBC Project Specialist Natalya Edwards, and the Re-Entry team for organizing such a successful event.
- Also on October 4 was the first installment in our Speakers Series. Nearly 150 people attended. It was a great representation of leaders from our local school districts and charters, and leaders from Yuba, Solano, and Amador Counties also. Our guest speaker was Dr. Sharroky Hollie who talked about “Culturally and Linguistically Responsive Learning.” We have six sessions remaining this year. The next one is this Friday, October 18. We will hear from educator and author Ricky Robertson who will talk about the impact of trauma on learning and social-emotional well-being. For more information, see Dr. Al Rogers.
- On October 3, we hosted our Social and Emotional Learning Community of Practice. We convened teams of educators to help participants from our districts lead SEL integration in their schools. The goal was to offer a collaborative space for professional learning around SEL and equity efforts.
- The 17th Annual Project SAVE Golf Tournament will be held Monday, October 28, 2019 at the Valley Hi Country Club in Elk Grove. The tournament is the primary fundraiser for this very successful countywide violence prevention program. Those interested in participating should contact Project Specialist Cindy Kennedy.
- Reminded everyone that this Thursday, October 17 at noon – our Culinary Arts Café at Palmiter Jr./Sr. High School holds its grand re-opening. The menu includes: chicken cacciatore; garlic and herb macaroni; a salad with ingredients from our sustainable garden; and tiramisu for dessert. Reservations are available.

- Also on Thursday at Palmiter, we are kicking off our second Principals Academy, under the direction of Dr. Marty Martinez from our SCOE School of Education. The Principals' Academy is part of our Leadership Institute which we developed in collaboration with the local school districts we serve, along with other county offices in our Capital Service Region. The Academy is from 8:30 a.m. to 2:30 p.m. It will run monthly.
- On November 1, 2019, we will host our next Family and Community Engagement Summit featuring author, speaker, and family engagement expert Dr. Steve Constantino. Following the Summit, our next workshop, on November 6, 2019, will explore family engagement frameworks that provide evidence-based, family engagement strategies. Our spring summit is scheduled for Friday, March 27, 2020. For more information, please contact Carla Miller.
- Please join us on Saturday, November 2, 2019, for our Youth Engagement Summit, at the SCOE Conference Center. We expect up to 100 students from across the county. We will have student facilitated panel discussions on the Census 2020, Voter Education, and Student Mental Health Support. The event is from 10:00 a.m. to 2:00 p.m. For more information, contact Frank Pisi.

VIII.A. Ms. Talamantes moved and Ms. Davis seconded adoption of the consent agenda. Motion carried 5 ayes, 2 absent (Brown, Keefer). By such action, the Board:

1. Accepted report on Personnel Transactions
2. Awarded diplomas to Court and Community School Students
3. Accepted donations to the Classified School Employee of the Year Program and Sly Park

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Alyssa Belle Savell from Elinor Lincoln Hickey Jr./Sr. High School and Jessica Hernandez-Rodriquez from North Area Community School.

VIII.B. No Approval of Contracts

VIII.C. On a motion by Ms. Ahola, seconded by Mr. Fong and carried 5 ayes, 2 absent (Brown, Keefer), the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

1. \$149,665 Title III County Office of Education Regional English Learner Specialists Agreement grant from the California Department of Education for the 2019-2020 and 2020-2021 fiscal years

VIII.D. Public Hearing and Adoption of Resolution No. 19-10 – Establishing the 2019-2020 Appropriations Limit

President Lefkovitz opened the Public Hearing at 7:02 p.m. No one came forward.

President Lefkovitz closed the Public Hearing at 7:02 p.m.

Ms. Davis moved and Ms. Ahola seconded the motion to adopt Resolution No. 19-10 – Establishing the 2019-2020 Appropriations Limit. Motion carried 5 ayes, 2 absent (Brown, Keefer).

VIII.E. An informational item on the Reporting on State Priorities was provided in the Board packet.

VIII.F. Dr. Al Rogers, Assistant Superintendent, introduced Executive Director Rachel Perry, who provided a report on the Countywide Student Performance Results and District Assistance Strategies to the Board. SCOE English Language Arts Director Becky Sullivan, Martin Luther King, Jr. Technology (TRUSD) Principal Shana Henry, SCOE Mathematics Director David Chun, and Oak View Community Elementary School (SJUSD) Principal Shana Walters provided information about school successes resulting from support provided by SCOE.

Discussion and questions took place among the SCOE Board members, Superintendent Gordon, Principal Walters, Principal Henry, and Ms. Perry. Topics and inquiries included math curriculum, professional development, how the CAASP tests are administered, and the technology used. Additionally, there were requests from Trustees Fong and Talamantes to visit the school that was represented tonight.

IX.A. Ms. Talamantes – no report.

Mr. Fong – no report.

Ms. Davis – no report.

Mr. Keefer was absent.

Ms. Ahola – no report.

Mr. Brown was absent.

IX.B. President Lefkovitz mentioned volunteer projects and asked Board members to reach out to her and Superintendent Gordon to identify what they would all like to work on together before our next meeting. She also stated that she and Superintendent Gordon will meet and debrief on the Board/Superintendent Retreat to discuss next steps, and will bring back at our next meeting.

IX.C. There were no committee reports.

X.A. There was no distribution of the October/November Events item.

X.B. There was no distribution of the October/November Site Visits item.

XI. Schedule for Future Board Meetings:

- A. November 12, 2019 – Fortune Annual Report
- B. December 10, 2019 – Mental Health Report
- C. January 14, 2020 – Civics/Census Report

President Lefkovitz provided a quote, “An investment in knowledge pays the best interest”. Quote by Ben Franklin.

XII. Ms. Talamantes moved to adjourn the meeting. Ms. Davis seconded the motion, which carried 5 ayes, 2 absent (Brown, Keefer). The meeting adjourned at 8:11 p.m.

Respectfully submitted,

David W. Gordon
Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: December 2019 Employees of the Month	Agenda Item No.: VII.A. Enclosures: 0
Reason: Action	From: David W. Gordon Prepared By: Tim Herrera Board Meeting Date: 11/12/19

BACKGROUND:

CLASSIFIED

Kerstin Morell, Family Advocate, Early Learning Department, was nominated by Executive Director Natalie Woods Andrews, Ed.D. for her contributions to the overall success of the Help Me Grow Program operated by the Sacramento County Office of Education (SCOE). Kerstin has been instrumental in building relationships with community agencies to ensure that children and families receive the needed services they require. She regularly provides education to community agencies about the available services, as well as develops new partnerships with various agencies. Ms. Morell continually provides accurate data for reporting purposes. She is a true advocate for children and a positive role model for parents as she teaches them how to support and advocate for their children. Ms. Morell has been a SCOE employee since March 2014.

CERTIFICATED

Christina Newport, Nurse, Infant Development Department, was nominated by Area Principal Sharon Botkin for her contributions to the Special Education Department of the SCOE. Christina is part of a transdisciplinary team at the Hiram Johnson and North Area sites. She provides consultative services to young children birth to three years of age with disabilities, and their families. Her services include completing assessments, providing resources, ongoing support, and home intervention activities for children and their families as it relates to health needs. Ms. Newport demonstrates great respect and thoughtfulness towards others. She actively seeks out new information and approaches in her field. She is willing to assist other SCOE nurses by training for administering medications or providing guidance with health plans for individual students. Ms. Newport has been a SCOE employee since July 2012.

SUPERINTENDENT'S RECOMMENDATION:

It is recommended that the Board approve commendation of the individuals named as Sacramento County Office of Education Classified and Certificated Employees of the Month for December 2019 and that the Board present Certificates of Recognition to these employees.

SACRAMENTO COUNTY OFFICE OF EDUCATION
PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – November 12, 2019

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	AVID/Cal-SOAP	Delgado, Guadalupe	Mgmt.	Director I, Cal-SOAP Consortium 8 h/d 5 d/w 244 d/y PC# 040077	AVID/Cal-SOAP	10/21/19	MT-40
	(Through a competitive process, this individual was selected for a new position which increased her salary by more than \$10,000.)						
Management	C-SAPA	J'Beily, Karyn	Mgmt.	Project Specialist I 8 h/d 5 d/w 234.2 d/y PC# 200009	C-SAPA	10/07/19	MT-18
Management	Business Services	Canale, Von	Mgmt.	Coordinator, Financial Services 8 h/d 5 d/w 244 d/y PC# 200019	Business Services	10/01/19	MT-36
	(Through a job analysis process, this individual was reclassified, which increased her salary by more than \$10,000.)						
Management	OTAN	Linnyk, Inna	Mgmt.	Project Specialist II, Programming/ Application Development, OTAN 8 h/d 5 d/w 244 d/y PC# 200010	OTAN	10/21/19	MT-29
Certificated	Itinerant – Special Education	Lirio, Abilene	Prob. 1	Nurse, Special Education 8 h/d 5 d/w 200 d/y PC# 000647	Itinerant – Special Education	10/29/18	T-1-1
Certificated	Itinerant – Special Education	Scarson, Danielle	Prob. 1	Nurse, Special Education 8 h/d 5 d/w 200 d/y PC# 000644	Itinerant – Special Education	10/07/19	T-1-1
Classified	Foster Youth and Homeless Services	Dias, Patti	Prob.	Program Analyst 8 h/d 5 d/w 244 d/y PC# 200012	Foster Youth and Homeless Services	11/12/19	CL-36-A
	(Through a competitive process, this individual was selected for a new position which increased her salary by more than \$10,000.)						
Classified	Payroll Services	Mungaven, Jacqueline	Prob.	Payroll Analyst 8 h/d 5 d/w 244 d/y PC# 010120	Payroll Services	10/01/19	CL-32-A

PERSONNEL TRANSACTIONS

November 12, 2019

Classified	Early Learning	Perez, Sandy	Prob.	Family Advocate – Bilingual Spanish 8 h/d 5 d/w 180 d/y PC# 160010	Early Learning	11/04/19	CL-23-A
Classified	C-SAPA	Schwefel, Rachel	Prob.	Office Assistant 8 h/d 5 d/w 244 d/y PC# 050027	C-SAPA	10/14/19	CL-17-A
Classified	Payroll Services	Uzzhina, Anastasiya	Perm.	Accounting Technician 8 h/d 5 d/w 244 d/y PC# 000133	Payroll Services	11/04/19	CL-26-2
Classified	Special Education	Velazquez, Gabriela	Prob.	Para Educator 6 h/d 5 d/w 185 d/y PC# 040069	Special Education	10/07/19	CL-17-A
Classified	School of Education	Wirz, Amanda	Prob.	Staff Secretary 8 h/d 5 d/w 244 d/y PC# 150052	School of Education	11/04/19	CL-23-A

TRANSFERS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From	To	Effective Date/ Duration
Classified	Special Education	Linehan, Joseph	Teacher, SH Preschool	Hiram Johnson	Hillsdale Preschool	2019-2020 school year

EXTRA ASSIGNMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	Location	Effective Date/ Duration
Management	Curriculum & Instruction, K-12 ELA	Gibson, Frances	Curriculum Specialist, K-12 Math	Curriculum & Instruction, K-12 ELA	2019-2020 school year 6 additional days
Management	Special Education	Gomez, Stephanie	Coordinator, Staff and Family Support	Special Education Program	2019-2020 school year 65 additional days
Certificated	Itinerant/Special Education Programs	Barone, Rebecca	Speech Therapist	Itinerant/Special Education	2019-2020 school year 4 additional days
Certificated	Itinerant/Special Education Programs	Buckholz, Patricia	Speech Therapist	Itinerant/Special Education	2019-2020 school year 1 additional day
Certificated	Itinerant/Special Education Programs	Espey, Katrina	Speech Therapist	Itinerant/Special Education	2019-2020 school year 4 additional days
Certificated	Sly Park	LaZier, Steffani	Teacher, Outdoor Conservation Environmental Education	Sly Park	2019-2020 school year 2 additional days

PERSONNEL TRANSACTIONS

November 12, 2019

Classified	Sly Park	Wharton, Rebecca	Maintenance Custodian	Sly Park	2019-2020 school year 3 additional days per month
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SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Management	Resignation	Park Santos, April	Program Manager, C-SAPA	C-SAPA	10/25/19	Resignation

R E C A P

	Management	Certificated	Classified	Total
Regular Appointments	4	2	7	13
Transfers	0	0	1	1
Extra Assignments	2	4	1	7
Separations	1	0	0	1
TOTAL	7	6	9	22

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Award of Diplomas	Agenda Item No.: VIII.A.2. Enclosures: 0
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 11/12/19

BACKGROUND:

The following students are scheduled to graduate from each of their respective schools and they have completed all requirements for high school graduation:

El Centro Jr./Sr. High School

6 Candidates

Elinor Lincoln Hickey Jr./Sr.High School

Elijah Smith

Gerber Jr./Sr. High School

Emmanuel Deloney
Jada Ellesse Pearson
Linda Xiong

North Area Community School

Tyler N. Jackson

Leo A. Palmiter Jr./Sr. High School

Jeremiah Johnson
Jamie McFerson

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve the issuance of a high school diploma to the students listed above who have completed all requirements for graduation.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: School Plans for Student Achievement – Juvenile Court and Community Schools	Agenda Item No.: VIII.A.3. Enclosures: 196
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 11/12/19

BACKGROUND:

The Every Student Succeeds Act (ESSA) requires schools receiving Title I funds and operating a school wide program, or schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI), to develop a school plan.

Assembly Bill 716 revised California Education Code sections 64001-65001 to streamline and align state and federal planning processes and organized federal school planning requirements in ESSA.

The development of the School Plan is required to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
 - Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
 - The plan may include local data
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals

The Juvenile Court and Community School programs have prepared their school plans in accordance with School-wide Program stipulations.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve each School Plan for Student Achievement in accordance with the requirements under Education Code and federal law.

SCHOOL PLANS FOR STUDENT ACHIEVEMENT

2019-2020

Presented to the
SCOE Board of Education
on November 12, 2019

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
EL CENTRO JR./SR. HIGH SCHOOL



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
El Centro Jr./Sr. High School	34-10348-0106278	October 7, 2019	November 12, 2019

Purpose and Description

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

Schoolwide Program

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

Consistent with the SCOE LCAP, El Centro Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. El Centro Jr./Sr. High School is directly responsible for serving incarcerated youth. Our students often have needs that extend beyond routine school services. We serve Foster Youth (FY), students and a growing population of English learners (ELs). We actively engage and involve the families of our ELs by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2018-19 CALPADS reporting, our court school student average period of enrollment is 20 days.

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other non-profits to implement the Georgetown University Crossover Youth Practice Model (CYPM), which coordinates services to FY in the county who are in the child welfare system and have crossed over into the juvenile justice system. SCOE's involvement in this process includes Special Ed, SCOE Legal Counsel, and Federal Title I coordination. The CYPM group has implemented services for three years and involves over 60 professionals that lead teams throughout the county.

We are committed to improving academic outcomes and meeting the needs of the whole child. We utilize multi-tiered systems of support, Response to Intervention (RTI), intensive intervention in English Language Arts (ELA) and mathematics, and a focus on college and career readiness skills so students will be successful in their post-secondary training employment or career pathways. Our achievement is a result of a continuous improvement cycle focusing on student engagement, student centered learning opportunities, and quality instruction.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Classroom observations are conducted to ensure student engagement and high-level instruction is taking place. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Resource teachers and a Special education teacher is available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Cross-cultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction and curriculum that articulates with the home districts from which the students have come, as well as trying to meet the unique social, emotional, academic, and transition needs of an incarcerated population.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

SCOE has created a Local Accountability System for our CCS programs based on five indicators of success: attendance, academic achievement in ELA, academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education semi-annually. El Centro Jr./Sr. High School conducts staff meetings to review and evaluate student data and accountability outcomes which include Ren Learn and Read 180 pre and post-test scores, attendance, successful transition rates, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social and emotional growth while supporting academic growth.

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

Each student helps develop a Student Success Plan that is reviewed frequently by staff. Adjustments to programming are made based on the plan, and the students progress towards meeting their goals. El Centro Jr./Sr. High School staff utilize assessments tailored to the student population and brief enrollment periods. These measures are shared with the SCOE Board of Education, the School Site Council (SSC), and school staff. Teachers have access to individual student data through Ren Learn, Datalinks, Read 180, and PowerSchool. Our alternate measurements include daily formative and curriculum assessments. These overall measures are used to inform program practices and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to inform instruction. We utilize a Response to Intervention (RTI) model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate students with the greatest needs and engage multiple levels within one classroom. We also employ several staff members, including a special education teacher, academic teachers, and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Academic teachers are assigned per California Education Code section 44865, which allows teachers to provide instruction outside of the specific authorization of their issued credential. CTE teachers must hold a California Designated Subjects credential appropriate to the subject they teach. At El Centro Jr./Sr. High School, 100% of the teachers are properly credentialed.

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

SCOE provides PD for certificated and classified staff. This PD is aligned to CCSS research-based instructional strategies. Also, El Centro Jr./Sr. High School has access to an instructional coach for Read 180, Peer Assistance and Review (PAR) support, and we are working with publishers to provide additional support for recent CCSS adoptions. In addition, staff have built in peer collaboration time to work together to improve instructional practices.

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

El Centro Jr./Sr. High School provides access to instructional coaching for Common Core and ELA intervention via SCOE Curriculum Specialists, and we are working with publishers to provide additional support for recent CCSS adoptions. All staff development activities are coordinated to support teacher training in core areas, and student engagement. Teachers attend ongoing PD focused on Big Picture Learning, Social Emotional Learning, and supporting the newly adopted curriculum. In addition, staff are provided collaboration time to share ideas and teaching strategies.

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

Curriculum specialists can be requested to provide PD and classroom instructional support and coaching to ensure student engagement and achievement. SCOE provides evidence-based, ongoing PD for all CCS faculty, focusing on research-based instructional strategies to close the achievement gap for our students. Curriculum and PAR coaches are available for teachers who require additional assistance.

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

Teachers at El Centro Jr./Sr. High School have peer collaboration time on selected Wednesday afternoons. Ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies, direct instruction in the areas of comprehension, vocabulary, fluency, and mathematics is provided throughout the year. In addition we formed a site-based decision making team to provide staff with additional collaborative time.

Teaching and Learning

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

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

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

El Centro Jr./Sr. High School exceeds the recommended instructional minutes for ELA and math by providing additional intervention periods each day in either ELA or math if needed.

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

Academic teachers provide alternative supports in English Language Arts (ELA) and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the daily schedule. Teachers have an opportunity to work with SCOE Curriculum Specialists to ensure that lessons maximize instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored through the Local Accountability System.

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

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

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

El Centro Jr./Sr. High School uses only State Board of Education (SBE) standards-aligned instructional materials for core instruction and intervention. These materials include: Read 180, Edge, Odysseyware, Accelerated Reader, Integrated Math I, II, III, California Math Courses 1-3, and McGraw Hill Social Science materials.

Opportunity and Equal Educational Access

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

All students have a Student Success Plan to ensure that they receive the educational resources necessary for their academic achievement and college and career readiness. Staff utilizes Ren Learn assessment data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use research-based methods and instructional strategies to strengthen the core academic program. Intervention and core materials that are utilized to close the achievement gap for our students include: Read 180, Ren Learn reading and math, Edge, Odysseyware, Springboard, Integrated Math I, II, III, California Math curriculum, and CA Standards-based CTE courses. We also offer tutoring and intervention periods during the school day.

Parental Engagement

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

El Centro Jr./Sr. High School provides a parent/guardian resource center in the Visitor's Center. These resources include a variety of materials to assist parents/guardians with academic, social/emotional and transitional services. Each third Thursday of the month, the probation department hosts a Parent Orientation where an El Centro staff member is available to answer any educational or transition questions parents/guardians may have. El Centro Jr./Sr. High School provides designated ELA and math intervention periods during the school day, CTE opportunities, career, social-emotional, and delinquency prevention needs for each student. Three Transition Specialists are focused on contacting and assisting parents/guardians to support each student's academic, personal achievement goals, and transition support. We also have two parent representatives on our School Site Council, and we have a parent liaison to provide additional supports as needed.

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

El Centro Jr./Sr. High School has a School Site Council (SSC) comprised of all pertinent stakeholders. The SSC meets throughout the school year to provide input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). These committees also approve, plan, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, surveys, email, phone calls, and feedback during visitation hours.

Funding

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

- Dedicated time periods for intervention and remediation during the school day
- Student Success Plan for all students
- Early College Program through Lassen Community College and Feather River College
- Folsom Lake College Human Career Development (HCD) courses emphasizing college and career readiness and 21st Century Skills
- Sacramento City College Re-emerging Scholars program
- Big Picture Learning-project-based learning "Who Am I" Exhibitions
- Northern California Construction Training (NCCT) pre-apprenticeship program
- Culinary Arts pre-apprenticeship program
- 916 Ink writing program
- Individualized transition support as students enter and exit El Centro Jr./Sr. High School
- Intervention and tutoring during the school day

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with School Site Councils with the review and approval of the School Plans for Student Achievement (SPSA) and review of the 2019-2020 LCAP goals.

Parents, Community members and school staff engaged in ongoing discussions during the winter and spring of the 2018-2019 school year. The site principal conducted survey meetings, individual parent engagement and survey administration, EL parent engagement, phone call engagement for parents/guardians, email engagement for all parents, probation, and during IEP, 504, and Student Study Team (SST) meetings.

Stakeholders were involved throughout the year through monthly parent orientations held in the Visitor's Center, bi-weekly program planning meetings with probation, mental health clinics, and food service. Surveys were distributed to certificated and classified staff, probation, students, parents, and all relevant stakeholders for feedback. This engagement process included site safety planning, school site council, program planning meetings, school meetings, and staff meetings.

Resource Inequities

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

We have compared distributions of funds to our three Comprehensive Support and Improvement (CSI) schools within SCOE to ensure equitable allocation funds including federal, state, and local sources to our schools.

We ensure equitable access to quality instruction and educational equity for all students, we ensure that our teacher are effective, qualified and experienced.

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

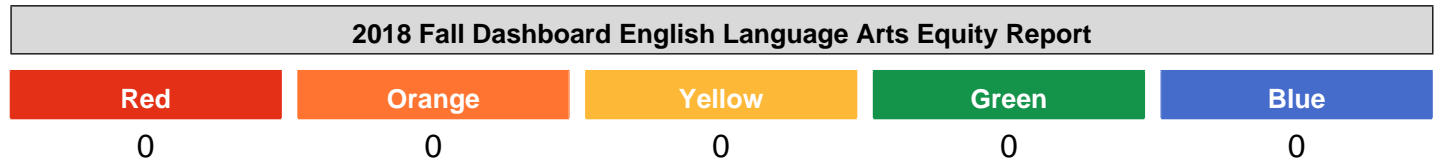
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 8 students
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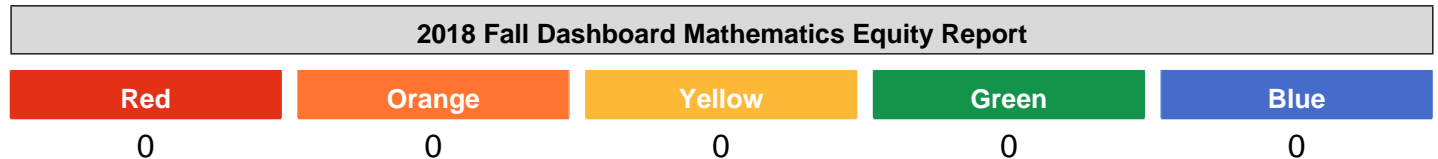
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 8 students
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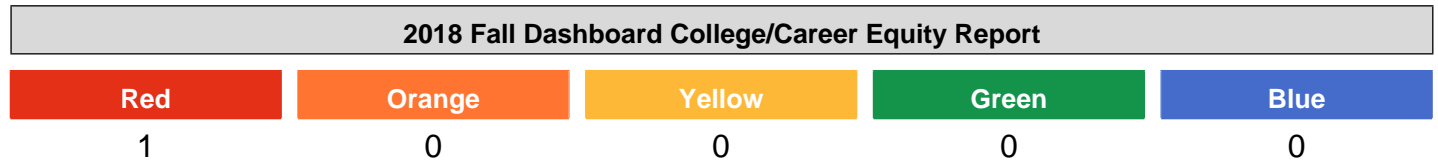
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 0% prepared Maintained 0% 32 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Red 0% prepared Maintained 0% 32 students	Students with Disabilities  No Performance Color 0% prepared Maintained 0% 11 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% prepared 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	2.4 Approaching Prepared	0 Approaching Prepared
Not Prepared	97.6 Not Prepared	100 Not Prepared

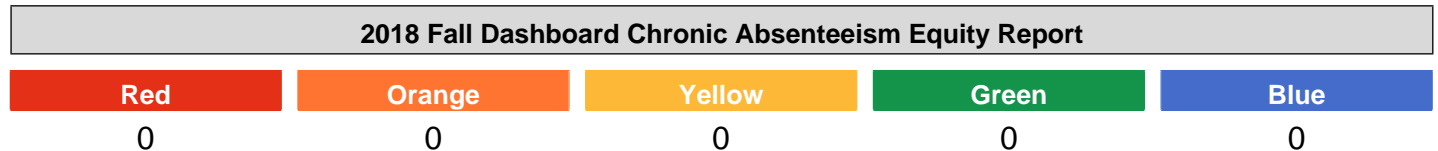
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color 26.7% chronically absent Increased 26.7% 15 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  No Performance Color 26.7% chronically absent Increased 26.7% 15 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

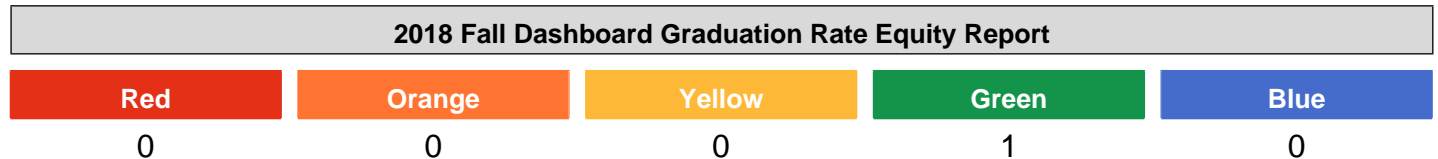
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 81.3% graduated Increased +7.4% 32 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Green 81.3% graduated Increased +7.4% 32 students	Students with Disabilities  No Performance Color 72.7% graduated Increased +11.2% 11 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 71.4% graduated 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
73.8% graduated	81.3% graduated

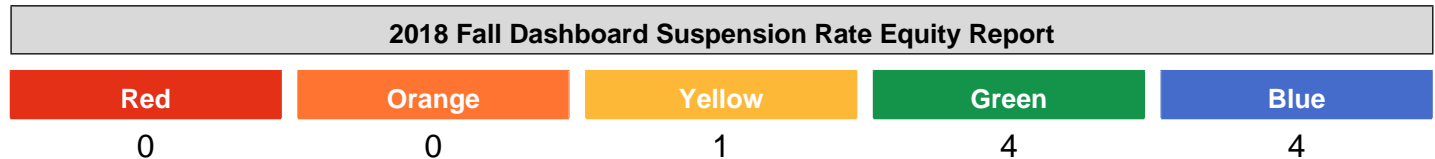
School and Student Performance Data

Conditions & Climate Suspension Rate







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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 1.3% suspended at least once Declined -4.2% 936 students	English Learners  Blue 0% suspended at least once Declined -3.6% 74 students	Foster Youth  Green 4% suspended at least once Declined -3.4% 251 students
Homeless  Yellow 2% suspended at least once Maintained 0.1% 51 students	Socioeconomically Disadvantaged  Blue 1.3% suspended at least once Declined -4.2% 936 students	Students with Disabilities  Green 3.1% suspended at least once Declined -6.4% 292 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.9% suspended at least once Declined -5.3% 366 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.4% suspended at least once Declined -2.3% 290 students	 Blue 0% suspended at least once Declined -9.6% 104 students	 No Performance Color 0% suspended at least once 14 students	 Green 0.7% suspended at least once Declined -2.4% 145 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	5.5% suspended at least once	1.3% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our program is committed to increasing and maintaining high attendance. We need to continue to improve our planning with students pulled for court and legal representation appointments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2018-19 96.1%	2019-20 98%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Monitor student attendance through daily reports, and meet individually with students who are not attending school. Hold monthly Parent Orientation meetings with parents/guardians to emphasize the importance of daily attendance. Staff will call home if a student is regularly absent. Engage students in school through 916 Ink writing projects, Early College, and CTE courses. Increase student attendance through parent communication, utilizing student mentors, and direct conversations with students not attending.

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)

36139

Source(s)

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

	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
19814	Title I Part A: Allocation 3000-3999: Employee Benefits
3275	District Funded 2000-2999: Classified Personnel Salaries LCFF
1447	District Funded 3000-3999: Employee Benefits LCFF
8000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Partner with probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand partnerships with Los Rios Community College District, Sacramento Employment and Training Agency (SETA), Coordinate school-based and community-based partnerships to ensure a high level of service and interventions for students. Contract with 916 Ink and NCCT to provide academic enrichment; career readiness/development/mentoring; literacy, research and communication skills; and construction training.

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)
6250	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
36619	District Funded 1000-1999: Certificated Personnel Salaries LCFF
27311	District Funded 2000-2999: Classified Personnel Salaries LCFF

20682	District Funded 3000-3999: Employee Benefits LCFF
40582	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
78000	District Funded 5000-5999: Services and Other Operating Expenditures CTEIG
5000	District Funded 5000-5999: Services and Other Operating Expenditures CAL WORKS

Annual Review

SPSA Year Reviewed: 2018-19

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.

Although our attendance is excellent, we continued to consult with our stakeholders regarding strategies to expand and increase programming and services to maintain the average daily attendance of enrolled students at El Centro.

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

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

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

As part of our commitment to improving student attendance we will continue to expand our school opportunities at El Centro Jr./Sr High School. We have started a robust Culinary Arts pre-apprenticeship program, we have also offer construction pre-apprenticeship programming to link students to apprenticeships through linkage agreements with many DAS approved unions, we are expanding our college program (SOAR) to include Feather River College, South Lake Tahoe Community College, the College Level Examination Program (CLEP), and access to online learning.

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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

100% of all students met a local Successful Transition Rate.

Students who exit with a successful transition achieve either by passing the HiSET, earn a high school diploma, or re-enroll at another traditional or alternative school.

87% of all students met the State Graduation Credit Completion Requirements - 130 credits (6 credits / 30 days enrolled)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate	2018-19 100%	2019-20 100%
SCOE Credit Completion Rate	2018-19 41.4%	2019-20 43%
State Credit Completion Rate	2018-19 82%	2019-20 84%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of supports to improve outcomes in ELA and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

26528	District Funded 2000-2999: Classified Personnel Salaries LCFF
9748	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School staff serves in an advisory capacity to support all students by creating and monitoring Student Success Plans which support student goal-setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, career interest surveys, and verification of AB 12, AB 167, and AB 2306, Special Education needs, and if they are foster youth.

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)
217957	District Funded 1000-1999: Certificated Personnel Salaries
70773	District Funded 3000-3999: Employee Benefits
33782	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
18521	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide information to students and families about options for graduation: diploma, CHSPE, HiSET and monitor outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
	Title I Part D: Allocation 3000-3999: Employee Benefits
	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4063	District Funded 2000-2999: Classified Personnel Salaries LCFF
1677	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Administer Renaissance Learning 45 day assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
680	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
373	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

We have excellent transition rates at El Centro Jr./Sr. High School and we attribute this to our Transition team and teaching staff's commitment to each student's success. We offer AB 12, AB 167, and AB 2306 to offer a credit reduction to eligible students, and our Local Accountability System measures credit accumulation to ensure students are progressing towards earning their diploma. We also offer the HiSET onsite for eligible students.

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

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

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

We have achieved a 100% transition rate based on our Local Accountability System metrics, which include students who earn a high school diploma, pass the HiSET, or enroll in school. We will continue to offer support services through our Title I A and D funds to provide additional support to students while they are enrolled with us so we maintain our 100% transition rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Lean assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2018-19 62.7%	2019-20 65%
Ren Learn Math Growth	2018-19 65.3%	2019-20 68%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are properly credentialed and are implementing CCSS aligned curriculum. Hire support staff including transition specialists, assessment/data specialists, mental health specialists, to support family and student engagement, and improve outcomes as students enter college or career pathways.

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)

303412

Source(s)

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

100909	Title I Part A: Allocation 3000-3999: Employee Benefits
1206168	District Funded 1000-1999: Certificated Personnel Salaries LCFF
210138	District Funded 2000-2999: Classified Personnel Salaries LCFF
514990	District Funded 3000-3999: Employee Benefits LCFF
5000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

CTE teachers, Transition Specialists, and community partners ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry-level employment. Additionally, these teams ensure all students develop Student Success Plans in Powerschool embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as wellness, credit recovery, college enrollment, and 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)
4352	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
2973	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
3022	Title I Part D: Allocation 3000-3999: Employee Benefits

136145	District Funded 1000-1999: Certificated Personnel Salaries LCFF
46758	District Funded 3000-3999: Employee Benefits LCFF
176	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to student needs. Teachers provide options for credit recovery and additional educational support to recover missing credits. The Intensive Case Manager (ICM) completes a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Intensive Case Managers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 167, AB 1806, AB 2306.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17284	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
9476	Title I Part D: Allocation 3000-3999: Employee Benefits
58542	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
18726	Title I Part A: Allocation 3000-3999: Employee Benefits
680	Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries
121555	District Funded 1000-1999: Certificated Personnel Salaries LCFF
53055	District Funded 2000-2999: Classified Personnel Salaries LCFF
52960	District Funded 3000-3999: Employee Benefits LCFF
350	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Principals, teachers, and transition specialists continue to develop additional options for engaging students in academic skill building, early college, project based learning, and civic engagement opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary courses..

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)

5000

Source(s)

District Funded
5000-5999: Services and Other Operating
Expenditures
LCFF

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

Annual Review

SPSA Year Reviewed: 2018-19

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.

We have expanded our college program at El Centro and we have increased college offerings to accommodate the needs of our students and graduates. We currently offer hybrid face-to-face courses through Folsom Lake College and Sacramento City College's Reemerging Scholars Program. We also continue to offer several sections of construction and have a warm handoff to union apprenticeships if students are eligible.

We have a Transition Specialist dedicated to the college program who serves as a testing proctor, and ensures all college enrollment and financial aid applications are completed. We also offer resume and cover letter support, as well as a warm handoff for students who will be attending a Los Rios Community College program, an apprenticeship, or paid on the job training upon release.

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

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

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

As stated above, we have significantly expanded our early college program, and we have established a Culinary Arts pre-apprenticeship program leading to a Department of Apprenticeship Standards (DAS) paid on the job training for students to enter into upon release. Both programs are funded through a California Apprenticeship Initiative (CAI) grant to reduce recidivism through hands on training and job placement. This is a grant funded opportunity so it is not being paid with Title I funds.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve parent/guardian/caregiver participation in their child's education. Provide opportunities through Parent Orientation for parents/guardians/caregivers to understand the importance of their participation in their child's education. Provide opportunities for parents/guardians to participate in school site council.

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)

2000

Source(s)

District Funded
5000-5999: Services and Other Operating
Expenditures
LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increase outreach to parents/guardians to ensure each parent/guardian receives an autocall if their child is absent from school, appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, housing, post-secondary, and career options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Title I Part D: Allocation 5000-5999: Services and Other Operating Expenditures
2880	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
266	Title I Part A: Allocation 3000-3999: Employee Benefits
272	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
88	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

We continue to provide opportunities for parent's to serve as School Site Council members and have flyers in the Visitor's Center on how to become involved. Parent Orientations take place each month and are a great opportunity for parents to engage with school staff.

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

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

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

We have started utilizing an auto-caller each morning to inform parents if their child refused school. Parents have called to discuss absences and appreciate being informed when this happens, especially since their child is in a Youth Detention Facility. We have not made any changes to our metrics as a result of this implementation; however we hope it will improve attendance for these students and increase parent involvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Continue to utilize tiered intervention strategies to reduce school suspensions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2018-19 5.4%	2019-20 <5.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Staff will implement tiered interventions to ensure students are given opportunities to correct their behaviors when possible. Interventions will be logged into Powerschool to show other means of correction prior to a suspension.

Continue to improve communication with students around interventions and due process. Provide translated information regarding bullying, school safety, and Williams compliance procedures to parents as needed.

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)

Title I Part A: Allocation

	5000-5999: Services and Other Operating Expenditures
2357	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1292	Title I Part A: Allocation 3000-3999: Employee Benefits
4404	District Funded 1000-1999: Certificated Personnel Salaries LCFF
75324	District Funded 2000-2999: Classified Personnel Salaries LCFF
34612	District Funded 3000-3999: Employee Benefits LCFF
51000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Complete quarterly review of suspension data. Develop reports to ensure accurate review of interventions from our student information system. Utilize strategies from Dora Dome trainings.

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)

340

Source(s)

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

187

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

Annual Review

SPSA Year Reviewed: 2018-19

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.

Our suspension rate was slightly higher this year and we will continue to work on tiered interventions and other means of correction. We are hoping to increase professional learning in this area with Dora Dome.

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

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

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

The change to this goal is the newly implemented intervention log in Powerschool. Staff received training on how to log interventions and this data will give us a detailed accounts of tiered interventions, other means of corrections, and alternatives to suspensions. This data will also be reported to CALPADS.

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	\$629292
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,718,414.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$606,597.00

Subtotal of additional federal funds included for this school: \$606,597.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$3,073,297.00
Title I Part D: Allocation	\$38,520.00

Subtotal of state or local funds included for this school: \$3,111,817.00

Total of federal, state, and/or local funds for this school: \$3,718,414.00

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
Title I Part A: Allocation	454,505	-152,092.00
Title I Part D: Allocation	85,222	46,702.00
Title I A Foster Youth Set Aside	161,997	161,997.00
Title I A Parental Involvement Set Aside	34,796	34,796.00
Title I A Homeless Set Aside	15,000	15,000.00
Title I A Professional Development Set Aside	129,013	129,013.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,073,297.00
Title I Part A: Allocation	606,597.00
Title I Part D: Allocation	38,520.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,106,710.00
2000-2999: Classified Personnel Salaries	479,525.00
3000-3999: Employee Benefits	926,321.00
5000-5999: Services and Other Operating Expenditures	205,858.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,722,848.00
2000-2999: Classified Personnel Salaries	District Funded	399,694.00

3000-3999: Employee Benefits	District Funded	753,647.00
5000-5999: Services and Other Operating Expenditures	District Funded	197,108.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	361,954.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	76,178.00
3000-3999: Employee Benefits	Title I Part A: Allocation	159,715.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	8,750.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	21,908.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	3,653.00
3000-3999: Employee Benefits	Title I Part D: Allocation	12,959.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	283,119.00
Goal 2	388,602.00
Goal 3	2,871,671.00
Goal 4	5,506.00
Goal 5	169,516.00

School Site Council Membership

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

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

Name of Members	Role
Barbara Modlin	Principal
Barbara Lambert	Classroom Teacher
Rachel Remner	Classroom Teacher
Barbara Fraijo	Classroom Teacher
Victoria Van Horn	Other School Staff
Cari Wernicke	Other School Staff
Chris Eldridge	Parent or Community Member
Jamie Davis	Parent or Community Member
Annette Kunze	Parent or Community Member
Jeanne Jackson	Parent or Community Member
Student A	Secondary Student
Student B	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
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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 October 7, 2019.

Attested:

Principal, Barbara Modlin on October 7, 2019	
SSC Chairperson, Cari Wernicke on October 7, 2019	

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
ELINOR L. HICKEY JR./SR. HIGH SCHOOL



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elinor Lincoln Hickey Jr./Sr. High School	34-10348-0106237	October 8, 2019	November 12, 2019

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Consistent with the SCOE LCAP, Elinor Lincoln Hickey Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Elinor Lincoln Hickey Jr./Sr. High School is directly responsible for serving expelled youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent request.

Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness or who are in temporary housing, and who experience a high level of trauma. We actively engage and involve the families of our English learners (ELs) by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2018-19 CALPADS reporting, students in SCOE community schools are enrolled for an average of 65 days.

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several non-profits to implement the Georgetown University Crossover Youth Practice Model (CYPM), which coordinates services to FY in the county who are in the child welfare system and are

at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, Court & Community School staff, SCOE Legal Counsel, and Federal Title I coordination. The CYPM group has implemented services for four years and involves over 60 professionals that lead teams throughout the county.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our community school programs based on five indicators of success: attendance, academic achievement in English Language Arts (ELA), academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. Elinor Lincoln Hickey Jr./Sr. High School conducts staff meetings to review and evaluate student data, and accountability outcomes, which include Ren Learn and Read 180 pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social/emotional growth while supporting academic achievement.

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

Elinor Lincoln Hickey Jr./Sr. High School utilizes assessments appropriate for a mobile student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. Teachers have access to individual student data through Ren Learn and PowerSchool. Additional measurements include: attendance, successful transitions, and Read 180 assessments. These measures are used to inform program practice and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to conference with parents/guardians. We utilize a Response to Intervention (RTI) model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate and engage multiple levels within one classroom. Students with the greatest needs are provided additional intervention periods in ELA and math during the school day. We also employ special education teachers, academic teachers, transition specialists and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

SCOE provides weekly professional development (PD) for certificated staff. This PD addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, Elinor Lincoln Hickey Jr./Sr. High School has access to instructional coaches for Read 180, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

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

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

Elinor Lincoln Hickey Jr./Sr. High School uses only SBE standards-aligned instructional materials for core instruction and intervention. These materials include: Read 180, Edge, Odysseyware, Pearson Integrated Math I, II, III, and California Math.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Ren Learn assessment data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Houghton Mifflin Harcourt Read 180, Hampton Brown Edge, Odysseyware, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at Elinor Lincoln Hickey Jr./Sr. High School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through parent/guardian involvement events, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our families, our Project Teach staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals.

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

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

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- SSP developed for each student
- Senior Extension program
- Career and post-secondary exploration and training-Northern California Construction Training (NCCT)
- 916 Ink writing program
- Life skills
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits and temporary clinicians to increase college and career readiness
- Crisis intervention counselors

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with School Site Council in the Spring of 2019 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-2020 LCAP goals.

Parents, community members, and school staff engaged in ongoing discussions during the winter and spring of the 2018-2019 school year. The site principal led a variety of engagement processes, including: LCAP information and survey meetings, individual parent engagement and survey

administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders.

This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

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

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








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

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

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

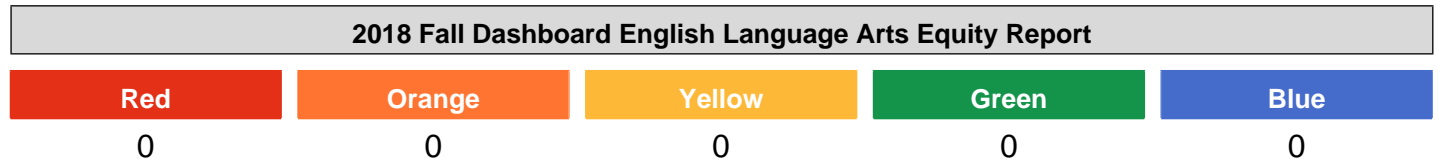
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 112.4 points below standard Increased 11.2 points 50 students		 No Performance Color 165.8 points below standard 12 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students		 No Performance Color 129.3 points below standard Increased 9.1 points 30 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 132.2 points below standard Increased 10.3 points 17 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 62.8 points below standard Increased 7.9 points 17 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 9 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3 students	English Only 99.4 points below standard Maintained 2.2 points 37 students
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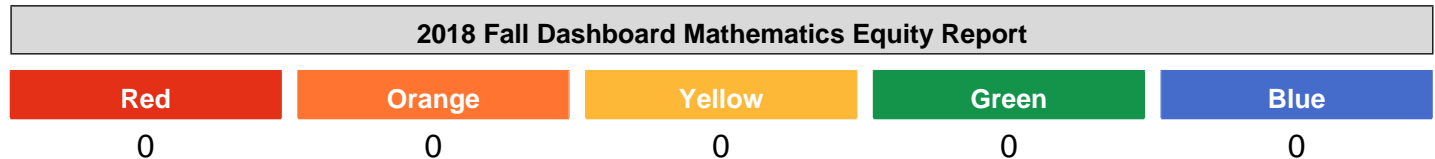
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Red</p> <p>167.2 points below standard</p> <p>Declined -19 points</p> <p>48 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>196.6 points below standard</p> <p>Declined -21.2 points</p> <p>28 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 197.8 points below standard Declined -29.2 points 16 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 115.4 points below standard Declined -23.4 points 18 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3 students	English Only 153.7 points below standard Declined -22.3 points 37 students
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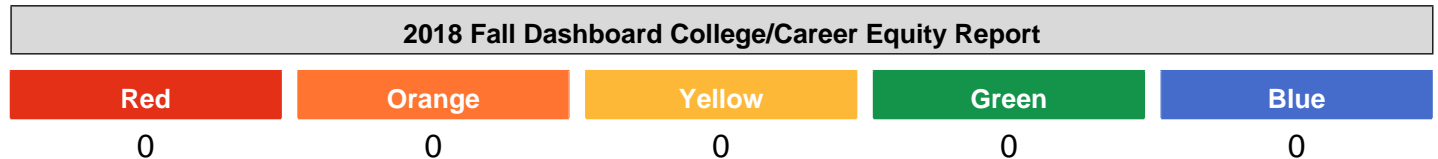
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>67 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>
Homeless  <p>No Performance Color</p> <p>0% prepared</p> <p>22 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>0% prepared</p> <p>58 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

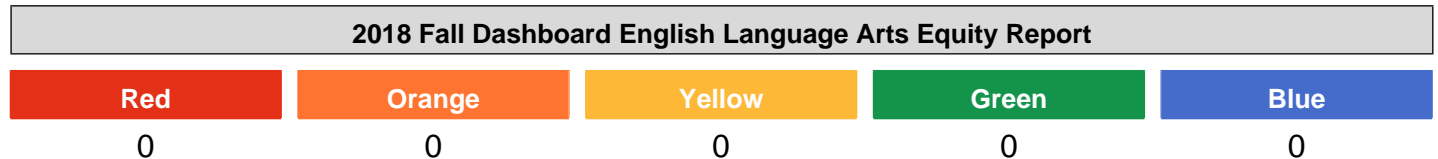
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 112.4 points below standard Increased 11.2 points 50 students	English Learners  No Performance Color 165.8 points below standard 12 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color 129.3 points below standard Increased 9.1 points 30 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 132.2 points below standard Increased 10.3 points 17 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 62.8 points below standard Increased 7.9 points 17 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 9 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3 students	English Only 99.4 points below standard Maintained 2.2 points 37 students
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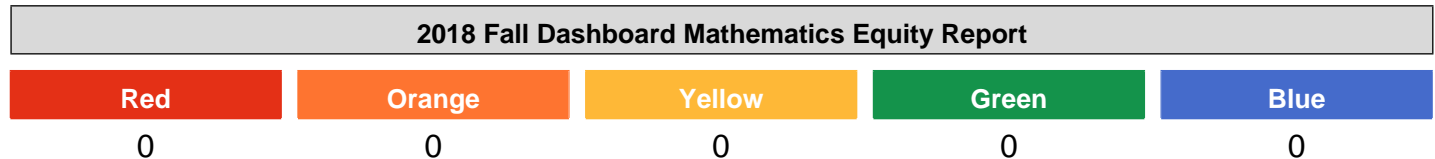
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>Red</p> <p>167.2 points below standard</p> <p>Declined -19 points</p> <p>48 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>196.6 points below standard</p> <p>Declined -21.2 points</p> <p>28 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 197.8 points below standard Declined -29.2 points 16 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 115.4 points below standard Declined -23.4 points 18 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3 students	English Only 153.7 points below standard Declined -22.3 points 37 students
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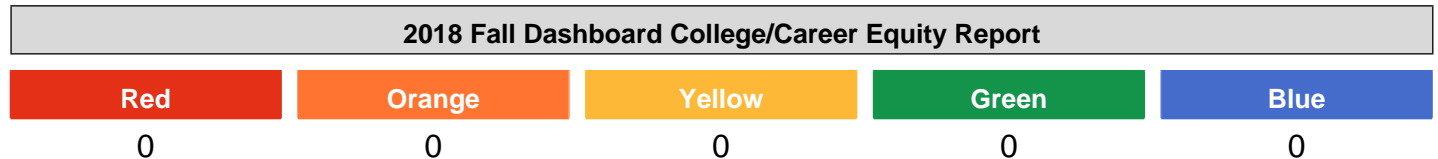
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color 0% prepared Maintained 0% 67 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Homeless  No Performance Color 0% prepared 22 students	Socioeconomically Disadvantaged  No Performance Color 0% prepared 58 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% prepared 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% prepared 18 students	 No Performance Color 0% prepared 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	9.1 Approaching Prepared	0 Approaching Prepared
Not Prepared	90.9 Not Prepared	100 Not Prepared

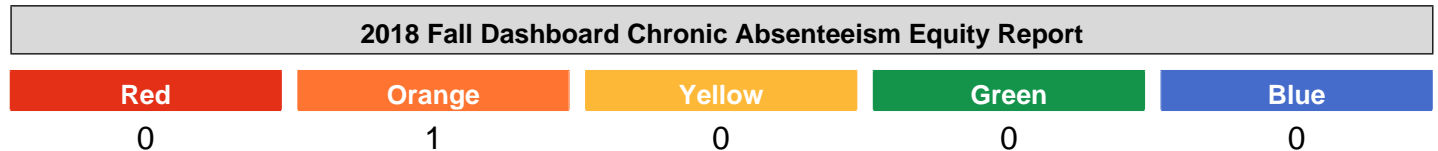
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 29.7% chronically absent Declined 1.8% 74 students	English Learners  No Performance Color 33.3% chronically absent Increased 8.3% 12 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 36.7% chronically absent Declined 0.8% 49 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 197.8 points below standard Declined -29.2 points 16 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 115.4 points below standard Declined -23.4 points 18 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3 students	English Only 153.7 points below standard Declined -22.3 points 37 students
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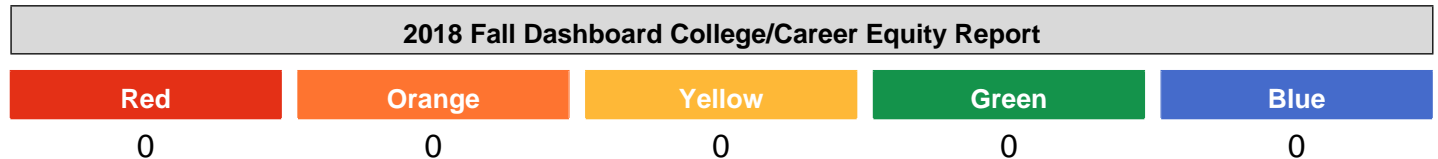
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color 0% prepared Maintained 0% 67 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Homeless  No Performance Color 0% prepared 22 students	Socioeconomically Disadvantaged  No Performance Color 0% prepared 58 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% prepared 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% prepared 18 students	 No Performance Color 0% prepared 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	9.1 Approaching Prepared	0 Approaching Prepared
Not Prepared	90.9 Not Prepared	100 Not Prepared

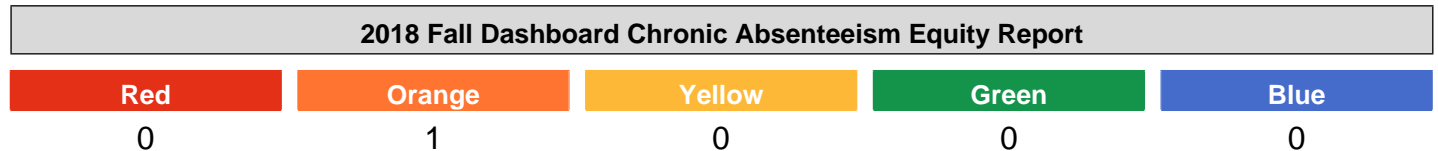
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 29.7% chronically absent Declined 1.8% 74 students	English Learners  No Performance Color 33.3% chronically absent Increased 8.3% 12 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 36.7% chronically absent Declined 0.8% 49 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 30.8% chronically absent Declined 10.1% 13 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  No Performance Color 33.3% chronically absent Increased 12.5% 24 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 21.4% chronically absent Declined 10.4% 28 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 30.8% chronically absent Declined 10.1% 13 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  No Performance Color 33.3% chronically absent Increased 12.5% 24 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  No Performance Color 21.4% chronically absent Declined 10.4% 28 students

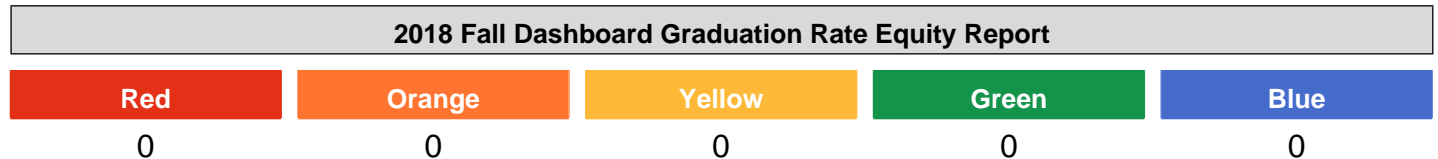
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color 29.9% graduated Declined -15.6% 67 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Homeless  No Performance Color 36.4% graduated 22 students	Socioeconomically Disadvantaged  No Performance Color 31% graduated 58 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 23.1% graduated 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 38.9% graduated 18 students	 No Performance Color 27.3% graduated 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
45.5% graduated	29.9% graduated

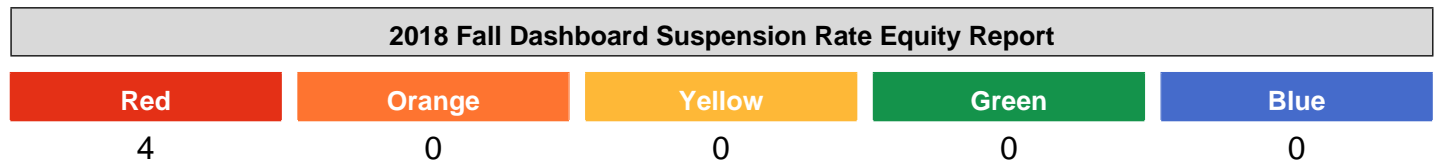
School and Student Performance Data

Conditions & Climate Suspension Rate







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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 22.2% suspended at least once Increased 9% 270 students	English Learners  No Performance Color 21.9% suspended at least once Increased 7.6% 32 students	Foster Youth  No Performance Color 33.3% suspended at least once Increased 3.9% 21 students
Homeless  No Performance Color 2.7% suspended at least once 37 students	Socioeconomically Disadvantaged  Red 23.4% suspended at least once Increased 8.2% 218 students	Students with Disabilities  No Performance Color 20.8% suspended at least once Declined -2.2% 24 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 20.7% suspended at least once Maintained -0.1% 87 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.7% suspended at least once Increased 5.5% 87 students	 No Performance Color 21.6% suspended at least once Increased 17.3% 37 students	 No Performance Color Less than 11 Students - Data 4 students	 Red 29.8% suspended at least once Increased 26.8% 47 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	13.2% suspended at least once	22.2% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our program is committed to increasing and maintaining high attendance in our programs. In general, the need to increase attendance is greater in our Senior Extension program which serves Transition Age Youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2018-19 78.4%	2019-20 80%
Attendance rate - Senior Extension	2018-19 65.6%	2019-20 68%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. Hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. Engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, parent/guardian luncheons, RT bus passes, and field trips. Senior Extension, which is a hybrid independent study program where students have access to a fully-credentialed supportive teacher five days a week. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, the SARB process, student mentorships and a check-in/check-out process at all school sites.

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)
16624	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
9114	Title I Part A: Allocation 3000-3999: Employee Benefits
1506	District Funded 2000-2999: Classified Personnel Salaries LCFF
665	District Funded 3000-3999: Employee Benefits LCFF
3680	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
6475	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Collaborate with non-profit partners and partner with probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners such as faith-based, employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service and interventions for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, and NCCT to provide academic support; career readiness/development/mentoring; literacy, research and communication skills; and construction training.

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)
2875	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures

16845	District Funded 1000-1999: Certificated Personnel Salaries LCFF
12563	District Funded 2000-2999: Classified Personnel Salaries LCFF
9514	District Funded 3000-3999: Employee Benefits LCFF
18667	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
70875	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CAL WORKS

Annual Review

SPSA Year Reviewed: 2018-19

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.

Attendance has improved 11%. SCOE attributes this increase to using the identified strategies. Upon enrollment, students and families members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well to confirm that there is a plan for transportation. All students have an RT pass for taking public transportation. When students are absent, without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day without parent/guardian communication. Students with above 80% on time attendance incentives, in the form of school "bucks", which can then be spent in the student store. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our Attendance Outreach Liaison, will contact the family via phone and/or a home visit in an effort to identify and remove any obstacles preventing the student from coming to school.

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

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

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

Due to the success of our current strategies we will continue implementing the current strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to achieving successful transitions of 100% of our students by passing the HiSET, earning a high school diploma through credit completion, or enrolling at another local school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2018-19 95.2%	2019-20 100%
Successful Transition Rate - Senior Extension	2018-19 99.3%	2019-20 100%
SCOE Credit Completion Rate - Base Program	2018-19 36.1%	2019-20 38%
SCOE Credit Completion Rate - Senior Extension	2018-19 17.4%	2019-20 20%
State Credit Completion Rate - Base Program	2018-19 53.1%	2019-20 55%
State Credit Completion Rate - Senior Extension	2018-19 37.8%	2019-20 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and multi-tiered system of supports to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staff strategies to improve Individualized Learning Plans.

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)
5950	CSI 5000-5999: Services and Other Operating Expenditures
12203	District Funded 2000-2999: Classified Personnel Salaries LCFF
4484	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Individualized Learning Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, AB 1806 and AB 2306, and access to the Crossover Youth Practice Model network of services. Additional support and interventions provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.

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)
100260	District Funded 1000-1999: Certificated Personnel Salaries LCFF
32556	District Funded 3000-3999: Employee Benefits LCFF
15540	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

8520	Title I Part A: Allocation 3000-3999: Employee Benefits
4200	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide information to students and families about options for graduation via a diploma, CHSPE or HiSET, and conduct parent and student focus groups to obtain feedback to improve student outcomes.

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)
920	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
	Title I Part A: Allocation 3000-3999: Employee Benefits
	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1869	District Funded 2000-2999: Classified Personnel Salaries LCFF
771	District Funded 3000-3999: Employee Benefits LCFF

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

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

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1150	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
313	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
171	Title I Part D: Allocation 3000-3999: Employee Benefits
4550	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 6**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.

Amount(s)

Source(s)

Strategy/Activity 7

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.

Amount(s)

Source(s)

Strategy/Activity 8

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

When students enroll, transcripts are analyzed and updated. The counselor meets with each student to see if s/he qualifies for graduation under a reduced credit statute. Once the transcript is updated, school staff work with each student to develop a student success plan, which includes goal setting and a plan for credit recovery. This plan is closely monitored by all school staff to

insure that the student stays on track and make adjustments as needed. This level of monitoring allows students to graduate from high school with a diploma or equivalency.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Lean assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2018-19 42.3%	2019-20 45%
Ren Learn Math Growth	2018-19 36%	2019-20 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire quality support staff, including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.

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)
139569	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
46418	Title I Part A: Allocation 3000-3999: Employee Benefits
554837	District Funded 1000-1999: Certificated Personnel Salaries LCFF
96663	District Funded 2000-2999: Classified Personnel Salaries LCFF
236895	District Funded 3000-3999: Employee Benefits LCFF
2300	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4822	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

CTE teachers lead site-based efforts with transition specialists to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with career exploration, job readiness goals, and when appropriate counseling, anger management, credit recovery and college enrollment. We are refining our focus on college and career readiness.

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)
2002	Title I Part D: Allocation

	1000-1999: Certificated Personnel Salaries
1367	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1390	Title I Part D: Allocation 3000-3999: Employee Benefits
62627	District Funded 1000-1999: Certificated Personnel Salaries LCFF
21509	District Funded 3000-3999: Employee Benefits LCFF
81	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4725	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to their needs. Teachers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Teachers and staff provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 167, AB 1806, AB 854.

Continue implementation of independent living skills and financial literacy program. Enhance the life skills classes that incorporate health, wellness, and transition skills.

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)

7951	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
4359	Title I Part D: Allocation 3000-3999: Employee Benefits
55915	District Funded 1000-1999: Certificated Personnel Salaries LCFF
24405	District Funded 2000-2999: Classified Personnel Salaries LCFF
24361	District Funded 3000-3999: Employee Benefits LCFF
161	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
26929	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
313	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
8614	Title I Part A: Allocation 3000-3999: Employee Benefits
3500	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service and civic engagement opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

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)
2300	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through Advisory, a CTE course, field trips and the close monitoring of academic progress. While there was a slight drop in overall percentages this can be attributed to the small student population.

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

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

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

At this time there will not be changes made to the strategies/activities. One area we will look closely at is the environment and readiness of the student during post testing.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
Family Engagement Events	3 times a year	3 times a year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

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)
920	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1325	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
122	Title I Part A: Allocation 3000-3999: Employee Benefits
125	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
40	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

SSC council and limited events have been offered, but participation has been inconsistent. The parents/guardians that do attend have expressed an appreciation for being invited to the school.

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

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

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

By providing increased opportunities to participate in student exhibitions and annual events, we hope attract more parents/guardians. If multiple events are offered, especially when focused on their student, we hope to increase the parent/guardians level of comfort at the school site. We are implementing new return to district protocols that dramatically enhance school district personnel and parent involvement, with the goal of placing students in traditional placements of their choice.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2017-18 22.2%	2018-19 17%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. Leverage the resources of the Crossover Youth Practice Model Network to increase safety for Foster Youth. School Crisis Intervention Counselor and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding bullying, school safety, and Williams compliance.

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)

1084	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
594	Title I Part A: Allocation 3000-3999: Employee Benefits
2026	District Funded 1000-1999: Certificated Personnel Salaries LCFF
34649	District Funded 2000-2999: Classified Personnel Salaries LCFF
15922	District Funded 3000-3999: Employee Benefits LCFF
23460	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
525	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data.

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)

156

Source(s)

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

86

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

Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall the strategies/activities being implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in crisis intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

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

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

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

At this time there will be no changes to the strategies/activities.

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	\$290582
Total Federal Funds Provided to the School from the LEA for CSI	\$181064
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,782,907.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$105,622.00
Title I Part A: Allocation	\$279,033.00

Subtotal of additional federal funds included for this school: \$384,655.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$1,380,534.00
Title I Part D: Allocation	\$17,718.00

Subtotal of state or local funds included for this school: \$1,398,252.00

Total of federal, state, and/or local funds for this school: \$1,782,907.00

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
Title I Part A: Allocation		
Title I Part D: Allocation		
Title I A Foster Youth Set Aside		
Title I A Homeless Set Aside		
Title I A Parental Involvement Set Aside		
Title I A Professional Development Set Aside		

Expenditures by Funding Source

Funding Source	Amount
CSI	105,622.00
District Funded	1,380,534.00
Title I Part A: Allocation	279,033.00
Title I Part D: Allocation	17,718.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	969,086.00
2000-2999: Classified Personnel Salaries	220,580.00
3000-3999: Employee Benefits	426,105.00
5000-5999: Services and Other Operating Expenditures	167,136.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	105,622.00

1000-1999: Certificated Personnel Salaries	District Funded	792,510.00
2000-2999: Classified Personnel Salaries	District Funded	183,858.00
3000-3999: Employee Benefits	District Funded	346,677.00
5000-5999: Services and Other Operating Expenditures	District Funded	57,489.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	166,498.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	35,042.00
3000-3999: Employee Benefits	Title I Part A: Allocation	73,468.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	4,025.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	10,078.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	1,680.00
3000-3999: Employee Benefits	Title I Part D: Allocation	5,960.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,403.00
Goal 2	193,457.00
Goal 3	1,334,013.00
Goal 4	2,532.00
Goal 5	78,502.00

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

Name of Members	Role
Lisa Alcalá	Principal
Philip Cloeter	Classroom Teacher
Adrian Brown	Other School Staff
Ron Tam	Parent or Community Member
Luiz Martinez	Secondary Student
Ann Leber	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on October 14, 2019.

Attested:

Principal, Craig Bradford on



SSC Chairperson, Tom Jackson on



SCHOOL PLAN FOR STUDENT ACHIEVEMENT

GERBER JR./SR. HIGH SCHOOL



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
Gerber Jr./Sr. High School	34-10348-0118745	October 8, 2019	November 12, 2019

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Consistent with our SCOE LCAP, Gerber Jr./Sr. High School serves students who need supports not commonly found within traditional middle or high schools. Gerber Jr./Sr. High School is directly responsible for serving expelled youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent referral. Our students are predominately low income and often have needs that extend beyond routine school services. We serve Foster Youth (FY) students who are experiencing homelessness or who are in temporary housing, and may have high levels of trauma. We actively engage and involve the families of our English Learners(EL) by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2018-2019 CALPADS reporting, students at Gerber Jr./Sr. High School are enrolled for an average of 77 school days.

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several non--profits to implement the Georgetown University Crossover Youth Practice Model (CYPM), which coordinates services to FY in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, Court & Community Schools, SCOE Legal Counsel, and Federal Title I

coordination. The CYPM group has implemented services for three years and involves over 60 professionals that lead teams throughout the county.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place and the site leader conducts informal classroom observations daily. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Crosscultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction and curriculum that articulates with the home districts from which the students have come, as well as trying to meet the unique social, emotional, academic, and transition needs of a highly mobile population.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our Community School programs based on five indicators of success: attendance, academic achievement in ELA, academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. Gerber Jr./Sr. High School conducts staff meetings to review and evaluate student data, and accountability outcomes, which include Ren Learn and Read 180 pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social and emotional growth while supporting academic achievement.

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

Gerber Jr./Sr. High School utilizes assessments appropriate for a mobile student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), and school staff. Teachers have access to individual student data through Ren Learn and PowerSchool. Additional measurements include: attendance and Read 180 assessments. These measures are used to inform program practice and address the needs of the students. At the student level, performance on curriculum-embedded assessments is also reviewed by teachers to assess individual student needs, and to conference with parents/guardians. We utilize a Response to Intervention (RTI) model that begins after initial Ren Learn assessment data is examined to identify students who are below grade level in literacy and numeracy. Teachers scaffold lessons and differentiate instruction to accommodate and engage multiple levels within one classroom. Students with the greatest needs are provided additional intervention periods in ELA and math during the school day. We also employ special education teachers, academic teachers, and CTE teachers, to provide comprehensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

SCOE provides weekly professional development (PD) for all staff. This PD addresses Common Core State Standards (CCSS) research-based instructional strategies, high quality instruction, and student engagement. In addition, Gerber Jr./Sr. High School has an instructional coach for Read 180 and Edge intervention, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

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

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

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

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

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

Teaching and Learning

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

Gerber Jr./Sr. High School uses the standards-aligned instructional materials for core instruction and intervention.

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

Gerber Jr./Sr. High School exceeds the recommended instructional minutes for ELA and math. The transition specialist(s) and site teacher(s) conduct a transcript analysis and Ren Learn ELA and math assessment for every new student and makes determinations for intervention placement based on the above and on-going interim assessments.

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

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

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

Gerber Jr./Sr. High School uses only SBE standards-aligned instructional materials for core instruction and intervention. These materials include: Read 180, Edge, Odysseyware, Accelerated Reader and Math, Pearson Integrated Math I, II, III, and California Math.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Ren Learn assessment data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Houghton Mifflin Harcourt Read 180, Ren Learn reading and math, Hampton Brown Edge, Odysseyware, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at Gerber Jr./Sr. High School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, parent/guardian involvement events, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our EL families, our Project TEACH staff to support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals.

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)

Gerber Jr./Sr. High School has an active School Site Council (SSC) comprised of pertinent stakeholders. The SSC meets throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and Local Control and Accountability Plan (LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, email, phone calls, text messages, and personal contact during school events.

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- SSP developed for each student
- Senior Extension program
- Career and post-secondary exploration
- 916 Ink writing program
- Life skills
- Health Education Council - Safety, Health, Opportunities Program (SHOP)
- Good Dog Sense - Animal Handling
- Crisis Intervention Counselors
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits to increase college and career readiness

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with School Site Council in the Spring of 2019 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-20 LCAP goals.

Parents, community members, and school staff shall engaged in ongoing discussions during the spring and early fall of the 2019-20 school year. The site principal led a variety of engagement processes, including: LCAP information and survey meetings, individual parent engagement and

survey administration, parent and student engagement following student exhibitions, email engagement for all parents, and IEP and SST meetings.

Stakeholders were involved throughout the year through parent, student and staff meetings, our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders.

This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

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

We have compared distributions of funds to our 3 CSI schools within SCOE to ensure equitable allocation funds including federal, state, and local sources to our schools with the highest concentration of low income students.

We ensure equitable access to quality instruction and educational equity for all students, we ensure that we hire qualified and experienced teachers to serve our low income students, and students of color.

We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC a-g coursework. In addition we ensure our students have access to poetry and writing, culinary arts, and a variety of engaging community activities.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Mathematics



No Performance Color

College/Career



Red

Academic Engagement

Graduation Rate



Red

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



Yellow

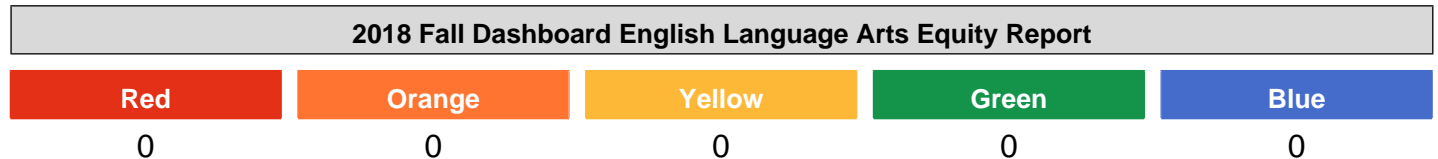
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>124.6 points below standard</p> <p>Maintained -1.2 points</p> <p>21 students</p>	English Learners  <p>No Performance Color</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>135.3 points below standard</p> <p>Declined -19.9 points</p> <p>12 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 131.5 points below standard Increased 10.4 points 20 students
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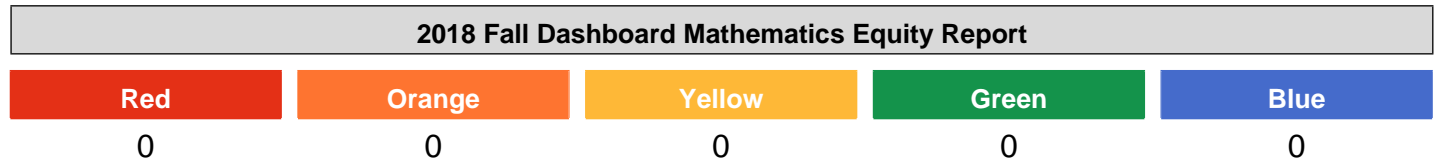
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>177.3 points below standard</p> <p>Declined -3 points</p> <p>20 students</p>	English Learners  <p>No Performance Color</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>188.8 points below standard</p> <p>Declined -9.2 points</p> <p>12 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	176.1 points below standard Declined -6.1 points 19 students

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

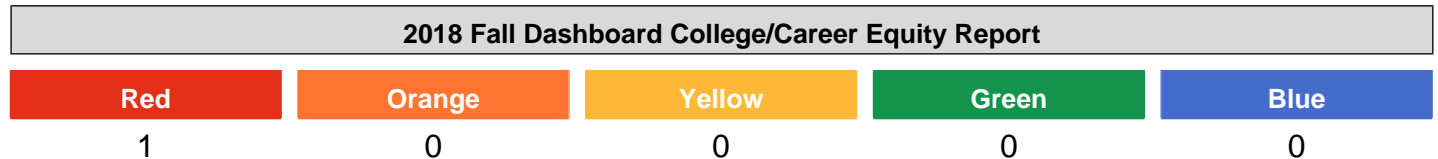
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 1.1% prepared Maintained 1.1% 89 students	English Learners  No Performance Color 0% prepared 11 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 6.7% prepared 15 students	Socioeconomically Disadvantaged  Red 1.4% prepared Maintained 1.4% 72 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% prepared Maintained 0% 25 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 2.4% prepared Increased 2.4% 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	1.1 Prepared
Approaching Prepared	0 Approaching Prepared	1.1 Approaching Prepared
Not Prepared	100 Not Prepared	97.8 Not Prepared

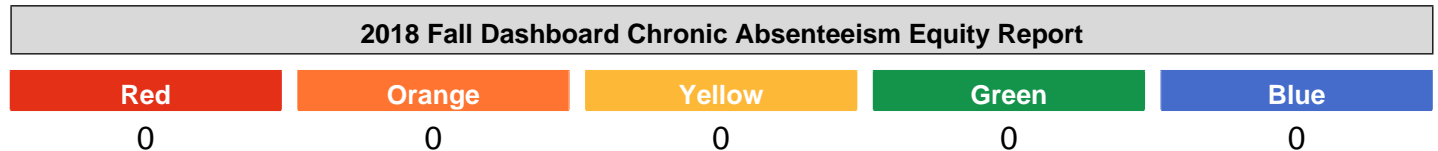
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color 53.6% chronically absent Increased 8.8% 28 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color 47.1% chronically absent Increased 3.4% 17 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  No Performance Color 66.7% chronically absent Increased 31.2% 12 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

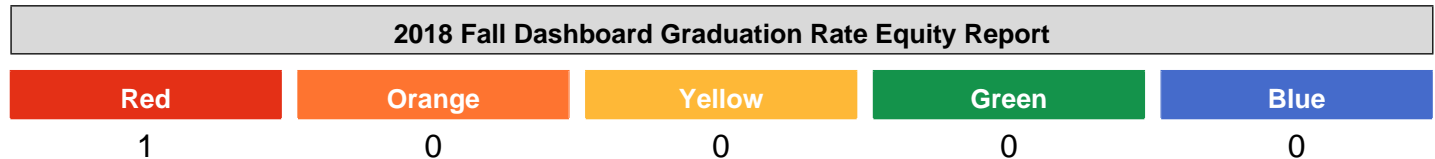
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 30.3% graduated Declined -27.6% 89 students	English Learners  No Performance Color 9.1% graduated 11 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 46.7% graduated 15 students	Socioeconomically Disadvantaged  Red 33.3% graduated Declined -23.4% 72 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36% graduated Declined -45.3% 25 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 26.2% graduated Declined -16.7% 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
57.9% graduated	30.3% graduated

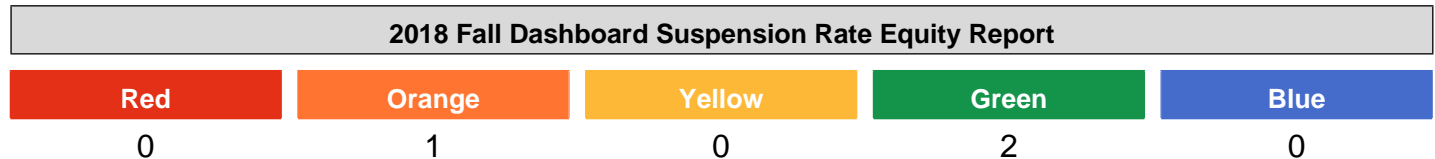
School and Student Performance Data

Conditions & Climate Suspension Rate







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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.1% suspended at least once Declined -15.2% 264 students	English Learners  No Performance Color 4% suspended at least once Declined -24% 25 students	Foster Youth  No Performance Color 15.8% suspended at least once Declined -0.9% 19 students
Homeless  No Performance Color 4.5% suspended at least once 22 students	Socioeconomically Disadvantaged  Green 5.9% suspended at least once Declined -14.7% 186 students	Students with Disabilities  No Performance Color 0% suspended at least once 20 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.5% suspended at least once Declined -10.6% 87 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.7% suspended at least once Declined -19.8% 115 students	 No Performance Color 7.7% suspended at least once Declined -11.5% 26 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 3.7% suspended at least once Declined -17.7% 27 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	21.2% suspended at least once	6.1% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our program is committed to increasing and maintaining high attendance in our programs. In general, the need to increase attendance is greater in our Senior Extension program which serves Transition Age Youth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2018-19 78.8%	2019-20 80%
Attendance rate - Senior Extension	2018-19 56.9%	2019-20 59%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. Hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. Engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, RT bus passes, and field trips. Senior Extension, which is a hybrid independent study program provides students access to a fully-credentialed supportive teacher five days a week. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, the SARB process, student mentorships and a check-in/check-out process at all school sites.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
7228	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3963	Title I Part A: Allocation 3000-3999: Employee Benefits
655	District Funded 2000-2999: Classified Personnel Salaries LCFF
289	District Funded 3000-3999: Employee Benefits LCFF
1600	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
6475	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Collaborate with non-profit partners and partner with probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners with expertise in employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service and interventions for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism to provide academic support; career readiness/development/mentoring; literacy, research and communication skills.

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)
1250	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
7324	District Funded 1000-1999: Certificated Personnel Salaries LCFF
5462	District Funded 2000-2999: Classified Personnel Salaries LCFF
4136	District Funded 3000-3999: Employee Benefits LCFF
8116	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
70875	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CAL WORKS

Annual Review

SPSA Year Reviewed: 2018-19

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.

Attendance increased by 9%. SCOE attributes this increase to using the identified strategies. Upon enrollment, students and family members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well confirm that there is a plan for transportation. All students have an RT pass for taking public transportation. When students are absent without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day

without parent/guardian communication. Students with above 80% on time attendance earned incentives, in the form of school PBIS points, which can then be spent in the student store. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our Community Outreach Liaison, will contact the family via phone and/or a home visit in an effort to identify and remove any obstacles preventing the student from coming to school.

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

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

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

Due to the success of our current strategies we will continue with the implementation of our current plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to helping our students successfully transition from our program by earning a high school diploma through credit completion, or enrolling at another local school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2018-19 100%	2019-20 100%
Successful Transition Rate - Senior Extension	2018-19 100%	2019- 20 100%
SCOE Credit Completion Rate - Base Program	2018-19 41%	2019-20 43%
SCOE Credit Completion Rate - Senior Extension	2018-19 28.3%	2019-20 30%
State Credit Completion Rate - Base Program	2018-19 87.5%	2019-20 89%
State Credit Completion Rate - Senior Extension	2018-19 37.3%	2019-20 39%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of supports to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staff strategies to improve Student Success Plans.

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)
5306	District Funded 2000-2999: Classified Personnel Salaries LCFF
1950	District Funded 3000-3999: Employee Benefits LCFF
5950	CSI 5000-5999: Services and Other Operating Expenditures
0	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 12, AB 167, and AB 2306, and access to the Crossover Youth Practice Model network of services. Additional support and interventions provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.

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)
6756	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3704	Title I Part A: Allocation 3000-3999: Employee Benefits

43591	District Funded 1000-1999: Certificated Personnel Salaries LCFF
14155	District Funded 3000-3999: Employee Benefits LCFF
4200	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide information to students and families about options for graduation (CHSPE, HiSET), and conduct parent and student focus groups to obtain feedback to improve student outcomes.

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)
400	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
0	Title I Part D: Allocation 3000-3999: Employee Benefits
	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

813

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
LCFF

335

District Funded
3000-3999: Employee Benefits
LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4550

Source(s)

CSI
5000-5999: Services and Other Operating
Expenditures

500

Title I Part A: Allocation
5000-5999: Services and Other Operating
Expenditures

136

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

75

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

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Lean assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2018-19 66.7%	2019-20 69%
Ren Learn Math Growth	2018-19 71.4%	2019-20 74%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire quality support staff, including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.

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)
60682	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
20182	Title I Part A: Allocation 3000-3999: Employee Benefits
241234	District Funded 1000-1999: Certificated Personnel Salaries LCFF
42028	District Funded 2000-2999: Classified Personnel Salaries LCFF
102998	District Funded 3000-3999: Employee Benefits LCFF
1000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4822	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

CTE teachers ensure all students complete a career education sequence and develop the technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support.

We continue our focus on college and career readiness.

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)
870	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
595	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
604	Title I Part D: Allocation 3000-3999: Employee Benefits
27229	District Funded 1000-1999: Certificated Personnel Salaries LCFF
9352	District Funded 3000-3999: Employee Benefits LCFF
35	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4725	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Staff support all students with a Student Success Plan with supports tailored to their needs. Case Managers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Case Managers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 167, AB 1806, AB 854.

Continue implementation of independent living skills and life skill classes that incorporate health, wellness, and transition skills.

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)
3457	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1895	Title I Part D: Allocation 3000-3999: Employee Benefits
11708	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
136	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
3745	Title I Part A: Allocation 3000-3999: Employee Benefits
24311	District Funded 1000-1999: Certificated Personnel Salaries LCFF
10611	District Funded 2000-2999: Classified Personnel Salaries LCFF
10592	District Funded 3000-3999: Employee Benefits LCFF
70	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
3500	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and

volunteering/community service and civic engagement opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

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)
1000	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
	Title I Part A: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through CTE field trips, life skills units and the close monitoring of academic progress as well as the continued check in with the trauma counselors. The growth in Ren Learn may be attributed to the implementation of Read 180 with full integrity.

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

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

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

At this time there will not be changes made to the strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
Family Engagement Events	2 times a year	2 times a year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes. Increase parental involvement in student return to district planning and increase school district participation.

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)
400	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options. Partner parents with non-profit partners as appropriate.

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)
	Title I Part D: Allocation 5000-5999: Services and Other Operating Expenditures
576	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
53	Title I Part A: Allocation 3000-3999: Employee Benefits
54	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
18	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

Gerber will continue to run three site council meetings with an invitation to families to attend. Gerber will also be extending an invitation to families to attend student exhibitions which will be done twice a year.

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

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

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

Gerber's new school site is anticipated to be completed for school year 21-22. This will mitigate the current physical limitations to invite larger crowds and include more traditional school events.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2017-18 6.1%	2018-19 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. Leverage the resources of the Crossover Youth Practice Model Network to increase safety for Foster Youth. School Intervention Counselors and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding bullying, school safety, and Williams compliance.

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)

471	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
258	Title I Part A: Allocation 3000-3999: Employee Benefits
881	District Funded 1000-1999: Certificated Personnel Salaries LCFF
15065	District Funded 2000-2999: Classified Personnel Salaries LCFF
6922	District Funded 3000-3999: Employee Benefits LCFF
10200	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
525	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data. Utilize strategies learned in recent Dora Dome trainings to reduce suspensions.

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)

68

Source(s)

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

37

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

Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall the strategies/activities being implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in Crisis Intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

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

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

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

We will be holding collaborative meetings as needed with the entire team on how to best address the social emotional needs of each student. We will also be adding a refresher in the Love and Logic strategies to improve our effectiveness when holding students accountable for their behavior.

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	\$112449
Total Federal Funds Provided to the School from the LEA for CSI	\$181064
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$837,703.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$105,622.00
Title I Part A: Allocation	\$121,317.00

Subtotal of additional federal funds included for this school: \$226,939.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$603,060.00
Title I Part D: Allocation	\$7,704.00

Subtotal of state or local funds included for this school: \$610,764.00

Total of federal, state, and/or local funds for this school: \$837,703.00

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
Title I Part A: Allocation		
Title I Part D: Allocation		
Title I A Foster Youth Set Aside		
Title I A Homeless Set Aside		
Title I A Parental Involvement Set Aside		
Title I A Professional Development Set Aside		

Expenditures by Funding Source

Funding Source	Amount
CSI	105,622.00
District Funded	603,060.00
Title I Part A: Allocation	121,317.00
Title I Part D: Allocation	7,704.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	421,341.00
2000-2999: Classified Personnel Salaries	95,906.00
3000-3999: Employee Benefits	185,263.00
5000-5999: Services and Other Operating Expenditures	135,193.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	105,622.00

1000-1999: Certificated Personnel Salaries	District Funded	344,570.00
2000-2999: Classified Personnel Salaries	District Funded	79,940.00
3000-3999: Employee Benefits	District Funded	150,729.00
5000-5999: Services and Other Operating Expenditures	District Funded	27,821.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	72,390.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,235.00
3000-3999: Employee Benefits	Title I Part A: Allocation	31,942.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	1,750.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	4,381.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	731.00
3000-3999: Employee Benefits	Title I Part D: Allocation	2,592.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,373.00
Goal 2	92,421.00
Goal 3	587,381.00
Goal 4	1,101.00
Goal 5	34,427.00

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

Name of Members	Role
Chris Aland	Principal
Bill Garvey	Classroom Teacher
Daniel Watts	Classroom Teacher
Tiressa Briggs	Other School Staff
Michelle Witt	Other School Staff
Carlos Alaniz	Secondary Student
Selina Abel	Secondary Student
Deborah Soares	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 14, 2019.

Attested:

Principal, Craig Bradford on



SSC Chairperson, Tom Jackson on



SCHOOL PLAN FOR STUDENT ACHIEVEMENT

NORTH AREA COMMUNITY SCHOOL



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
North Area Community School	34-10348-0106245	October 8, 2019	November 12, 2019

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Consistent with the SCOE LCAP, North Area Community School serves students who need supports not commonly found within traditional middle or high schools. North Area Community School is directly responsible for serving expelled youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a parent referral. Our students are predominately low income and often have needs that extend beyond routine school services. We serve many students who have experienced high levels of trauma, and Foster Youth (FY), students who are experiencing homelessness or who are in temporary housing. We actively engage and involve the families of our ELs by providing translation, interpreting, and provide an EL parent liaison as needed. In general, our students have a high rate of school mobility across all student subgroups. According to 2018-19 CALPADS reporting, students at North Area Community School are enrolled for an average of 58 school days.

We partner with the Sacramento County Juvenile Courts, the Sacramento County Probation Department, Child Welfare, Behavioral Health, Court Appointed Special Advocates (CASA), and several other non--profits to implement the Georgetown University Crossover Youth Practice Model (CYPM), which coordinates services to FY in the county who are in the child welfare system and are at a higher risk of crossing over to the juvenile justice system. SCOE's involvement in this process includes Special Ed, CCS, SCOE Legal Counsel, and Federal Title I coordination. The CYPM group

has implemented services for three years and involves over 60 professionals that lead teams throughout the county.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place and the site leader conducts informal classroom observations daily. Teachers use a variety of instructional methods to support student learning, including large and small group instruction. Special education teachers are available to help students attain their Individualized Education Program (IEP) goals. All academic teachers are Crosscultural, Language, and Academic Development (CLAD) certified to meet the needs of our English Learner (EL) students. Teachers work diligently to provide instruction that articulates with the home districts from which the students have come, as well as trying to meet the unique social, emotional, academic, and transition needs of a highly mobile population.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Sacramento County Office of Education (SCOE) has created a Local Accountability System for our CS programs based on five indicators of success: attendance, academic achievement in ELA, academic achievement in mathematics, credit accumulation, and successful transitions. This data is reported to the SCOE Board of Education each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. North Area Community School conducts staff meetings to review and evaluate student data and accountability outcomes which include Ren Learn and Read 180 pre and post-test scores, attendance, and credit accumulation to ensure that students are achieving. Staff recognizes the need to support students' social and emotional growth while supporting academic achievement.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

SCOE provides weekly PD for certificated staff. This PD addresses Common Core State Standards (CCSS), research-based instructional strategies, high-quality instruction, and student engagement. In addition, North Area Community School has access to an instructional coach for Read 180, CCSS English and mathematics, and Peer Assistance and Review (PAR) support.

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

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

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

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

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

North Area Community School staff have instructional planning time embedded after each school day so that they may collaborate by grade level and subject matter. In addition to weekly meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning, trauma-informed teaching strategies, direct instruction in the areas of comprehension, vocabulary, fluency, and mathematics.

Teaching and Learning

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

North Area Community School uses standards-aligned instructional materials for core instruction and intervention.

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

North Area Community School exceeds the recommended instructional minutes for ELA and math. The transition specialist(s) and site teacher(s) conduct a transcript analysis and Ren Learn ELA and math testing for every new student and make determinations for intervention placement based on the above and on-going interim assessments.

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

Academic teachers provide alternative supports in ELA and math through additional period(s) of academic intervention during the school day. These intervention periods are built into the master schedule. Teachers work with the curriculum specialist to ensure that lesson pacing maximizes instructional time. Students are expected to earn ten high school credits for every 30 days of instruction. Student progress is formally monitored every ten days.

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

North Area Community School staff utilizes instructional materials that are aligned with CCSS and designed for all student groups, including English Learners (EL) and Special Education.

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

North Area Community School uses standards-aligned instructional materials for core instruction and intervention. These materials include: Read 180, Edge, Odysseyware, Accelerated Reader and Math, Pearson Integrated Math I, II, III, and California Math.

Opportunity and Equal Educational Access

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

Each student has a Student Success Plan (SSP) to ensure he/she receives the academic support necessary for individual and academic achievement. Staff utilizes Ren Learn assessment data to further provide intervention support in reading and math.

Evidence-based educational practices to raise student achievement

Teachers use effective methods and instructional strategies based on scientific research that strengthen the core academic program. Intervention and core materials utilized to close the achievement gap for our students include: Houghton Mifflin Harcourt Read 180, Ren Learn reading and math, Hampton Brown Edge, Odysseyware, College Board Springboard, Pearson Integrated Math I, II, III, McGraw Hill California Math curriculum, and CA standards-based CTE courses. We also offer mentoring, one-on-one tutoring, and designated intervention periods during the school day.

Parental Engagement

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

Parent/guardian involvement is a priority at North Area Community School. Strategies to increase parent/guardian involvement include: creating a parent/guardian friendly campus, administering parent/guardian surveys throughout the year to gauge the effectiveness of programming, increasing parent/guardian involvement through quarterly parent/guardian involvement events and awards ceremonies, offering school print materials in Spanish, a parent/guardian liaison to support our families struggling to get their child(ren) to school, a bilingual parent/guardian liaison to support our EL families, our Project TEACH staff support our families experiencing homelessness, and a transition specialist focused on contacting and assisting parents/guardians to support their student's academic and personal achievement goals.

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)

North Area Community School has an active SSC comprised of pertinent stakeholders. The SSC meets throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), and our Local Control and Accountability Plan (LCAP). These committees also approve, plan, implement, monitor, and evaluate school programs for effectiveness. Teachers provide input into decisions regarding core instructional materials, intervention materials, and the use of academic assessments. Input from parents/guardians is also gathered via the United States mail, email, phone calls, text messages, and personal contact during school events.

Funding

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

- Ongoing tutoring and academic support
- Dedicated periods for intervention and remediation during the school day
- SSP developed for each student
- Senior Extension program
- Career and post-secondary exploration and training
- 916 Ink writing program
- Life skills
- Hawk Institute Mentoring
- Effective transitions into our community schools and support with transitioning back to a comprehensive school setting, high school completion, enrollment in a career pathway, or post-secondary pathway
- Direct efforts by non-profits to increase college and career readiness
- Crisis intervention clinicians

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder engagement processes began with School Site Councils in the spring of 2019 with the development of the School Plans for Student Achievement (SPSA) and review of the 2019-20 LCAP goals.

Parents, community members, and school staff engaged in ongoing discussions during the spring of the 2018-19 school year. The site principal led a variety of engagement processes, including: LCAP information and survey meetings, individual parent engagement and survey administration, parent and student engagement following student exhibitions, phone call engagement for all parents/guardians of students, email engagement for all parents, and IEP and SST meetings. Stakeholders were involved throughout the year through parent meetings, students, staff, and our non-profit partners, ongoing surveys distributed to certificated and classified staff, students, parents, and all relevant stakeholders.

This engagement process included site safety planning, school site council, and weekly staff meetings. We are focusing our efforts on increasing our students' college and career readiness.

Resource Inequities

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

We have compared distributions of funds to our 3 CSI schools within SCOE to ensure equitable allocation funds including federal, state, and local sources to our schools with the highest concentration of low income students.

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

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
141	80.9%	7.8%	2.1%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	7.8%
Foster Youth	3	2.1%
Homeless	6	4.3%
Socioeconomically Disadvantaged	114	80.9%
Students with Disabilities	13	9.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	26.2%
American Indian	4	2.8%
Asian	6	4.3%
Filipino	2	1.4%
Hispanic	50	35.5%
Two or More Races	11	7.8%
White	29	20.6%








Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Red</div>		

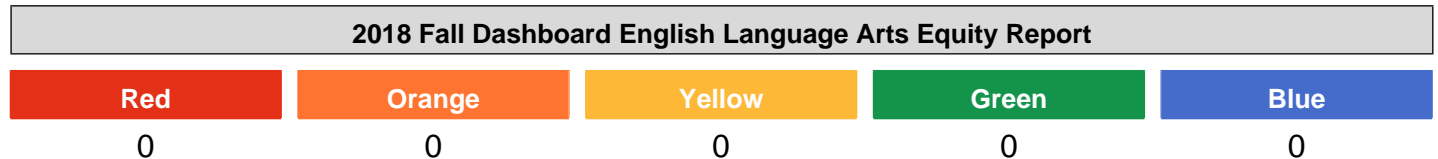
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>156.2 points below standard</p> <p>Declined -66.1 points</p> <p>20 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>158.5 points below standard</p> <p>Declined -66.1 points</p> <p>16 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners 0 Students	English Only 153.6 points below standard Declined -61.3 points 19 students
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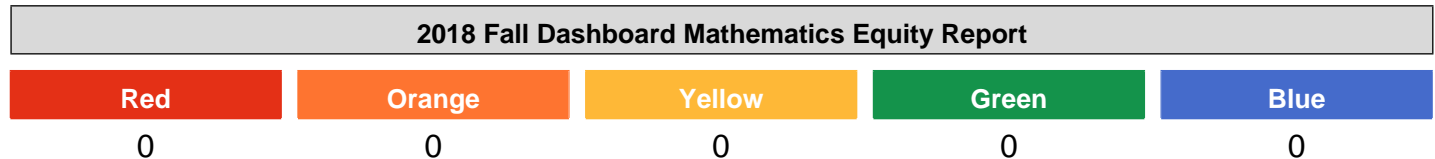
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 162 points below standard Declined -16 points 19 students		 No Performance Color 0 Students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 162.3 points below standard Declined -21.9 points 15 students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 160.5 points below standard Declined -26.4 points 19 students
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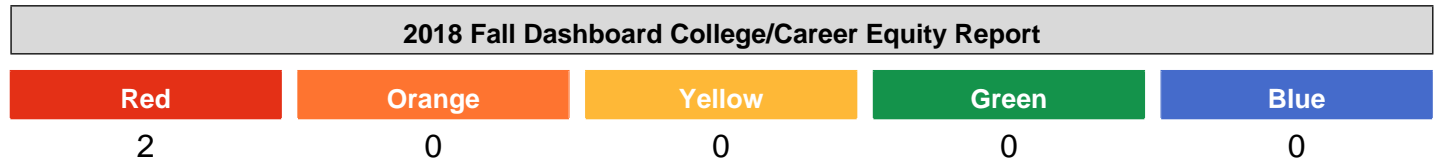
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 1% prepared Maintained 1% 98 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 5.6% prepared 18 students	Socioeconomically Disadvantaged  Red 1.1% prepared Maintained 1.1% 89 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 2.7% prepared Increased 2.7% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 0% prepared Maintained 0% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	1 Prepared
Approaching Prepared	5.8 Approaching Prepared	2 Approaching Prepared
Not Prepared	94.2 Not Prepared	96.9 Not Prepared

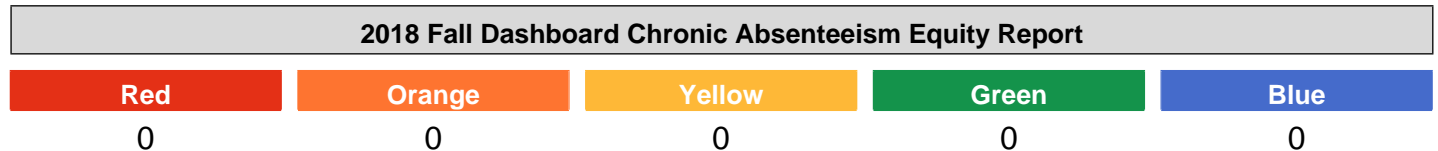
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 42.4% chronically absent Declined 0.9% 33 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  No Performance Color 42.9% chronically absent Declined 1.1% 28 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color 41.7% chronically absent 12 students

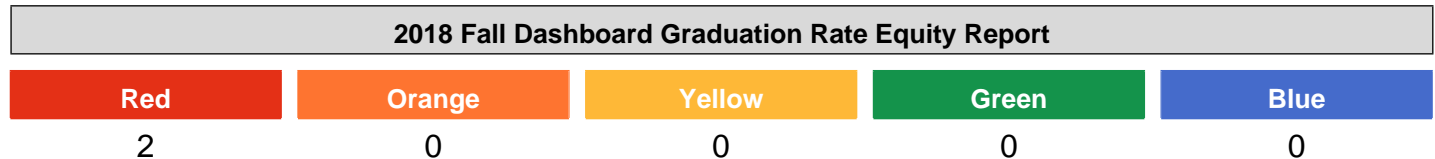
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 34.7% graduated Declined -8.8% 98 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 33.3% graduated 18 students	Socioeconomically Disadvantaged  Red 33.7% graduated Declined -6.7% 89 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.1% graduated Declined -3% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 27.5% graduated Declined -18% 40 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
43.5% graduated	34.7% graduated

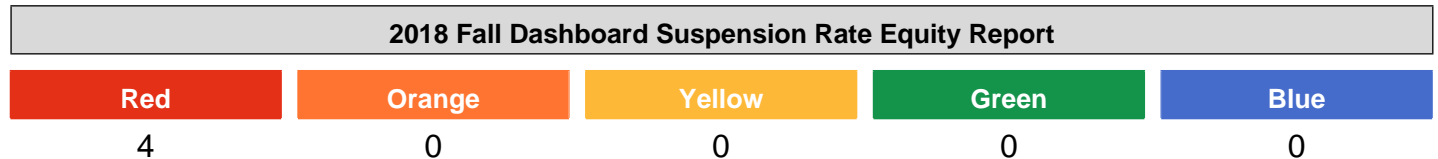
School and Student Performance Data

Conditions & Climate Suspension Rate







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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 17.6% suspended at least once Increased 7.3% 261 students	English Learners  No Performance Color 7.4% suspended at least once Declined -1.4% 27 students	Foster Youth  No Performance Color 7.7% suspended at least once Increased 2.7% 13 students
Homeless  No Performance Color 17.4% suspended at least once Increased 7.9% 23 students	Socioeconomically Disadvantaged  Red 17.8% suspended at least once Increased 6% 219 students	Students with Disabilities  No Performance Color 25% suspended at least once Increased 17.3% 20 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.5% suspended at least once Increased 4.4% 82 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.7% suspended at least once Increased 3.1% 102 students	 No Performance Color 18.2% suspended at least once Increased 9.1% 22 students	 No Performance Color Less than 11 Students - Data 4 students	 Red 24.3% suspended at least once Increased 17.8% 37 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	10.4% suspended at least once	17.6% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Attend School Regularly

Goal 1

All students will attend school regularly.

Identified Need

Our program is committed to increasing and maintaining high attendance in our programs. In general, the need to increase attendance is greater in our Senior Extension program which serves adult students up to age 22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Base Program	2018-19 70.8%	2019-20 73%
Attendance rate - Senior Extension	2018-19 55.3%	2019-20 57%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Monitor student attendance through daily automated calls and review attendance policies with students, staff, and parents/guardians. Hold School Site Council meetings with parents/guardians to help families understand the importance of daily attendance. Engage students in school through 916 Ink writing projects, LINKS Mentoring, incentives, parent/guardian luncheons, RT bus passes, and field trips. Increase student attendance through routinely scheduled home visits, parent communication to address attendance concerns, the SARB process, student mentorships and a check-in/check-out process at all school sites.

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)
12287	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
6737	Title I Part A: Allocation 3000-3999: Employee Benefits
1113	District Funded 2000-2999: Classified Personnel Salaries LCFF
492	District Funded 3000-3999: Employee Benefits LCFF
2720	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
5550	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Collaborate with non-profit partners and partner with probation to continue to expand services and provide the most effective programs to draw students to school and actively engage all students. Expand community-based partners with experience in employment training, recreation, and public safety to provide more comprehensive services for all students. Coordinate school-based community-based partnerships to ensure a high level of service for students. Contract with the following nonprofit partners: 916 Ink, Green Tech, Earth Mama, Scholastic Journalism, HAWK Institute, career readiness/development/mentoring; literacy, research and communication skills; and construction training.

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)
2125	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures

12450	District Funded 1000-1999: Certificated Personnel Salaries LCFF
9286	District Funded 2000-2999: Classified Personnel Salaries LCFF
7032	District Funded 3000-3999: Employee Benefits LCFF
13798	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
60750	CSI 5000-5999: Services and Other Operating Expenditures
5000	District Funded 5000-5999: Services and Other Operating Expenditures CAL WORKS

Annual Review

SPSA Year Reviewed: 2018-19

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.

Attendance increased by 4%. SCOE attributes this increase to using the identified strategies. Upon enrollment, students and families members meet with school staff who explain the expected attendance standards and the importance of school attendance, as well staff confirm that there is a plan for transportation. All students have an RT pass for public transportation. When students are absent without a call from a parent/guardian, two automated phones calls are made during the course of the day. In addition, school staff calls home when a student is absent more than one day without parent/guardian communication. Students with above 80% on time attendance earned incentives, in the form of school "bucks", which can then be spent in the student store. Weekly, an attendance report is generated showing each student's two week and year long attendance rates. If any student's attendance drops below 75%, our community outreach liaison, will contact the family via phone and/or a home visit in an effort to identify and help remove any obstacles preventing the student from coming to school.

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

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

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

Due to the success of our current strategies we will continue implementing our current plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Graduate from High School with Diploma or Equivalency

Goal 2

Graduate from High School with Diploma or Equivalency

Identified Need

Our program is committed to achieving 100% of our students successfully transitioning from our program by either passing the HiSET, earning a high school diploma through credit completion, or enrolling at another local school or community college district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Successful Transition Rate - Base Program	2017-18 96.4%	2019-20 100%
Successful Transition Rate - Senior Extension	2018-19 100%	2019-20 100%
SCOE Credit Completion Rate - Base Program	2018-19 55.2%	2019-20 57%
SCOE Credit Completion Rate - Senior Extension	2018-19 21.2%	2019-20 23%
State Credit Completion Rate - Base Program	2018-19 53.8%	2019-20 56%
State Credit Completion Rate - Senior Extension	2018-19 17.9%	2019-20 20%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Participate in professional learning sequences based on Universal Design for Learning principles and a multi-tiered system of support to improve outcomes in CCSS ELA and math, and NGSS. These sequences provide staff strategies to improve Student Success Plans.

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)
5100	CSI 5000-5999: Services and Other Operating Expenditures
9019	District Funded 2000-2999: Classified Personnel Salaries
3314	District Funded 3000-3999: Employee Benefits

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

School staff serve in an advisory capacity to support all students, including foster youth, by creating and monitoring Student Success Plans which support student goal setting and decision-making. The process ensures all students have up-to-date transcripts, credit recovery options, verification of AB 1806, AB 12, AB 167, and AB 2306, and access to the Crossover Youth Practice Model network of services. Additional support and interventions are provided to English learners based on analysis of data that are aligned to the ELD Framework. English learner families have access to interpreting and translation services as needed to support their students at home.

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)
74105	District Funded 1000-1999: Certificated Personnel Salaries LCFF
24063	District Funded 3000-3999: Employee Benefits LCFF
11486	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

6297	Title I Part A: Allocation 3000-3999: Employee Benefits
3600	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide information to students and families about options for graduation including diploma, CHSPE, HiSET, and conduct parent and student focus groups to obtain feedback to improve student outcomes.

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)
680	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1381	District Funded

	2000-2999: Classified Personnel Salaries LCFF
570	District Funded 3000-3999: Employee Benefits LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Administer Renaissance Learning short cycle assessments and utilize data to measure growth or areas of need in math and reading for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
850	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures
231	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
127	Title I Part D: Allocation 3000-3999: Employee Benefits
3900	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 6

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.

Amount(s)

Source(s)

Strategy/Activity 7

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.

Amount(s)

Source(s)

Strategy/Activity 8

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare for College and Careers

Goal 3

Prepare for College and Careers

Identified Need

Our program is striving to increase the percentage of students meeting expected grade level growth in reading and math as measured by Ren Lean assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2018-19 62.5%	2019-20 65%
Ren Learn Math Growth	2018-19 71.4%	2019-20 74%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are appropriately credentialed and are implementing standards-aligned curriculum. Hire qualified support staff, including transition specialists, assessment/data specialists, mental health specialists, and behavior management technicians to support family and student engagement.

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)
103160	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
34309	Title I Part A: Allocation 3000-3999: Employee Benefits
410097	District Funded 1000-1999: Certificated Personnel Salaries LCFF
71447	District Funded 2000-2999: Classified Personnel Salaries LCFF
175096	District Funded 3000-3999: Employee Benefits LCFF
1700	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4133	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

CTE teachers lead site-based "Career Readiness Teams: that include principals, academic teachers, counselors, and community partners to ensure all students complete a career education sequence and develop the academic, technical and employability skills necessary for success in entry level employment. Additionally, these teams ensure all students develop Student Success Plans embedded with career exploration, job readiness goals, and additional planned outcomes such as counseling, anger management, credit recovery, college enrollment and support. We have enhanced our new focus on college and career readiness.

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)
1480	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1011	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
1027	Title I Part D: Allocation 3000-3999: Employee Benefits
46289	District Funded 1000-1999: Certificated Personnel Salaries LCFF
15898	District Funded 3000-3999: Employee Benefits LCFF
60	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
4050	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Staff support all students with a graduation plan with supports tailored to their needs. Teachers and staff provide options for credit recovery and additional education support to recover missing credits. Case Managers complete a thorough intake process for all foster youth utilizing Foster Focus to ensure a seamless transfer of education records, class placement, grades, attendance, and behavior. Teachers provide ongoing professional learning opportunities to all Foster Family Agencies, Probation, Social Workers, Court Appointed Special Advocates, districts, and staff regarding AB 167, AB 1806, AB 854.

Continue implementation of independent living skills program. Enhance the life skills classes that incorporate health, wellness, and transition skills.

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)
5877	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
3222	Title I Part D: Allocation 3000-3999: Employee Benefits
3000	CSI 5000-5999: Services and Other Operating Expenditures
41329	District Funded 1000-1999: Certificated Personnel Salaries LCFF
18039	District Funded 2000-2999: Classified Personnel Salaries LCFF
18006	District Funded 3000-3999: Employee Benefits LCFF
119	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
19904	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
231	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
6367	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Principals, teachers, and transition specialists continue to refine a study skills component available to all students, develop additional options for engaging students in academic skill building, and volunteering/community service opportunities. In addition, staff will offer opportunities to explore learning pathways and career pathways, and complete post-secondary and employment tours.

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)

1700

Source(s)

District Funded
5000-5999: Services and Other Operating
Expenditures
LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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.

Strategies implemented include the hiring of qualified teachers and support staff, a focus on career readiness through Advisory, a CTE course, field trips, financial literacy units and the close monitoring of academic progress. These strategies led to a significant increases in both reading and math scores.

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

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

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

The strategies used have demonstrated overall positive growth and will continue to be implemented. One area we will look closely at is the environment and readiness of the student during post testing.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Involve Parents and Guardians

Goal 4

Involve Parents and Guardians

Identified Need

Our program is committed to increasing the involvement of families and communities to provide valuable input regarding our programs and increase participation in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC meets 3 times year	3 times a year	3 times a year
family engagement events	3 times a year	3 times a year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Student Success Plans. Provide outreach support to parents/guardians/caregivers to help them understand the importance of their participation in these processes.

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)
680	District Funded 5000-5999: Services and Other Operating Expenditures LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure that parents/guardians receive appropriate information related to resources in the community to acquire assistance with parenting, substance abuse, post-secondary, and career options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
979	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
90	Title I Part A: Allocation 3000-3999: Employee Benefits
92	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
30	Title I Part D: Allocation 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

SSC council and limited events have been offered, but participation has been inconsistent. The parents/guardians that do attend have expressed an appreciation for being invited to the school.

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

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

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

By providing increased opportunities to participate in student exhibitions and annual events, we hope attract more parents/guardians. If multiple events are offered, especially when focused on their student, we hope to increase the parent/guardians level of comfort at the school site. SCOE has dramatically enhanced school district and parent participation in the return to district process. We are advocating for students options to return to traditional programs of individual student's choice.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

Our program is committed to ensuring that our students, staff, and families feel safe on our campus and connected to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2017-18 17.6%	2018-19 12%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve campus and personal safety of all students by analyzing and revising emergency plans and school safety plans, monthly; and reviewing rehabilitation plans for expelled students and foster youth, quarterly. Leverage the resources of the Crossover Youth Practice Model Network to increase safety for Foster Youth. School crises intervention counselor and staff will implement mental health support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in Positive Behavioral Intervention and Supports. Continue to improve communication with students and families regarding school safety and the learning environment. Provide translated information regarding bullying, school safety, and Williams compliance.

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)

801	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
439	Title I Part A: Allocation 3000-3999: Employee Benefits
1497	District Funded 1000-1999: Certificated Personnel Salaries LCFF
25610	District Funded 2000-2999: Classified Personnel Salaries LCFF
11768	District Funded 3000-3999: Employee Benefits LCFF
17340	District Funded 5000-5999: Services and Other Operating Expenditures LCFF
450	CSI 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

To reduce suspensions, complete quarterly review of suspension data and adjust programming and support, as necessary. Develop reports to ensure accurate review of data. Utilize strategies from comprehensive strategies provided by Dora Dome to reduce suspensions.

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)

115

Source(s)

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

63

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

Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall the strategies/activities being implemented have been effective in reducing suspensions at the school site. Knowing that student behavior is often tied to trauma responses, the staff has participated in on-going social emotional training, which have resulted in more effective behavior management techniques. Additionally there was an increase in crisis intervention support on the school site. Staff works closely with families through phone calls and informal and formal meetings in an effort to identify behavior concerns early and provide a team response to interventions.

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

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

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

No changes at this time.

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	\$217656
Total Federal Funds Provided to the School from the LEA for CSI	\$155198
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,331,568.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$90,533.00
Title I Part A: Allocation	\$206,240.00

Subtotal of additional federal funds included for this school: \$296,773.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$1,021,698.00
Title I Part D: Allocation	\$13,097.00

Subtotal of state or local funds included for this school: \$1,034,795.00

Total of federal, state, and/or local funds for this school: \$1,331,568.00

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
Title I Part A: Allocation		
Title I Part D: Allocation		
Title I A Foster Youth Set Aside		
Title I A Parental Involvement Set Aside		
Title I A Professional Development Set Aside		
Title I A Homeless Set Aside		

Expenditures by Funding Source

Funding Source	Amount
CSI	90,533.00
District Funded	1,021,698.00
Title I Part A: Allocation	206,240.00
Title I Part D: Allocation	13,097.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	710,403.00
2000-2999: Classified Personnel Salaries	168,913.00
3000-3999: Employee Benefits	314,947.00
5000-5999: Services and Other Operating Expenditures	137,305.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services and Other Operating Expenditures	CSI	90,533.00

1000-1999: Certificated Personnel Salaries	District Funded	585,767.00
2000-2999: Classified Personnel Salaries	District Funded	135,895.00
3000-3999: Employee Benefits	District Funded	256,239.00
5000-5999: Services and Other Operating Expenditures	District Funded	43,797.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	123,064.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	25,899.00
3000-3999: Employee Benefits	Title I Part A: Allocation	54,302.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	2,975.00
1000-1999: Certificated Personnel Salaries	Title I Part D: Allocation	1,572.00
2000-2999: Classified Personnel Salaries	Title I Part D: Allocation	7,119.00
3000-3999: Employee Benefits	Title I Part D: Allocation	4,406.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,340.00
Goal 2	144,723.00
Goal 3	987,551.00
Goal 4	1,871.00
Goal 5	58,083.00

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

Name of Members	Role
Craig Bradford	Principal
Lisa Alcala	Other School Staff
Kevin Elkington	Classroom Teacher
Adrian Brown	Other School Staff
Dominic Ramos	Secondary Student
Kainoa Murti	Parent or Community Member
Ron Tam	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 14, 2019.

Attested:

Principal, Craig Bradford on



SSC Chairperson, Tom Jackson on



SACRAMENTO COUNTY BOARD OF EDUCATION
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
November 12, 2019

STUDENT PROGRAMS

Expenditure

Dora J. Dome Law Offices

Contractor will provide focused information for the Sacramento County Office of Education's school district partners in discussions to cover topics such as: the legal processes to expel a student; steps to bring a student back to a district after the student has been expelled; how to inform the district school board on expulsion issues; and laws that govern the district's responsibilities. Staff attending each session will include hearing and placement officers and district-level administrators. The original contract amount of \$3,780 covered one session. Amendment #1 will extend the dates of service through June 30, 2020, and add \$18,900 to cover five additional sessions due to increased district interest.

Amendment

Dates of Service: 10/01/19 – 06/30/20

Source of Funds: System of Support

\$18,900.00

Aging Up

Contractor will match adult mentors with Sacramento County Office of Education community school students who have current or former foster care experience. They will also offer independent living skills classes where students can attend workshops to learn financial literacy skills, resume building, college and career development, healthy living skills, cooking, and more.

Renewal

Dates of Service: 11/13/19 – 06/30/20

Source of Funds: Comprehensive Support and Improvement Grant

\$20,000.00

CURRICULUM AND INSTRUCTION

Belhaven Consulting, Inc.

Keynote Speaker, Graham Fletcher, will deliver a workshop for approximately 150 math and science K-7 teachers in the Capital Region on the role that three-act tasks play in modeling mathematics and how to incorporate them into math lessons. The workshop will help participants identify when and how these lessons can be used throughout the scope of a unit to reach all students; identify ways in which problem-based lessons can be used as formative assessments to monitor student growth; and connect three-act tasks to conceptual learning and the application of math.

Renewal

Dates of Service: 02/18/20

Source of Funds: K-12 Math – Local Income/Participant Fees

\$5,750.00

**CENTER FOR STUDENT ASSESSMENT AND PROGRAM
ACCOUNTABILITY**

Expenditure

Educational Testing Services

Contractor will provide the High School Equivalency testing, scoring, and reporting services for the Sacramento County Office of Education.

New

Dates of Service: 01/01/20 – 12/31/24

Source of Funds: Local Income

\$33,000.00

RECAP

	<u>Expenditure</u>
Student Programs	38,900.00
Curriculum and Instruction	5,750.00
Center for Student Assessment and Program Accountability	33,000.00
TOTAL	\$77,650.00

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Fortune Countywide Charter School	Agenda Item No.: VIII.D. Enclosures: 49
Reason: Annual Report and Report on Student Assessments	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 11/12/19

BACKGROUND:

Nancy Brownell was recently approved by the Sacramento County Board of Education to assist the Sacramento County Superintendent of Schools and the Board with the oversight and monitoring of the Fortune School of Education Countywide Charter (Fortune). Ms. Brownell will present her Annual Oversight Report at the Board meeting. (Attachment 1)

Rachel Perry, SCOE's Executive Director of Research and Evaluation, has also prepared an independent report on Fortune's student assessment results. (Attachment 2)

In addition, Fortune has provided supplemental information and data about its charter schools (Attachment 3) and will have an opportunity to present at the Board meeting.

FORTUNE SCHOOL OVERSIGHT REPORT

Submitted by Nancy Brownell

ANNUAL OVERSIGHT REPORT TO THE SACRAMENTO COUNTY BOARD OF EDUCATION

This report summarizes the Fortune School of Education (Fortune) 2018-2019 school year activities and includes an update on the start of the 2019-2020 school year.

The revised Memorandum of Understanding (MOU) with Fortune (2016-2021) outlines the reporting requirements for the Annual Report divided into the following five categories:

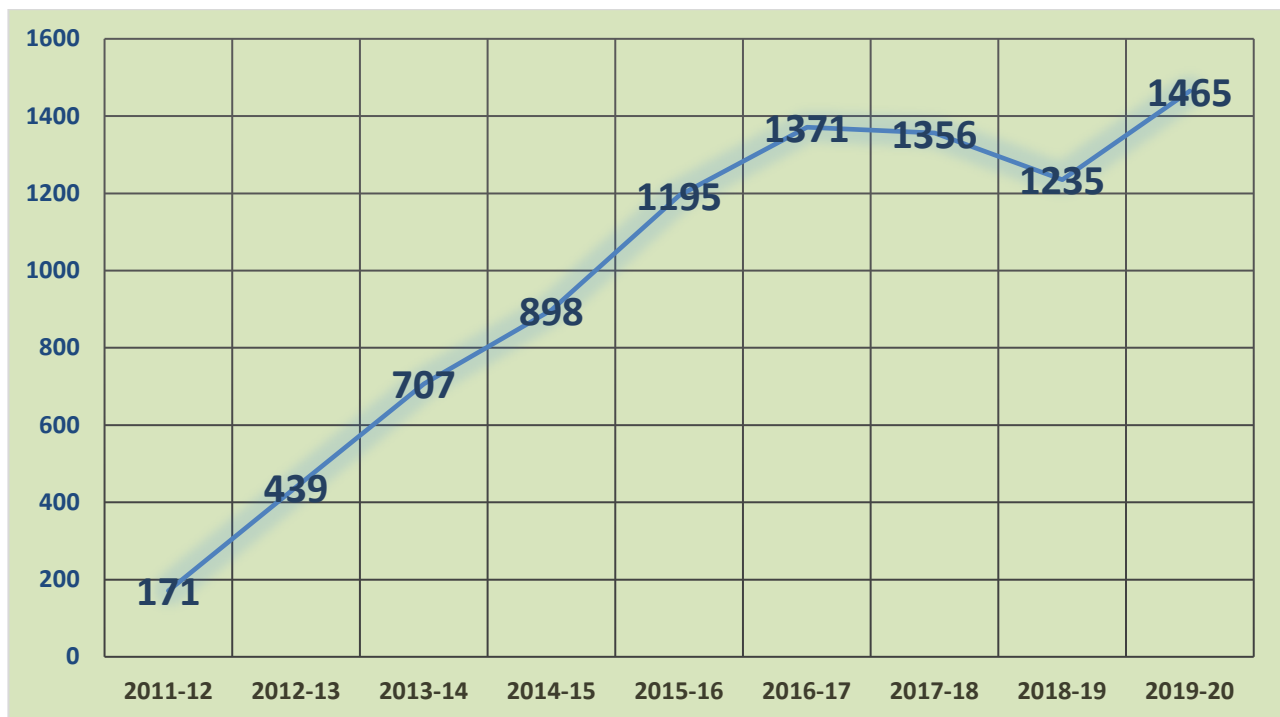
- I. Progress Toward Meeting Charter Goals/Local Control and Accountability Plan (LCAP) Goals
 - Review of state assessment data (aggregate/disaggregate/significant groups)
 - Report on expulsions and suspensions (LCAP goal)
 - Summary data from annual student/parent satisfaction survey (LCAP goal)
 - Other key statistics identified in 2017-2018 LCAP goals
- II. Evidence Fortune is Financially Sound
- III. Key Demographic Data
 - Required elements per the MOU:
 - Overview of the admissions practices and the public random lottery including the number of students participating in the lottery by school and number of students on waiting lists
 - Number of students enrolled and demographics
 - Summary of annual enrollment gains/losses
- IV. General Information
 - Professional development activities
 - Information on Fortune dissemination of best practices
 - Summary of major board decisions and policies
 - Data on parental involvement in governance and operation of the schools
 - Executive Summary of the 2018-2019 LCAP
- V. Fortune Team to Provide Information to the Board on These Items Identified in the MOU
 - Results of local assessments
 - Plans to address areas identified as needing improvement by Fortune
 - How the Sacramento County Board of Education can support the success of the charter
 - Additional information on 2018-2019 test results

OVERVIEW

Fortune operates six sites serving the following grade levels in 2019-2020:

		Date Opened	2019 Grade Levels
Fortune School	FS	2011-2012	TK - 5
William Lee College Prep	WLCP	2012-2013	TK - 5
Alan Rowe College Prep	ARCP	2013-2014	TK - 8
Ephraim Williams College Prep	EWCP	2014-2015	6 - 8
Hazel Mahone College Prep	HMCP	2015-2016	TK - 6
Rex and Margaret Fortune Early College High School	FECHS	2017-2018	9 - 11

FORTUNE CHARTER SCHOOL ENROLLMENT GROWTH OVER TIME



Fortune schools increased enrollment in 2019-2020 by **230** students from 2018-2019.

PART 1 – PROGRESS TOWARD MEETING CHARTER GOALS/LCAP GOALS

The 2015-2016 Fortune LCAP established 32 goals, and the charter was renewed based on the LCAP goals. Based on stakeholder feedback, the LCAP was too lengthy and needed to be consolidated into larger goals. The 2018-2019 LCAP is materially the same as the 2015-2016 LCAP and will be used as a basis for this review.

LCAP GOALS

Instruction

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar. Eight (8) measurable outcomes are in place to measure progress toward this goal.

Culture

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support. Thirteen (13) measurable outcomes are in place to measure progress toward this goal.

Operations

Create safe, clean, and welcoming learning environments. Five (5) measurable outcomes are in place to measure progress toward this goal.

LCAP Goal: Instruction

Pursuant to the MOU, the annual oversight report will include a report of state assessment data. A summary of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) results (as of October 2019) for English Language Arts (ELA), and Math are shown in the report. Fortune and Sacramento County Office of Education staff will provide additional detailed student achievement information.

LCAP Expected Annual Measurable Outcome:

In the 2014-2015 school year, Fortune established a baseline of 31% meeting or exceeding standards for ELA and 22% meeting or exceeding standards for Math on the Smarter Balanced Assessments. The goal is to grow annually by five (5) percentage points. Note, the goal of increasing five percentage points each year would result in a 20 percentage point increase (in 2018-2019) over the baseline year.

FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS (ALL STUDENTS) FOR 2016-2017—2018-2019

Smarter Balanced Assessment Results		ELA Results – All Students							Math Results – All Students						
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total
# Tested*	Fortune 2016-2017	175	136	110	80	48	35	584	174	136	109	80	48	35	582
# Tested*	Fortune 2017-2018	149	135	103	104	47	37	575	147	133	101	104	47	37	569
# Tested*	Fortune 2018-2019	125	106	113	79	70	36	529	125	102	113	79	70	36	525

*# tested with scores

**Fortune School Oversight Report
Sacramento County Board of Education
November 2019**

Smarter Balanced Assessment Results		ELA Results – All Students							Math Results – All Students						
		3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total
Standard Met	Fortune 2016-2017	36.00%	41.18%	38.18%	31.25%	25.00%	25.71%	35.45%	37.36%	32.35%	22.02%	21.25%	8.33%	14.29%	27.32%
Standard Met	Fortune 2017-2018	35.57%	46.67%	39.81%	34.62%	46.81%	21.62%	38.78%	40.14%	57.89%	24.75%	27.88%	31.91%	18.92%	37.26%
Standard Met	Fortune 2018-2019	48.80%	44.34%	51.32%	21.52%	51.43%	55.56%	45.18%	61.60%	46.08%	57.52%	25.32%	30.00%	30.55%	45.90%
Change from prior year		13.23%	-2.33%	11.51%	-13.10%	4.62%	33.94%	6.40%	21.46%	-11.81%	32.77%	-2.56%	-1.91%	11.63%	8.64%

Actual Annual Measurable Outcome:

1.1 FORTUNE ENGLISH LANGUAGE ARTS (ELA) AND MATH TEST RESULTS FROM 2014-2015 (BASELINE) TO 2018-2019

English Language Arts (ELA)

	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015 ELA	31%	
2015-2016 ELA	31%	0.00%
2016-2017 ELA	35.45%	4.45%
2017-2018 ELA	38.78%	3.33%
2018-2019 ELA	45.18%	6.40%
Total ELA Growth		14.18%

In 2017-2018, 38.8% of students met state standards in ELA and in 2018-2019, 45.2% met standards. This is a gain of 6.4 points, exceeding the goal of 5% for the 2017-2018 year.

Mathematics

	Meeting or Exceeding Standards	Percentage Point Growth
2014-2015 Math	22%	
2015-2016 Math	25%	3.00%
2016-2017 Math	27.32%	2.32%
2017-2018 Math	37.26%	9.94%
2018-2019 Math	45.90%	8.64%
Total Math Growth		23.90%

In 2017-2018, 37.3% of students met state standards in Math and in 2018-2019, 45.9% met standards. This is a gain of 8.7 points, exceeding the goal of 5% for the 2017-2018 year.

Expected Annual Measurable Outcome:

100% of EL students will demonstrate progress toward English proficiency.

Actual Annual Measurable Outcome:

The English Language Proficiency Assessments for California (ELPAC) was established in 2018 (replacing CELDT). English proficiency is measured by the ELPAC and the ELPAC results from 2017-2018 (released October 2018) will establish a baseline to measure future progress.

Thirty-eight (38) EL students were tested (CAASPP/Smarter Balanced Assessment) in 2018-2019 with 21.05% meeting or exceeding standards in ELA (a significant increase over prior year rate of 12.50%) and 39.47% meeting standards in Math (a significant and continuing increase over the prior year rate of 21.88%). This measurement only includes students tested in 2018-2019 (Grades 3 to 8) and does not include all EL students but is an indicator of progress.

1.2 FORTUNE PERFORMANCE OF ENGLISH LEARNERS ON ELA AND MATH

	EL Tested	EL Meeting or Exceeding Standards ELA	EL Meeting or Exceeding Standards Math
Fortune 2016-2017	41	12.20%	14.64%
Fortune 2017-2018	32	12.50%	21.88%
Fortune 2018-2019	38	21.05%	39.47%

Fortune identified 8% (100 students) of the total population as English Learners (2018-2019), with one (1) student as Reclassified Fluent English Proficient (RFEP).

1.3 FORTUNE ENGLISH LEARNER TRENDS FROM 2014-2015 TO 2018-2019

	Enrollment All Students	English Learners	English Learner %	Students RFEP	Students RFEP %
2014-2015	898	72	8%	19	33%
2015-2016	1,195	91	8%	34	47%
2016-2017	1,371	118	9%	4	4%
2017-2018	1,356	98	7%	21	18%
2018-2019	1,235	100	8.10%	1	1%

LCAP Goal: Culture

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support.

Expected Annual Measurable Outcome:

The majority of parents who respond to the annual parent survey will say they are satisfied with their child's school. Eighty (80)% of parents will express confidence that the schools are safe and secure.

Actual Annual Measurable Outcome:

The annual parent survey for 2018-2019 (357 responses/1,057 families served, 33.77% of families with responses prior year 39%) shows a high level of satisfaction with the academic program and the educational environment. This goal is met.

- 89% of parents (responding to the survey) *"I am satisfied overall with my scholar's school."*
- 92% of parents (responding to the survey) *"Overall, I would rate my scholar's school environment very positive."*
- 93% of parents (responding to the survey) *"Overall, I rate the school culture very positive."*
- 95% of parents (responding to the survey) *"Overall, I rate the academic program at my scholar's school very effective."*
- 90% of parents (responding to the survey) *"My scholar's administrators are respectful and professional."*
- 95% of parents (responding to the survey) *"The parent education and involvement opportunities offered are helpful."*

ATTENDANCE

Expected Annual Measurable Outcome:

95% attendance rate at all schools.

Actual Annual Measurable Outcome:

The 2018-2019 attendance average rate for students enrolled in the Fortune schools was 94%, but not all schools individually achieved 94%. The goal was substantially met.

Attendance continued to be a significant area of focus for the Fortune team in 2018-2019. Attendance strategies are prominently displayed at each site. Year-to-date statistics are posted prominently as well as class incentives to improve attendance.

1.4 FORTUNE 2018-2019 ANNUAL ADA

Fortune Schools	Days of ADA Possible	Days of Actual Attendance	Average Daily Attendance*	% ADA
FS	43,471	40,991	231	94%
WLCP	41,659	38,643	218	93%
ARCP	49,357	45,928	259	93%
EWCP	23,224	22,318	126	96%
HMCP	45,921	42,855	242	94%
FECHS	12,391	11,632	61	93%
TOTAL	216,023	202,367	1137	94%

**177 days for all but FECHS which operated for 190 days*

1.5 HISTORICAL TRENDS

2011-2012	94%
2012-2013	94%
2013-2014	95%
2014-2015	94%
2015-2016	94%
2016-2017	94%
2017-2018	95%
2018-2019	94%

Expected Annual Measurable Outcome:

Chronic Absenteeism is at a rate 5% or less.

Actual Annual Measurable Outcome:

In 2017-2018, 14% of Fortune students were chronically absent.

In 2018-2019, 16% of Fortune students were chronically absent based on preliminary data (pending CDE certification). Fortune did not meet the goal of 5% or less.

The Sacramento County average was 13%. The weighted average of Fortune and the four major districts of residence for Fortune students was 14%. Chronic absenteeism measures excused and unexcused absences. For purposes of LCAP reporting, a student is chronically absent if the student is absent 10% or more of the school days in the year.

1.6 FORTUNE 2018-2019 CHRONIC ABSENCE DATA

Chronic Absenteeism Rates	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Fortune	1,379	221	16%
Elk Grove	65,527	6,500	10%
Twin Rivers	34,904	6,258	18%
Natomas	15,572	1,652	11%
Sacramento City	48,278	7,759	16%
Weighted Average**	1 65,660		14%
Sacramento County	253,162	33,821	13%
Statewide	6,315,131	702,531	11%
** Weighted average of Fortune and 4 major student districts of residence			

Expected Annual Measurable Outcome:

Student suspension rate of 2% or lower and student expulsion rates will not exceed .1%.

Actual Annual Measurable Outcome:

Fortune preliminary suspension rate (not certified by CDE) for 2018-2019 was 12.22%. Fortune did not meet the goal of 2% or lower suspension rate. Fortune suspension rate of 12.22% is higher than the 7.18% 2017-2018 weighted average of the four districts of residence for the majority of Fortune students.

Fortune had two expulsions in 2018-2019. Fortune did not meet the goal of a student expulsion rate, not to exceed .1%. The weighted average for expulsions for comparison districts for 2017-2018 was .08 %.

1.7 FORTUNE SUSPENSION/EXPULSION RATES – 2018-2019

Suspension/Expulsion	Year	Cum. Enroll.	Suspended	Rate	Expulsion	Expulsion Rate
Fortune	2015-2016	1,263	97	7.68%	2	0.16%
Fortune	2016-2017	1,522	48	3.15%	1	0.07%
Fortune	2017-2018	1,430	67	4.69%	0	0.00%
Fortune	2018-2019	1,375	168	12.22%	2	0.15%
Elk Grove Unified	2017-2018	66,747	2,900	4.34%	31	0.05%
Natomas Unified	2017-2018	15,953	916	5.74%	46	0.29%
Sacramento City	2017-2018	49,612	5,716	11.52%	12	0.02%
Twin Rivers	2017-2018	36,950	2,546	6.89%	48	0.13%
Districts and Fortune	2017-2018	170,637		7.18%		0.08%
Sacramento County	2017-2018	258,101	14,536	5.63%	238	0.09%

LCAP Goal: Operations

Create safe, clean, and welcoming learning environments.

Fortune reports that 100% of school sites earned a “good” rating on the State of California Facilities Inspection Tool.

Site visit observations confirmed that school sites are safe, well maintained to meet student-learning needs and support the educational programs.

92% of parents (responding to the survey) reported that the school is clean and in good physical condition.

90% of parents (responding to the survey) reported that the school takes actions to ensure the safety of students.

The goal is met.

PART 2 – EVIDENCE FORTUNE IS FINANCIALLY SOUND

Fortune has consistently demonstrated sound financial management, solid budget monitoring practices, positive annual audits, and ending balances consistent with the reserve requirements of the MOU.

The MOU requires that the economic reserve for uncertainty (line 11) be equivalent to 5% of the total Local Control Funding Formula (LCFF) amounts (line 13). That requirement has been met in each year of operation.

At the close of 2018-2019, the overall ending balance (line 6) was 8% of expenditures (line 7). The 2019-2020 adopted budget will be revised at the First Interim Budget Revision (December 2019) to reflect actual income.

2.1 FORTUNE FINANCIAL TREND DATA

	Summary Budget Update	2016-2017 End of Year Actuals	2017-2018 End of Year Actuals	2018-2019 End of Year Actuals	2019-2020 Adopted Budget June 2019
1	Income	16,531,167	17,438,278	17,938,334	20,527,234
2	Expenditures	15,986,297	17,152,710	18,894,757	20,414,435
3	Income Less Expenditures	544,870	285,568	(956,422)	112,798
4					
5	Beginning Balance	824,818	1,369,688	1,655,256	1,423,833
6	Ending Balance	1,369,688	1,655,256	1,423,833	1,536,631
7	Ending Balance as % of Expenses	9%	10%	8%	7.5%
8	Prepaid Expenditures/Commitments	172,234	108,431	116,697	17,416
9	Restricted		28,785	21,556	
10	Unassigned	603,625	913,761		798,245
11	Reserve for Economic Uncertainty (5%)	593,829	604,279	610,507	750,540
12	LCFF Sources	11,876,582	12,085,582	12,210,132	15,010,804
13	Reserve as % of LCFF Sources (MOU -5%)	5%	5%	5%	5%

An important element of school funding is the stability of the unduplicated pupil count. Supplemental and Concentration funds are generated based on this percentage. Charter schools are “capped” at the percentage of the authorizing district or in a countywide benefit charter, capped at the highest district rate where a school is located. For Fortune, this is Twin Rivers Unified School District, which has a rate of 87%.

The unduplicated pupil count percentage is based on a three-year average of students identified as Free/Reduced meal eligible, English Learner, and Foster Youth. The three-year average for Fortune in 2018-2019 was 81.77%. The 2019-2020 count will not be certified by CDE until early 2020 so this report includes the data below for 2018-2019, 2017-2018, and 2016-2017.

2.2 2018-2019 FORTUNE LCFF UNDUPLICATED PUPIL COUNT

	Enrollment	Count*	Unduplicated Count as a % of Enrollment
2018-2019	1,235	1,017	82%
2017-2018	1,356	1,073	79%
2016-2017	1,371	1,147	84%
Three Year Average	3,962	3,237	82%
Cap for Concentration Funds**			87.4%
<i>*Free/Reduced, English Learner, Foster Youth</i>			
<i>**Based on district with highest %, Twin Rivers Unified</i>			

PART 3 – KEY DEMOGRAPHIC DATA

2018-2019 ADMISSIONS PROCESS, LOTTERY, CURRENT WAITING LIST FOR 2019-2020

Per Fortune, the following describes the admissions and lottery process.

For students to be admitted to Fortune, they were first required to complete a Student Application in concert with their parents and submit the required documents, which include proof of birth date, proof of residency, immunization records, a report card from a previous school (if applicable), and physical examination (for TK/K only). If the number of applications did not exceed the capacity of the charter school, there was no lottery and all students who submitted complete applications were enrolled.

In the event that the number of students seeking admission to any grade level exceeded capacity, a lottery was held. It was completed in a public forum by pulling slips of paper with applicants' names on them out of a container. All eligible names were drawn from the container, and those exceeding the number of available spaces were placed on a waiting list in the order drawn. Fortune may grant priority in admissions to current students and residents of Sacramento County, as provided under the law when the lottery was conducted. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided students admitted under any such preference do not constitute more than 10% of the school's total enrollment. Currently enrolled students do not participate in the random drawing, as they are automatically reserved a space for the following year. If a lottery was not triggered by the February 10, 2019 deadline for the open enrollment period, students were enrolled on a first come, first served basis.

Fortune is reviewing its Admission and Lottery Process based on new legislation enacted in July 2019 (SB 75), and developing a revised process that is aligned with the new Education Code requirements. These revisions will be completed in the next few weeks and will be used for the next enrollment cycle.

A lottery was held for the 2019-2020 school year at three (3) of the Fortune Charter Schools – Alan Rowe, Hazel Mahone, and Ephraim Williams, with 25 student names entered in the lottery. Students were enrolled into open slots or placed on a waiting list in the order in which the names were pulled.

3.1 FORTUNE 2018-2019 LOTTERY FOR 2019-2020

2018-2019 Lottery	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TOTAL
TK/K							0
1st							0
2nd							0
3rd							0
4th			3		6		9
5th							0
6th				13			13
7th			3				3
8th							0
9th							0
10th							0
Total	0	0	6	13	6	0	25

3.2 FORTUNE 2018-2019 WAITING LIST FOR 2019-2020 AS OF OCTOBER 2019

October 2019	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TOTAL
TK/K							0
1 st							0
2 nd			5		5		10
3 rd		3	2		1		6
4 th		3			8		11
5 th					8		8
6 th			11				11
7 th			7				7
8 th							0
9 th							0
10 th							0
Total	0	6	25	0	22	0	53

The statewide official enrollment count (CBEDS) date for 2019-2020 is due October 31, 2019. However, reports are not filed with the CDE until November. Based on mid-October enrollment reports, Fortune reported a total of 1,465 students, an increase of 230 students from the October 2018 count (1,235). The 2019 enrollment of 1,465 is a six (6) student increase over the 2019-2020 budget projection count of 1,459 (June 2019).

3.3 2019-2020 FORTUNE ENROLLMENT COUNTS

	FS	WLCP	ARCP	EWCP	HMCP	FECHS	TOTAL
2018-2019 Enrollment (October 2018)	246	245	267	134	265	78	1,235
October 2019 Enrollment	246	243	381	173	323	99	1,465
Increase (Decrease)	0	-2	114	39	58	21	230
2019-2020 Budget Projection Count	293	275	332	150	300	109	1,459
October Enrollment	246	243	381	173	323	99	1,465
Increase (Decrease)	-47	-32	49	23	23	-10	6

The MOU states Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from diverse racial and ethnic backgrounds in order to enable it to achieve a racial and ethnic balance among its pupils that is reflective of the general population of Sacramento County.

3.4 FORTUNE HISTORICAL TREND OF STUDENT ETHNICITY THROUGH 2018-2019

Year	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-2015	898	60.80%	0.70%	2.90%	0.60%	22.70%	0.80%	1.60%	9.60%	0.30%
2015-2016	1195	61.10%	0.40%	1.90%	0.30%	25.20%	0.60%	1.10%	8.50%	0.90%
2016-2017	1371	65.10%	2.10%	2.10%	1.20%	23.60%	1.10%	1.50%	3.30%	0.00%
2017-2018	1356	65.00%	1.60%	2.10%	0.70%	23.10%	1.00%	1.30%	5.20%	0.00%
2018-2019	1235	62.83%	1.21%	1.86%	0.89%	25.10%	1.05%	1.13%	5.91%	0.00%

CDE does not certify and release current year (2019-2020) data until early in 2020. Fortune students reside primarily in the boundaries of four school districts (Elk Grove Unified, Sacramento City Unified, Twin Rivers Unified, and Natomas Unified). October 2018 enrollment counts by ethnicity are shown below for these districts and for Fortune.

The Fortune African American student population was 63%; the weighted average (four districts and Fortune) was 14%. Fortune has a stated goal to close the documented achievement gap for African American students. Therefore, we would expect to see this population higher than the district averages. The Fortune Latino student population was 25%; the weighted average was 34%.

3.5 FORTUNE DEMOGRAPHICS COMPARED TO WEIGHTED AVERAGE OF FOUR DISTRICTS FROM 2018-2019

2018-2019 Demographics	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Elk Grove	63,917	11.70%	0.50%	24.60%	5.90%	27.20%	1.70%	19.00%	9.20%	0.00%
Sac. City	46,933	15.50%	0.60%	16.60%	1.40%	40.10%	1.90%	16.80%	6.90%	0.10%
Twin Rivers	31,536	12.70%	0.70%	9.40%	1.00%	41.50%	1.40%	27.30%	4.50%	1.60%
Natomas	15,290	16.60%	0.60%	16.50%	4.90%	31.70%	1.60%	17.40%	10.00%	0.60%
Fortune	1,235	62.83%	1.21%	1.86%	0.89%	25.10%	1.05%	1.13%	5.91%	0.00%
Weighted Average	158,911	13.89%	0.58%	18.26%	3.46%	34.26%	1.68%	19.70%	7.64%	0.40%

In 2018-2019, Fortune had a funded P-2 ADA of 1,246. The majority of the students (94%) came from four districts: Elk Grove Unified, Natomas Unified, Sacramento City Unified, and Twin Rivers Unified.

3.6 FORTUNE 2018-2019 P-2 ADA BY DISTRICT OF RESIDENCE

Fortune 2018-2019 P-2 ADA	TK/K-3	4-6	7-8	9-12	TOTAL	Prior Year (PY)	2018-2019 % of Total
Sacramento City Unified	288.40	120.27	52.25	16.80	477.72	501.62	41.04%
Elk Grove Unified	207.13	111.35	45.60	40.54	404.62	455.50	34.76%
Twin Rivers Unified	98.60	23.95	3.34	4.59	130.48	120.55	11.21%
Natomas Unified	56.46	18.42	1.12	3.00	79.00	90.60	6.79%
Subtotal	650.59	273.99	102.31	64.93	1091.82	1168.27	93.79%
San Juan Unified	24.91	7.77	0.57	0.97	34.22	39.09	
Robla ESD	11.87	2.84			14.71	15.03	
Folsom Cordova Unified	5.00	2.47			7.47	6.89	
Washington Unified	4.83	4.88	0.94		10.65	8.77	
Dry Creek	0.46				0.46	1.95	
Fairfield Suisun Unified	0.00	0.94			0.94	1.91	
Galt	1.94				1.94	1.58	
Center	0.88				0.88	0.95	
Lodi					0.00	0.93	
Marysville	0.18				0.18	0.85	
Roseville City ESD	0.88				0.88		
Rocklin Unified					0.00		
Subtotal	50.95	18.90	1.51	0.97	72.33	77.95	6.21%
TOTAL	701.54	292.89	103.82	65.90	1164.15	1246.22	

3.7 FORTUNE 2018-2019 GAINS/LOSS BY SCHOOL SITE

Enrollment at the start of school (2018-2019) was 1,214. There was a gain of 195 students and a loss of 258 students for an ending (June 2019) count of 1,151 students. Gains and losses fluctuate across schools throughout the school year so there was a net loss of 63 students for 2018-2019.

Fortune Schools June 2019	Beginning Count	Gain	Loss	Ending Count
FS	241	51	56	236
WLCP	241	29	55	215
ARCP	258	63	50	271
EWCP	138	8	19	127
HMCP	260	39	51	248
FECHS	76	5	27	54
TOTAL	1,214	195	258	1,151
Change in 2018-2019				-63

3.8 2018-2019 FORTUNE FREE AND REDUCED LUNCH COUNTS WITH HISTORICAL TRENDS

Fortune	Total Enroll.	Free & Reduced Eligible	Free & Reduced %
2015-2016	1,195	984	82%
2016-2017	1,371	1,142	83%
2017-2018	1,356	1,062	78%
2018-2019	1,235	1,017	82%

For 2018-2019, 82% of students were identified as eligible for free and reduced meals, a slight increase from prior year eligibility. Data for 2019-2020 will not be certified by CDE until early 2020.

3.9 2018-2019 FORTUNE SPECIAL EDUCATION PUPIL COUNT

1	Students with Special Needs December Count		2015-2016	2016-2017	2017-2018	2018-2019
2	Intellectual Disability	ID	1	0	1	0
3	Hard of Hearing	HH	0	0	1	1
4	Speech/Language Impairment	SLI	58	51	62	34
5	Emotional Disturbance	ED	2	2	1	1
6	Other Health Impairment	OHI	10	30	25	16
7	Specific Learning Disability	SLD	27	37	52	41
8	Autism	AUT	10	11	8	4
9	Traumatic Brain Injury	TBI	0	1	0	0
10	Total		108	132	150	97
11	Total Students (October Count)		1,196	1,371	1,356	1,235
12	% of Population		9.03%	9.63%	11.06%	7.85%

Fortune is a member of the El Dorado County Charter Special Education Local Plan Area (SELPA). Fortune identified 7.85% of the population as students with special needs in 2018-2019. The K-12 statewide average (2018-2019) was 12.9%. CDE will certify the 2019-2020 data for the schools in early 2020.

PART 4 – GENERAL INFORMATION (PREPARED BY FORTUNE)

2017-2018 PROFESSIONAL DEVELOPMENT ACTIVITIES

Fortune provides 54 days of professional development (weekly intellectual preparation, workshops, and conferences) to teachers. School sites have weekly staff development meetings, daily planning time, and a weekly early release day. The focus of Fortune's professional development is on Setting the Tone for Learning (Classroom Management), Intellectual Preparation for its standards-aligned/state-adopted instructional materials, data-driven instruction and decision-making, ratio strategies for student-centered classrooms, Close Reading strategies in ELA, and explicit training in the planning and execution of its Math Curriculum. A highlight of Fortune's professional development offerings is its Summer Symposium. This is a multi-day event for all staff focusing on Fortune culture and organization-wide initiatives.

In addition to its in-house professional development, Fortune participates in national, cohort-based programs designed for the top emerging charter management organizations in America. Fortune is a member of the Charter School Growth Fund Emerging CMOs Program and the Charter Network Accelerator hosted by Achievement First, one of the top performing CMOs in the country. This is a leadership development program where leaders from approximately 40 urban school districts or charter management organizations research and

learn about best practices in Urban Education from leading practitioners in the field and travel to cities around the country to see the best practices in action.

Fortune has invested heavily in training Principals and Master Teachers through the RELAY Graduate School of Education. Last year, Fortune sent four more principals and three master teachers to complete the National Principal Academy Fellowship and the Instructional Leadership Professional Development programs. The Director of Curriculum & Instruction provides weekly professional development to Principals and Master Teachers to ensure they are consistently using the practices learned through RELAY. This year, two (2) principals and five (5) teachers are participating in RELAY.

Finally, Fortune leverages its Administrative Services Credential and District Intern Programs in its Higher Education Department annually to develop school leaders including Principals, Master Teachers, Lead Teachers, and Teachers for both itself and partnering districts in the Sacramento and Bay Area regions. The Administrative Services Credential Program provides candidates with the opportunity to complete projects aligned to organizational priorities while they complete their coursework. This year's cohort (Cohort 7) includes seven (7) lead teachers who are working on projects of interest to them professionally and will benefit the Fortune schools, including Teacher Retention Initiative, Improving Student Attendance, Parent Communication, Fortune Preschool and K-1 Teacher Academy. The District Intern Program gives candidates the foundational coursework and support they need to launch their careers in education.

2018-2019 SHARING OF BEST PRACTICES WITH LOCAL SCHOOL DISTRICTS

In addition to operating charter schools, Fortune continues to partner with 65 school districts, charter schools, and nonpublic schools to credential Multiple Subject, Single Subject, and Special Education teachers. It served 56 teachers and school leaders through these programs in the 2018-2019 school year, including teachers employed in Sacramento City Unified, Natomas Unified, Twin Rivers Unified, San Juan Unified, St. HOPE Public Schools, Center Unified, and Gateway Community Charters. As part of the program, Fortune reports regular communication with school district site principals and mentor training for teachers within these school systems who provide support for intern teachers.

2018-2019 SUMMARY OF MAJOR DECISIONS/POLICIES ESTABLISHED BY FORTUNE BOARD

From the 2018-2019 Board Agendas, the following actions were taken.

One policy was adopted:

- Short Term Independent Study Policy

Other major decisions:

- Approved Lease for Tecoy Porter College Prep
- Approved Cosumnes River College (CRC) Memorandum of Understanding (MOU) related to dual enrollment, student eligibility to take course work and grade point average requirements to remain enrolled in CRC.
- Approved Resolution 2019-6-13-3 for Umpqua Bank Line of Credit Annual Renewal

Building Update

The new middle/high school is scheduled to open in August 2020. The conditional use permit was approved by the City of Sacramento in August 2019. The existing building has been demolished and groundbreaking will be underway by November 1, 2019.

2018-2019 DATA ON PARENTAL INVOLVEMENT IN GOVERNANCE AND OPERATION OF SCHOOLS

Fortune School currently operates one School Site Council (SSC). The SSC composition is based on the elementary and high school composition requirements pursuant to Title I, Part A. The composition for the SSC consists of one (1) Administrator, three (3) classroom teachers, one (1) other school staff member, five (5) parents or community members and one (1) student.

The SSC meets a minimum of four times throughout the year. Their primary duty is to write, monitor, evaluate, and approve the School Plan for Student Achievement (SPSA), which is submitted to Fortune School of Education's governing board for adoption.

EXECUTIVE SUMMARY FROM FORTUNE LCAP JUNE 2019

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Key features to highlight: a majority of parents are satisfied with Fortune schools and participate actively in their scholar's educational achievements; ELA test scores continue to increase; schools offer a well-rounded program, including competitive sports (Volleyball, Soccer, and Basketball) and Drumline elective for music; there is a strong hands-on science approach for grades K-12; and, opening the Early College High School partnerships with Cosumnes River College and Cal Poly San Luis Obispo.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English Learners, and foster you have led to improved performance for these students.

GREATEST PROGRESS

A few of our greatest areas of progress can be seen in our success in parent engagement and overall stakeholder input on the Local Control and Accountability process and development. A majority of our families responded with very valuable evaluation and feedback on how well we have done at reaching our goals:

- 91.61% of parents are satisfied overall with their scholar's school.
- 94% of stakeholders rate their scholar's school as having a positive environment.
- 93% rate the school's culture as very positive.
- 93% rate the academic program as being very effective.
- 94% feel that the parent education and involvement opportunities are helpful.
- 94% feel that the administrative staff is respectful and professional.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Needs currently addressed in this section are based on the 2015-2016 testing results in both ELA and Math reflected in the school’s dashboard, which can be found on the California Department of Education website. Per the dashboard in English Language Arts, we recognize that our current school placement is in yellow. Students included in this group are English Learners, Socioeconomically Disadvantaged, Black or African American, and Hispanic or Latino. Current placement for Math on the dashboard is yellow. We recognize that English Learners and Socioeconomically Disadvantaged are in the orange. Black or African American and Hispanic or Latino students are in yellow. Overall, Fortune scholars improved eight (8) percentage points higher than all Sacramento County schools on the state-required Math test, moving from 37.2% of students meeting standards in the 2017-2018 school year to 45.9% of students meeting standards in 2018-2019. African-American Fortune scholars, in particular, outperformed their peers in Sacramento County by 5.8 to 16.5% in ELA.

Referring to the CA Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Performance gaps addressed in this section are based on the 2015-2016 test results for both ELA and Math as it is reflected on the school’s dashboard, which can be found on the California Department of Education website. Per the 2015-2016 results, current performance gaps can be found in Students with Disabilities. The Student group with Disabilities currently is in orange. To address such gap, we anticipate raising rigor to a college-ready bar by:

- Focusing on the key levers of observation and feedback and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Departmentalizing ELA and Math in grades 2 and up
- Piloting more rigorous curriculum that is aligned to Common Core in ELA and Math

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English Learners, and Foster Youth.

The three most significant ways Fortune School will increase or improve services for low-income students, English Learners and Foster Youth is:

- Focus on key levers of observation and feedback of teachers and data-driven instruction through RELAY Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)
- Pilot more rigorous curriculum that is aligned to Common Core in ELA and Math.
- Provide small group instruction and intervention support so that each struggling reader in grades K-3 will be fluent reader by the end of the third trimester.

REPORT ON STUDENT ASSESSMENT

Submitted by Rachel Perry, SCOE Executive Director of Research and Evaluation

Summary Analysis: Fortune 2019 CAASPP Results

CENTER FOR STUDENT ASSESSMENT AND PROGRAM ACCOUNTABILITY

Summary Analysis: Fortune 2019 CAASPP Results

English Language Arts/Literacy

Overall (p.4)

- Fortune students perform less well in English language arts/literacy than students in Sacramento County or California.
- The rate of improvement for Fortune students in ELA over the past four years has doubled that of the state and nearly doubled that of the county (14 percentage point increase for Fortune students compared to a 7 percentage point increase for the state and 8 point increase for the county).
- In 2019, the performance gap between Fortune students and students in the county and state is less than half of what it was four years prior. In 2015, there was a 10 percentage point difference between the performance of Fortune students and all students in the county; in 2019, that difference was 4 percentage points. Likewise, the 13 point difference between Fortune students and student statewide in 2015 shrank to 6 percentage points in 2019.

Claim (pp.5-6)

- Fortune students perform about as well as students in the county and the state on all four ELA claims: reading, writing, listening, and research & inquiry.
- From 2015 to 2019, Fortune students significantly improved their performance on all four ELA claims, outgaining their peers county- and statewide.
- The most dramatic gains have been in the reading claim, where Fortune students have improved 22 percentage points over the past five years, compared to gains of 6 percentage points for the county and the state. Fortune has closed the achievement gap in this area, climbing from 13 percentage points below the county and 14 points below the state to exceeding the county by 3 points and the state by 2 points.
- When looking at performance of Fortune students compared to students in the four main feeder school districts – Elk Grove, Natomas, Sacramento City, and Twin Rivers – Fortune students perform at higher levels than some and at lower levels than some, with performance varying by Fortune school site. Students at the namesake Fortune School site outperformed all feeder districts, as well as the county and the state, in all four ELA claims.

Grade (p.7)

- The performance of Fortune students is strongest in grade 5, grade 7, and grade 8, where Fortune students perform at or above the countywide average. More than half of Fortune students at these grade levels met or exceeded standards in ELA.
- Grade 7 has shown improvement over each of the last three years, increasing from 23% of students meeting or exceeding standards in 2016 to 51% in 2019.
- Grade 8 showed the greatest single-year gain. The grade level improved by 34 percentage points, from 22% of students meeting or exceeding standards in 2018 to 56% in 2019.
- Grade 3 rose 13 percentage points in 2019 to reach 49% of students at met or exceeded standards, which matched the performance at the state and exceeded the performance at the county.
- Grade 6 has had varied performance, dipping 5 percentage point in 2016, then rising 19 points over 2017 and 2018 before dipping 13 points in 2019, resulting in a net gain of 1 percentage point since 2015.

Student Group (pp.8-9)

- Fortune has shown improvement greater than the county and the state for most of its major student groups, including students who are African American, Hispanic, economically disadvantaged, and those with disabilities.
- African American and Hispanic students at Fortune have outperformed their peers countywide for each of the past five years and have outperformed their peers statewide for the past three years. In 2019, 40% of African American students at Fortune met or exceeded standards, compared to 29% at the county and 33% at the state. Among Hispanic students, 53% at Fortune met or exceeded standards, compared to 39% at the county and 41% at the state.
- African American students at four of the five Fortune schools also outperformed their peers at the county, state, and at four main feeder districts. At the namesake Fortune School, 62% of African American students met or exceeded standards; the closest performance at a feeder district was 34% meeting or exceeding standards at Elk Grove Unified.
- Hispanic students at all five of the Fortune schools outperformed their peers at the county, state, and three of the four main feeder districts. At the namesake Fortune School, 68% of Hispanic students met or exceeded standards; the closest performance at a feeder district was 44% meeting or exceeding standards at Elk Grove Unified.
- Performance for the relatively small population of EL students at Fortune has varied considerably over the last five years; however, in 2019 this group improved from 13% met or exceeded standards to 21%, compared to the stagnant performance of ELs at the county (12%) and the state (13%).
- Economically disadvantaged students at Fortune outperformed their peers at the county the state, and most feeder districts. At Fortune, 44% of economically disadvantaged students met or exceeded standards, compared to 37% at the county and 39% at the state.

Mathematics

Overall (p.10)

- Fortune students performed above county and statewide averages.
- The rate of improvement for Fortune students from 2015 to 2019 is more than three times that of students countywide and statewide. Fortune students improved 24 percentage points over the last four years compared to more moderate increases of 5 percentage points countywide and 7 percentage points statewide.

Claim (pp.11-12)

- The growth in performance is also seen on the mathematics claims. Fortune students performed better than the county and the state on the Concepts & Procedures and Problem Solving, Modeling and Data Analysis claims and similar on the Communicating Reasoning claim.
- There has been notable improvement in claim performance by Fortune students since 2015. Fortune students improved in the Problem Solving, Modeling, & Data Analysis claim by 19 percentage points over the last four years when students countywide and statewide showed little change. Similar results are evident for the Communicating Reasoning claim.
- When comparing the performance of Fortune students to those in feeder districts, Fortune performs above all of the feeder districts on two claims: Concepts & Procedures and Problem Solving, Modeling and Data Analysis. On the third claim, Communicating Reasoning, Fortune students outperformed three of the four feeder districts.

Grade (p.13)

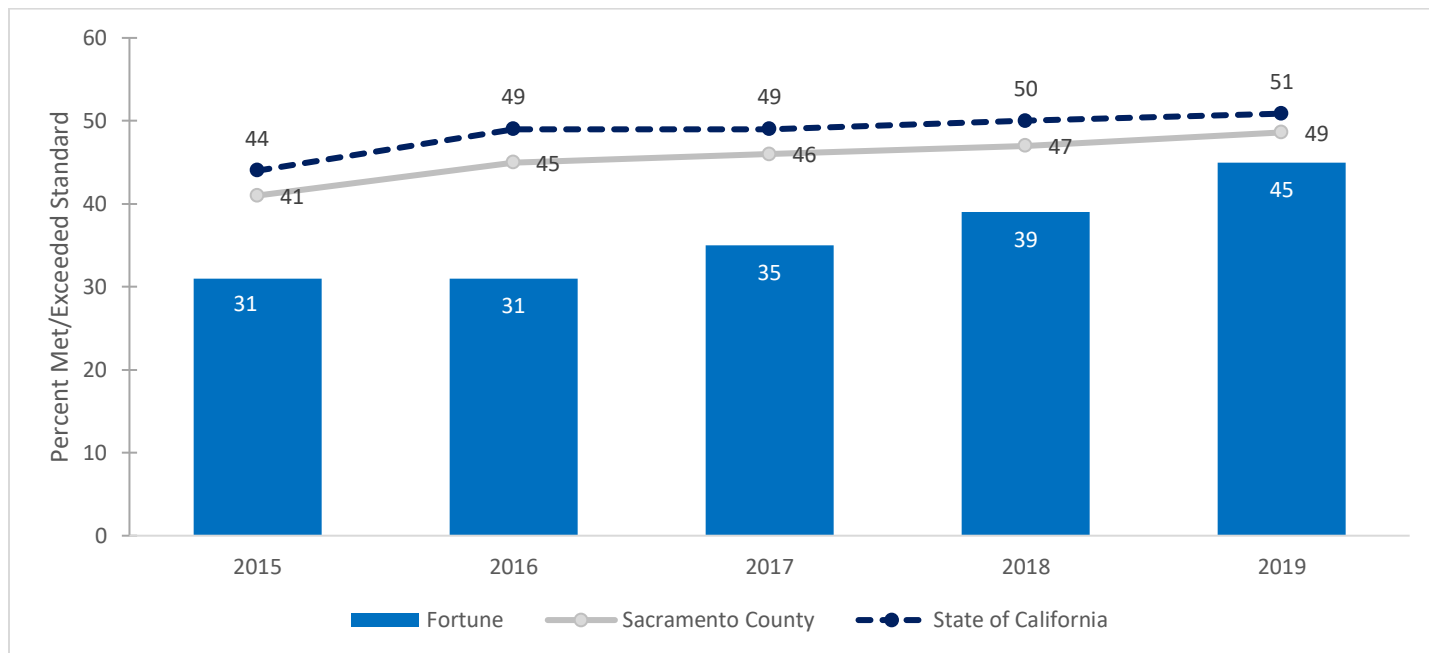
- The performance of Fortune students was strongest in grade 3 where Fortune students perform 15 percentage points above the countywide average (62% of Fortune students are meeting or exceeding standards compared to 47% of students countywide). Grade 3 students improved 31 percentage points (from 31% to 62% meeting or exceeding standards) in the last five years.
- There has also been substantial improvement in the scores for grade 5 students, with improvement of 46 percentage points from 2015 to 2019. This improvement compares to a 8 percentage point improvement for grade 5 students statewide.
- Gaps exist between the overall performance of students in grades 6, 7, and 8 at Fortune and students in those grades throughout the county and statewide.
- Performance of students in grade 6 lags most substantially behind students in that same grade in the county and statewide. A total of 25% of grade 6 Fortune students met or exceeded standards in 2019 compared to 39% in the state.

Student Group (pp.14-15)

- Fortune has shown improvement greater than the county and the state for students who are African American, Hispanic or Latino, low income, and English Learners. Fortune students from these groups also performed at or above the county and state average.
- Thirty-nine percent of African American students at Fortune met or exceeded standards compared to 18% in the county and 21% statewide. Similar results are shown for Hispanic or Latino students. Fifty-eight percent of Hispanic or Latino students at Fortune met or exceeded standards compared to 27% in the county and 28% statewide.
- Performance for EL students has improved considerably over the last year. Thirty-nine percent of English Learners at Fortune met or exceeded standards compared to 13% in the county and 13% statewide.
- Students with disabilities is the lowest performing student group at Fortune; yet, the performance is above the county average and equal to the statewide average.

English-Language Arts

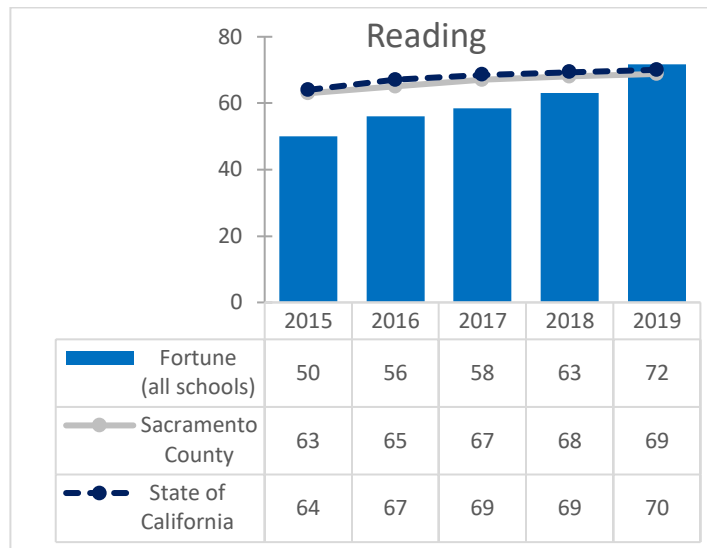
Since 2015, English-Language Arts scores for Fortune students have increased at a higher rate than for students regionally and statewide, and the performance gap between Fortune students and the peers statewide has narrowed.



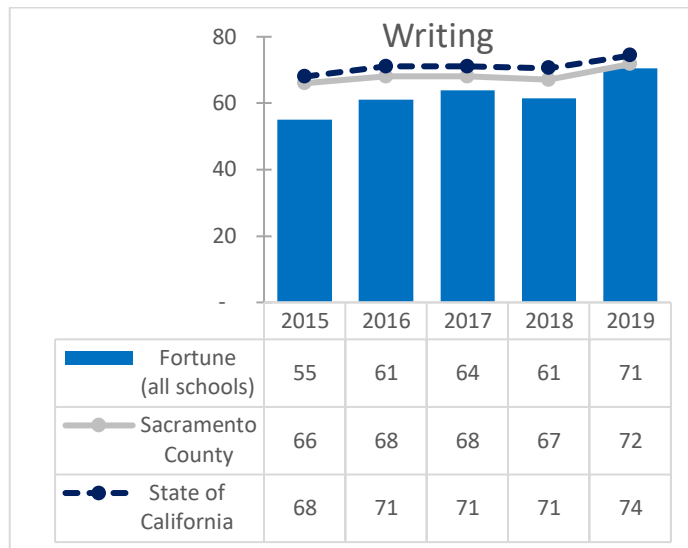
Entity	Growth (2015 to 2019)	2019 Difference from State	Change in Gap with State (2015 to 2019)
Fortune (All Schools)	+14	-6	Narrowed by 7 pts
Sacramento County	+8	-4	Narrowed by 1 pt
State of California	+7	--	--

Five-Year Claim Trend Data: English-Language Arts

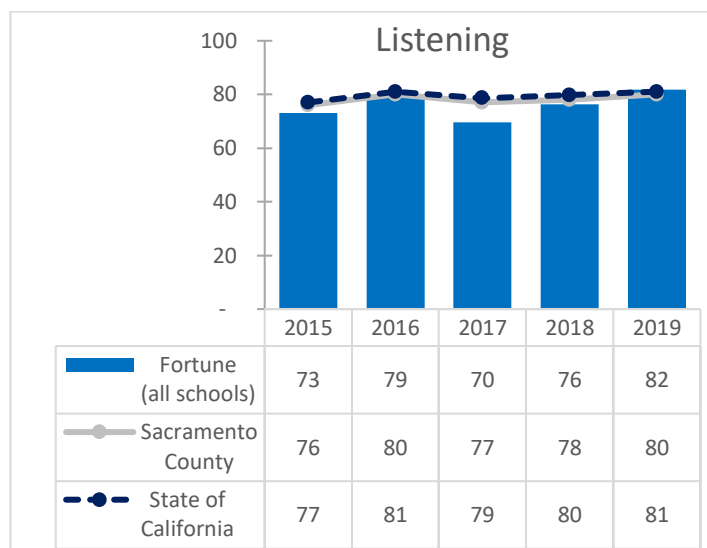
Percent of students scoring Near Standard and Above Standard on the claims comprising the Smarter Balanced English-Language Arts assessment



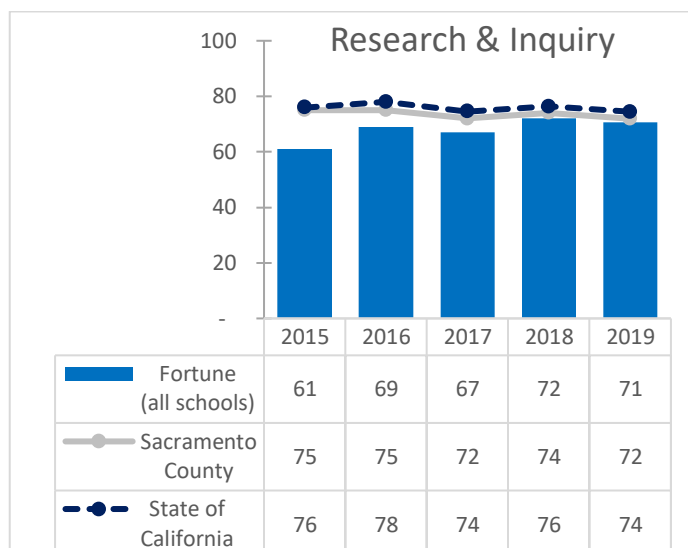
Growth: Fortune, 22 pts County, 6 pts State, 6 pts



Growth: Fortune, 16 pts County, 6 pts State, 6 pts



Growth: Fortune, 9 pts County, 4 pts State, 4 pts

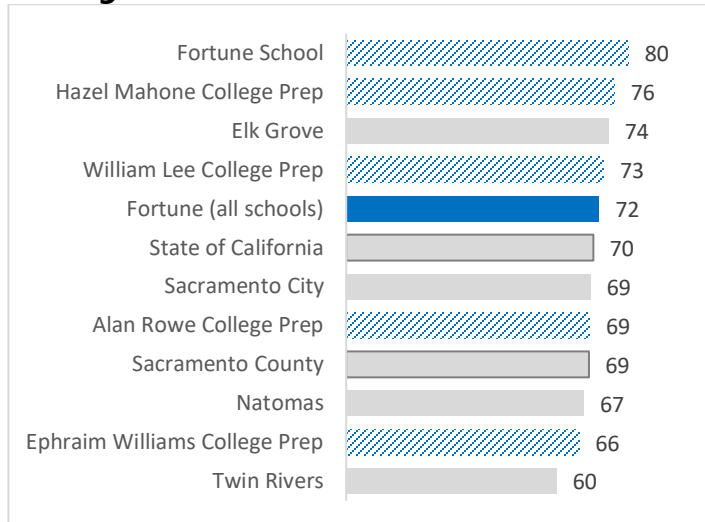


Growth: Fortune, 10 pts County, -3 pts State, -2 pts

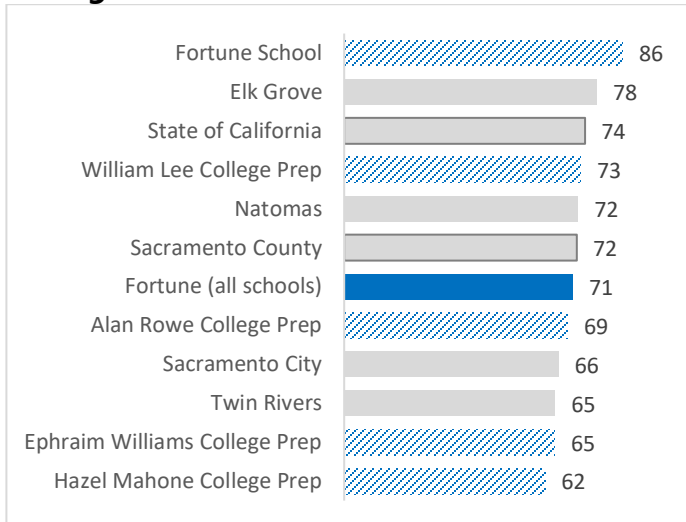
Comparison to Feeder Districts: 2019 English-Language Arts Claims

Similar to overall ELA, students at the Fortune School outperformed students at feeder districts on the claims comprising the 2019 Smarter Balanced English-Language Arts assessment; at least three out of every four students at the school scored Near Standard or Above Standard on Reading, Writing, Listening, and Research & Inquiry.

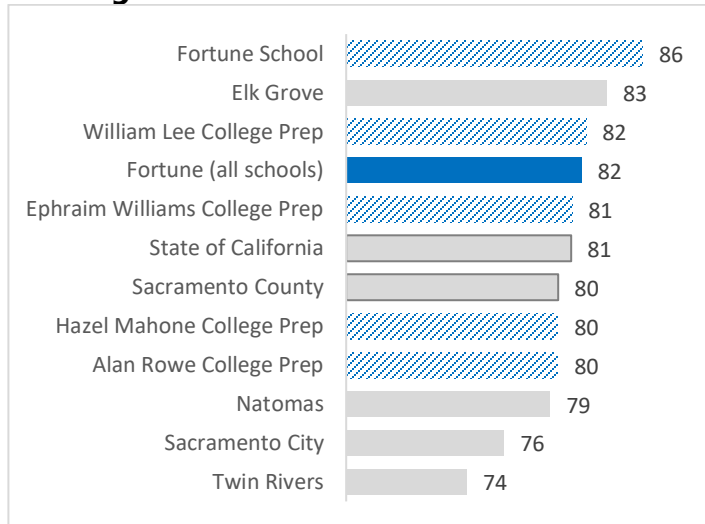
Reading



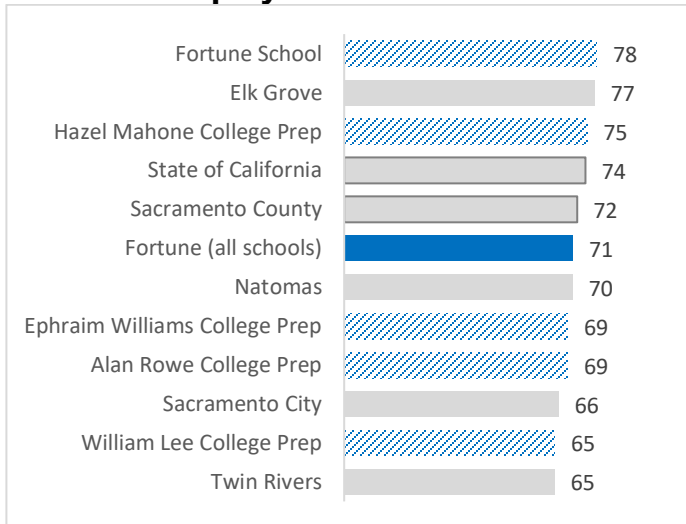
Writing



Listening

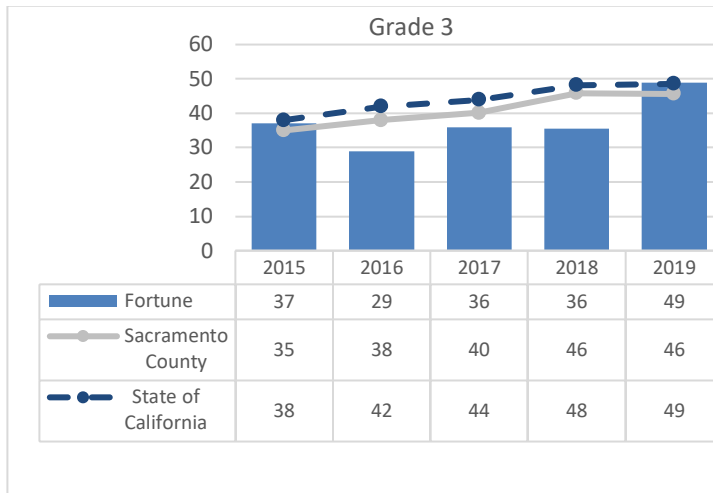


Research & Inquiry

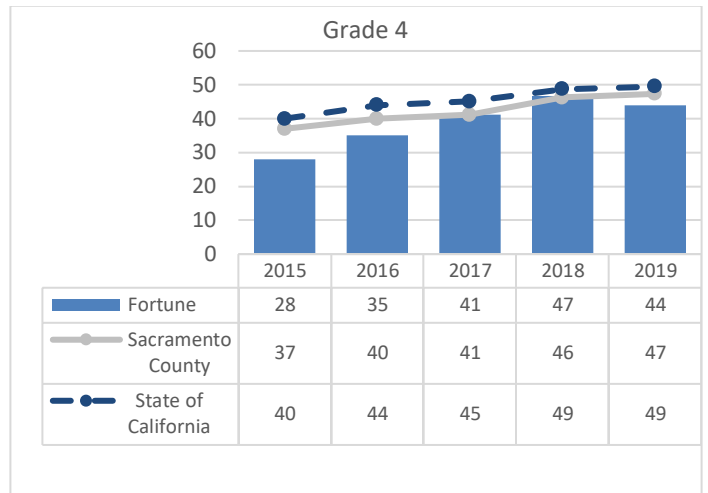


Grade Level Five-Year Trend Data: English-Language Arts

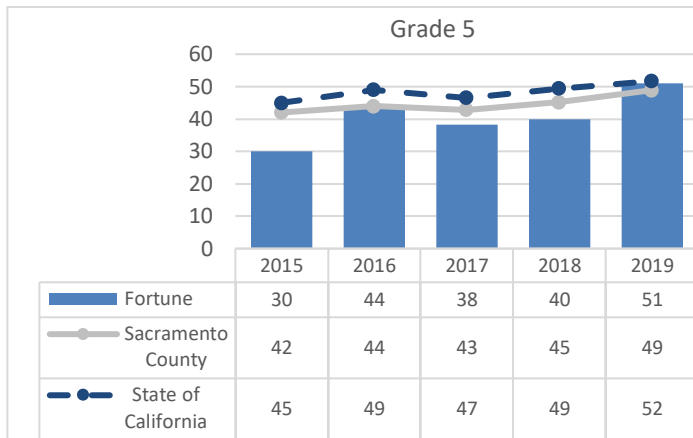
Percent of students Meeting or Exceeding Standard on the Smarter Balanced English-Language Arts assessment



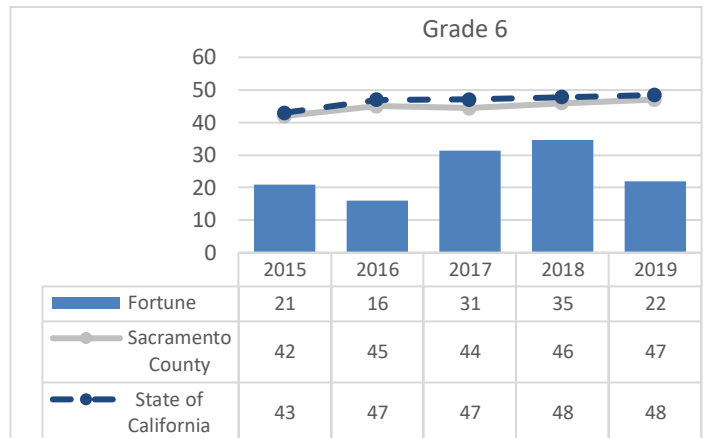
Growth: Fortune, 12 pts County, 11 pts State, 11 pts



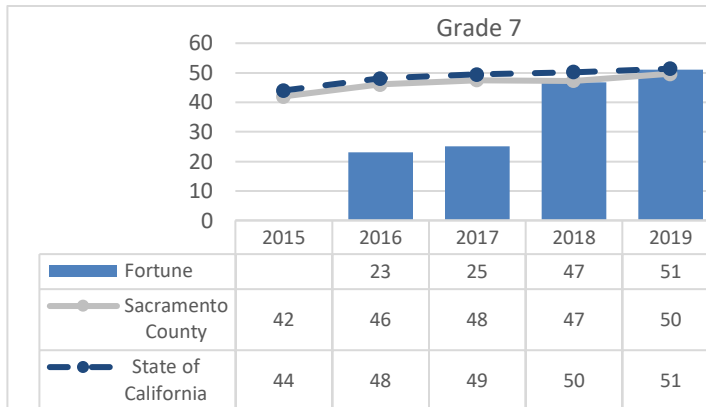
Growth: Fortune, 16 pts County, 10 pts State, 9 pts



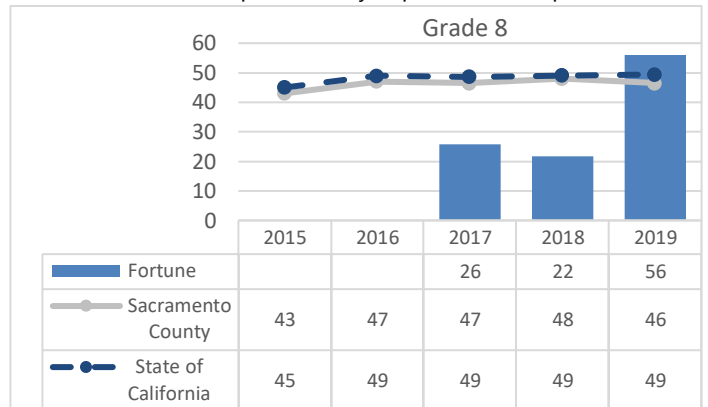
Growth: Fortune, 21 pts County, 7 pts State, 7 pts



Growth: Fortune, 1 pt County, 5 pts State, 5 pts



Growth (from 2016): Fortune, 28 pts County, 4 pts State, 3 pts



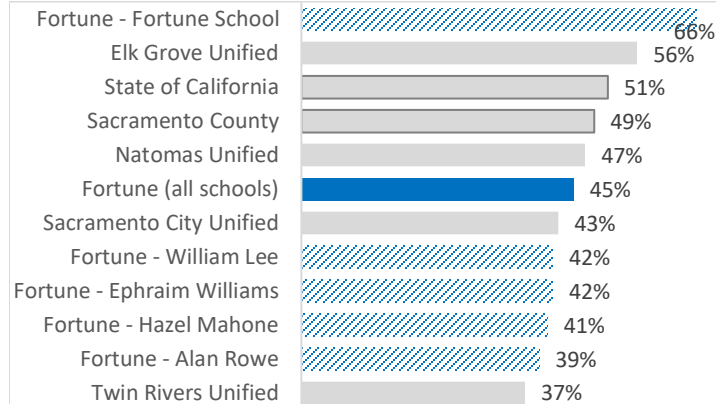
Growth (from 2017): Fortune, 30 pts County, -1 pt State, 0 pts

Comparison of Student Groups to Feeder Districts: 2019 English-Language Arts

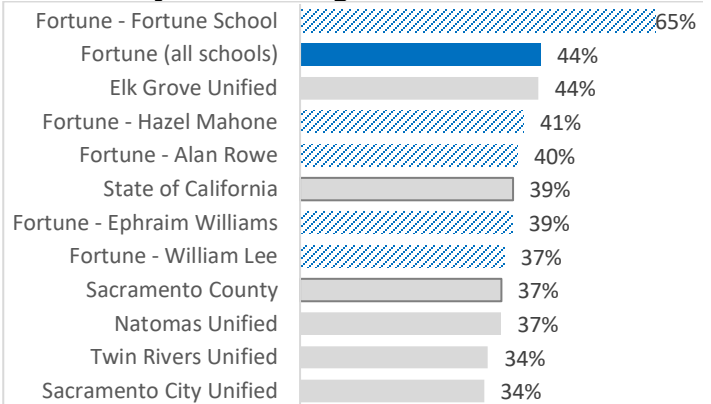
Percent of students Meeting or Exceeding Standard on Smarter Balanced English-Language Arts assessment

Aggregately, across all Fortune schools, students in all major student groups outperformed their peers in local feeder districts and statewide, though the overall performance (All Students) was slightly below the county average. At all five Fortune schools, Black/African American students and Hispanic students met/exceeded standards at a higher rate than their peers county- and statewide.

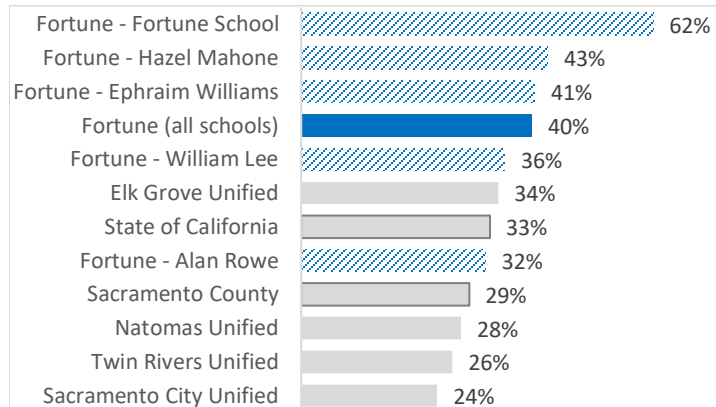
All Students



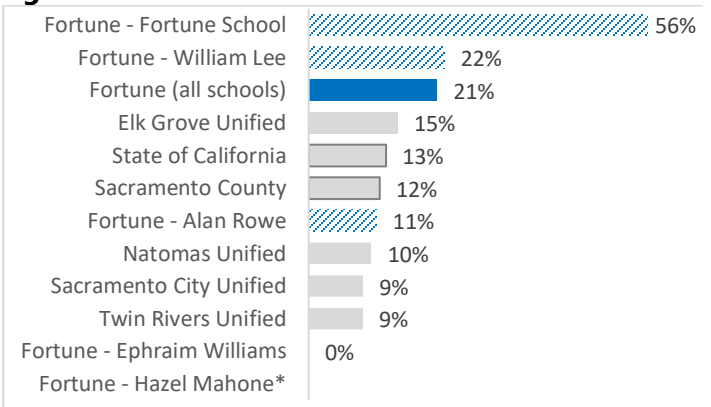
Economically Disadvantaged



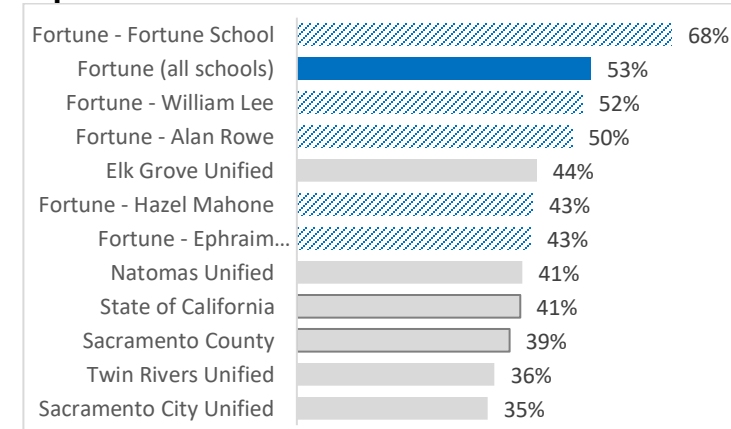
Black or African American



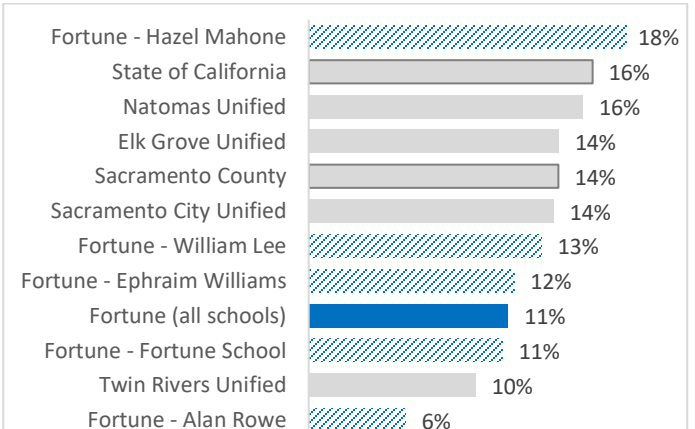
English Learner



Hispanic



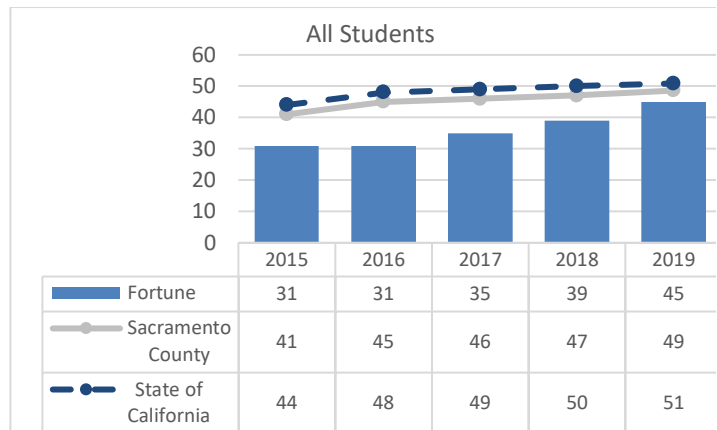
Students with Disabilities



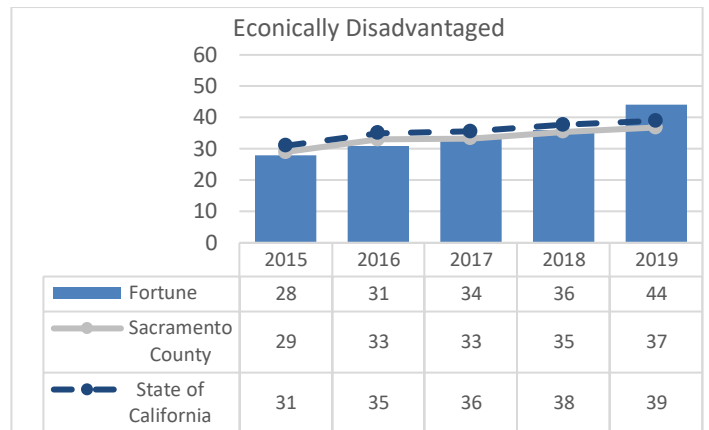
* fewer than 5 students

Student Group Five-Year Trend Data: English-Language Arts

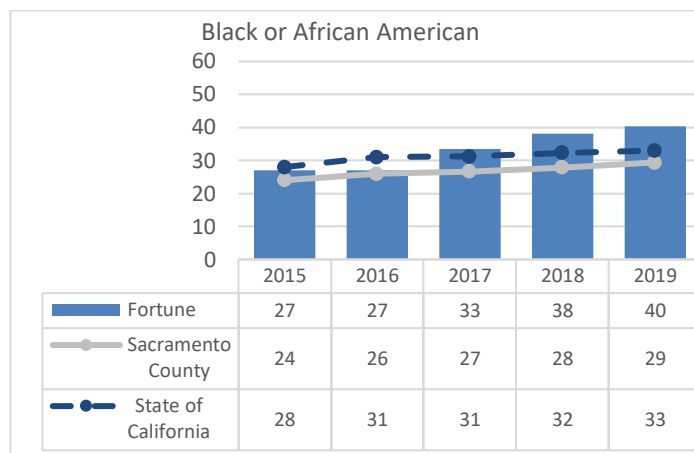
Percent of students Meeting or Exceeding Standard on the Smarter Balanced English-Language Arts assessment



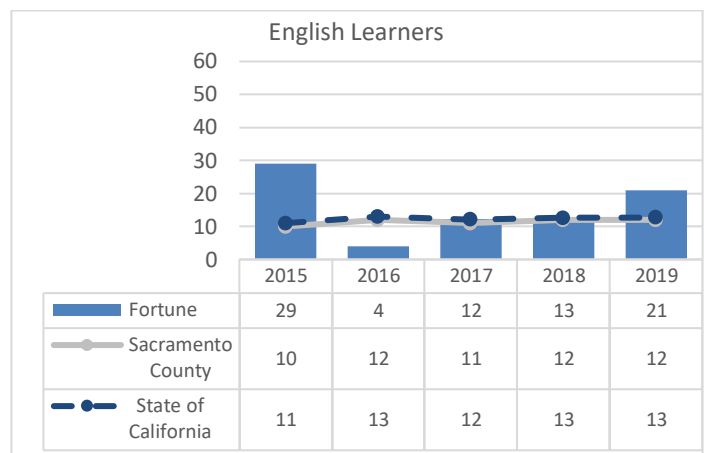
Growth: Fortune, 14 pts County, 8 pts State, 7 pts



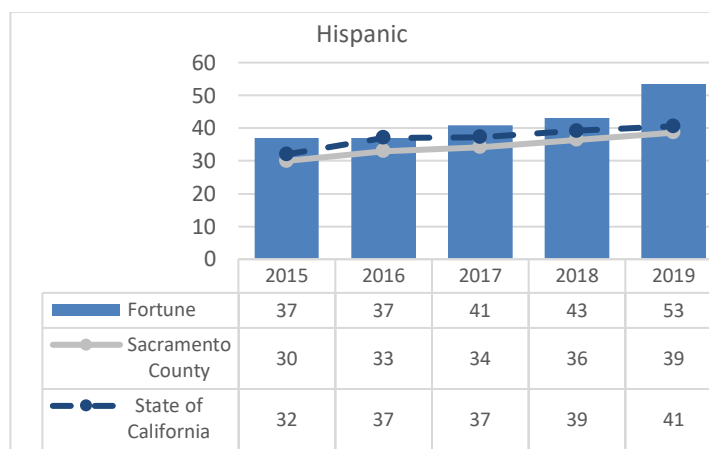
Growth: Fortune, 16 pts County, 8 pts State, 8 pts



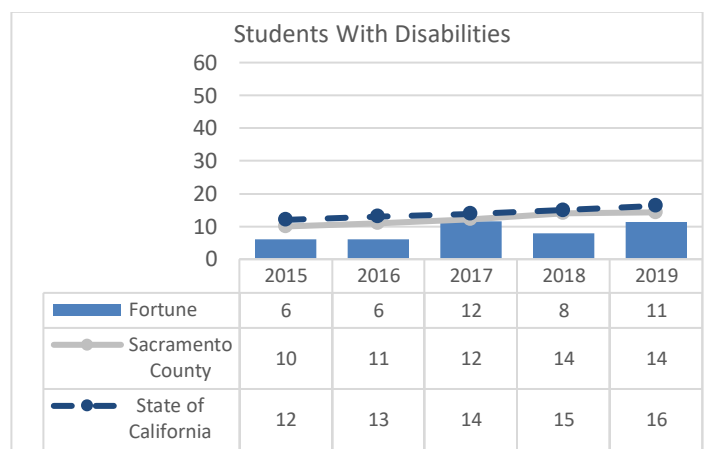
Growth: Fortune, 13 pts County, 5 pts State, 5 pts



Growth: Fortune, -8 pts County, 2 pts State, 2 pts



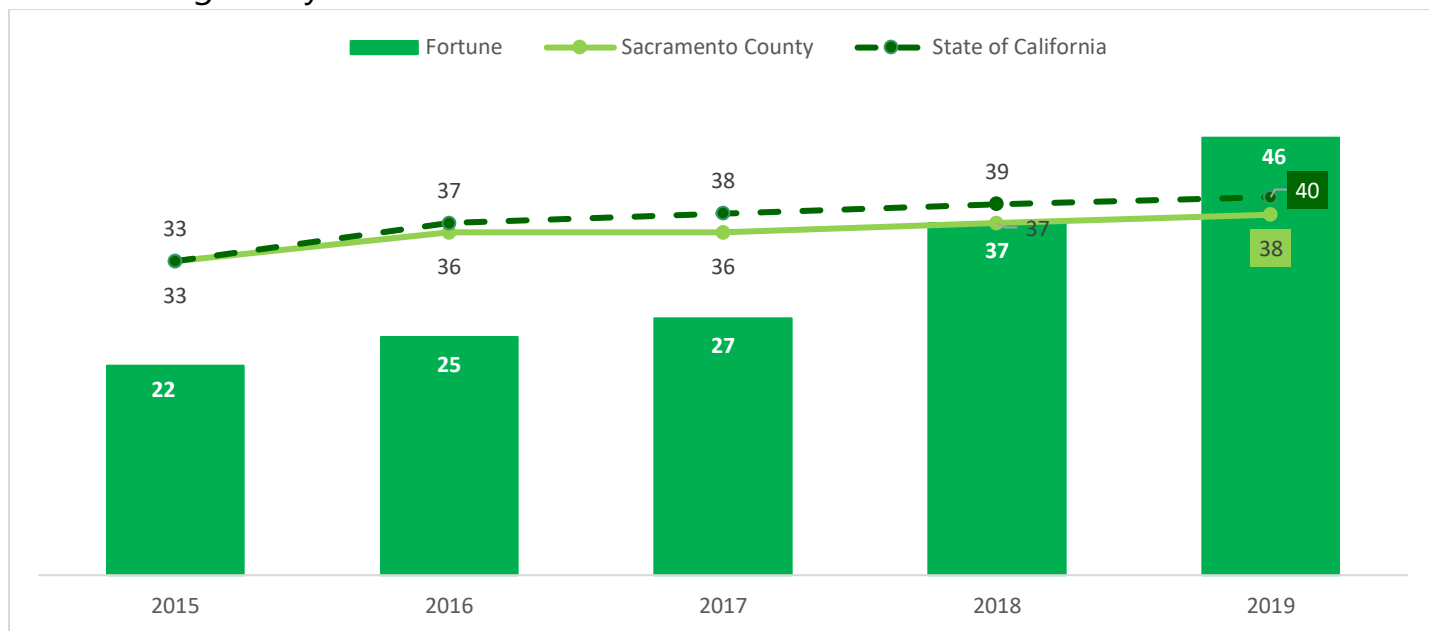
Growth: Fortune, 16 pts County, 9 pts State, 9 pts



Growth: Fortune, 5 pts County, 4 pts State, 4 pts

Mathematics

Since 2015, math scores for Fortune students have increased at a greater rate than for students regionally and statewide.

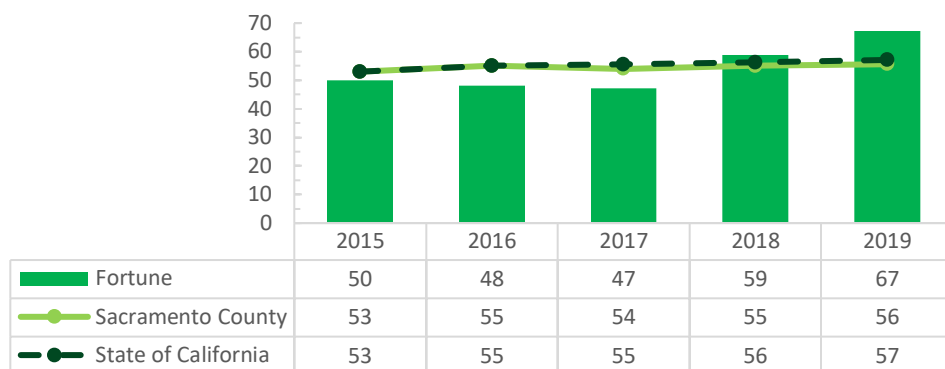


Entity	Growth (2015 to 2019)	2019 Difference from State	Change in Gap with State (2015 to 2019)
Fortune (All Schools)	+24	+6	Exceeded state rate by 6 points (gap reversed)
Sacramento County	+5	-2	Widened by 1 pt
State of California	+7	--	--

Five-Year Claim Trend Data: Mathematics

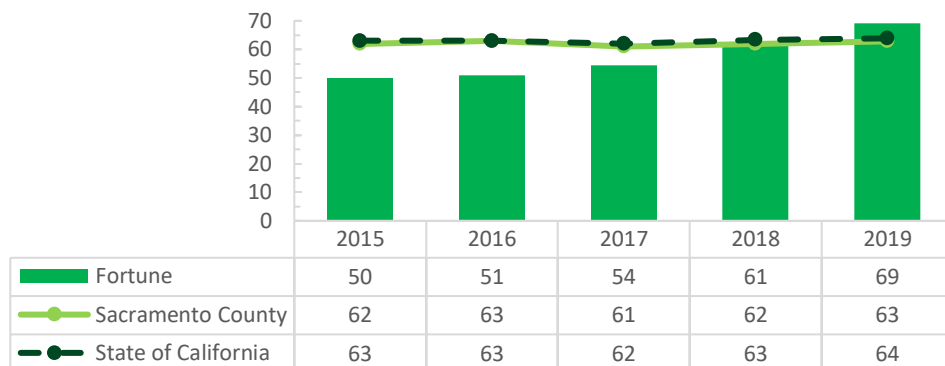
Percent of students scoring Near Standard and Above Standard on the claims comprising the Smarter Balanced Mathematics assessment

Concepts & Procedures



Growth: Fortune, 17 pts County, 3 pts State, 4 pts

Problem Solving, Modeling & Data Analysis



Growth: Fortune, 19 pts County, 1 pt State, 1 pt

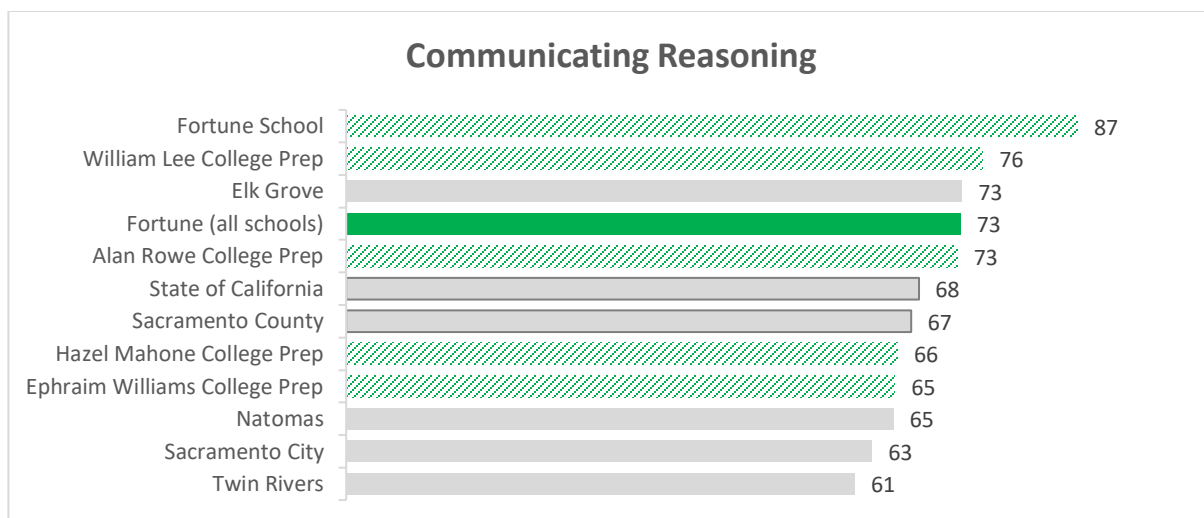
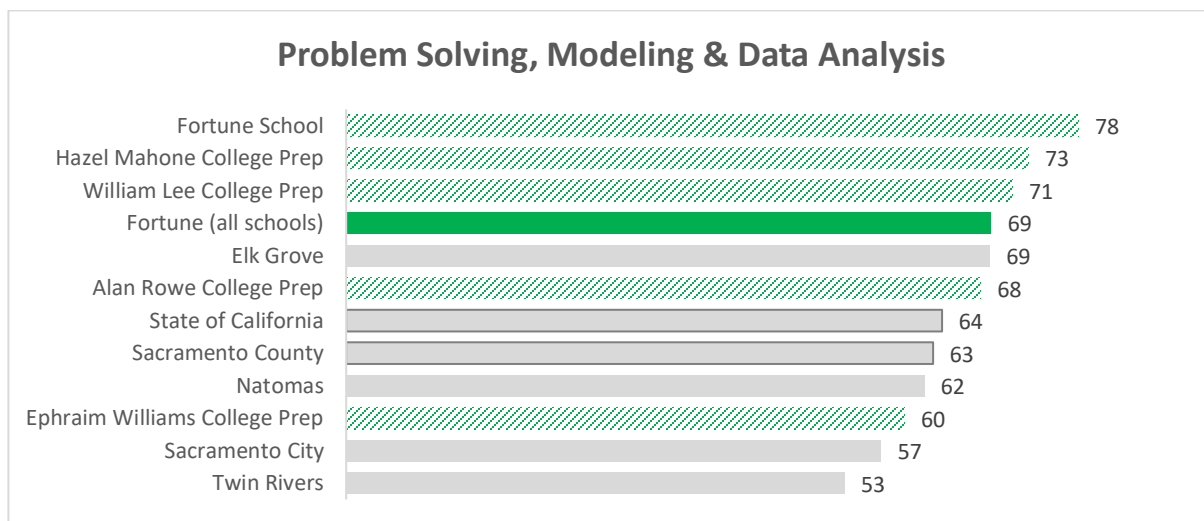
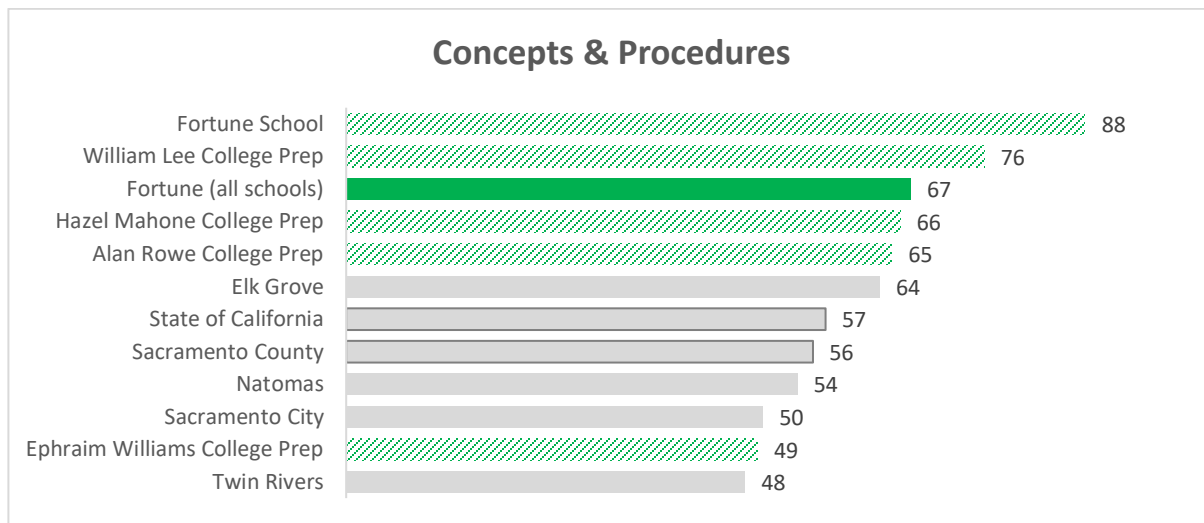
Communicating Reasoning



Growth: Fortune, 12 pts County, -1 pt State, 0 pts

Comparison to Feeder Districts: 2019 Mathematics Claims

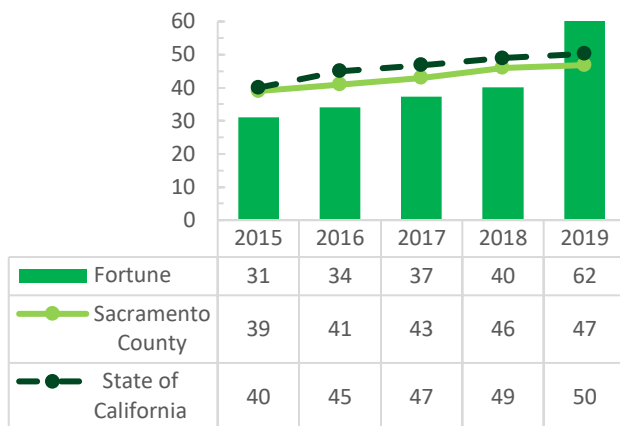
Percent of students scoring Near and Above Standard on the claims comprising the Smarter Balanced Mathematics assessment



Grade Level Five-Year Trend Data: Mathematics

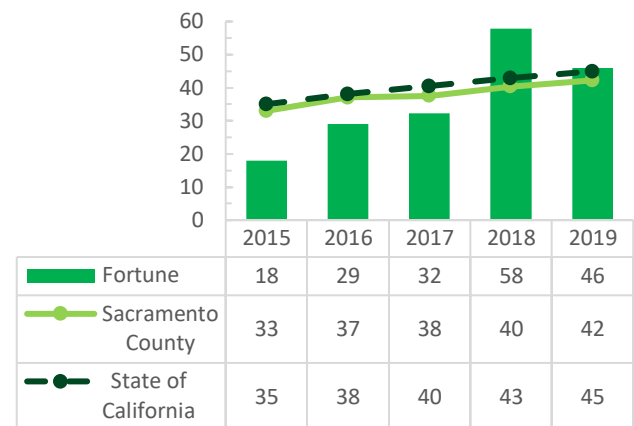
Percent of students scoring Met Standard and above on the Smarter Balanced Mathematics assessment

Grade 3



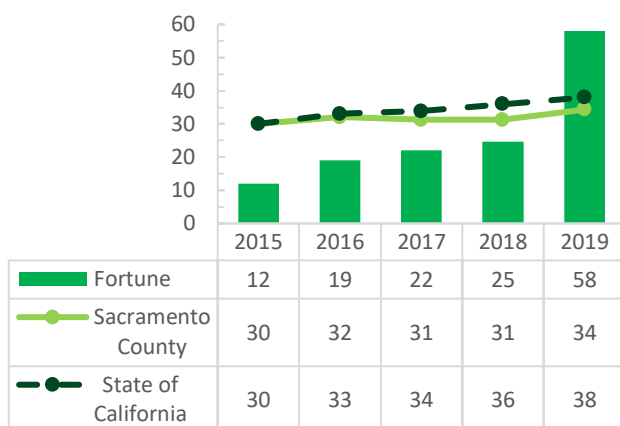
Growth: Fortune, 31 pts County, 8 pts State, 10 pts

Grade 4



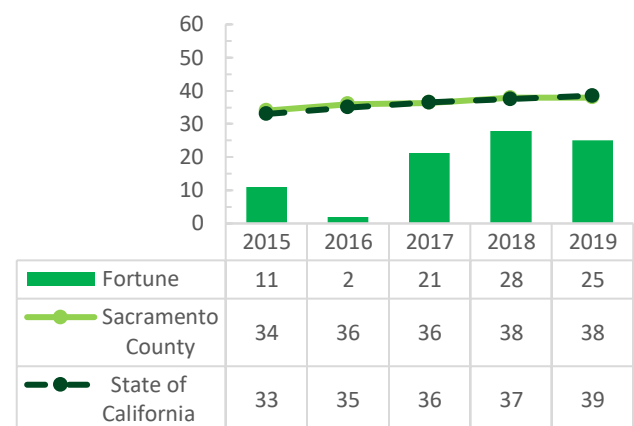
Growth: Fortune, 28 pts County, 9 pts State, 10 pts

Grade 5



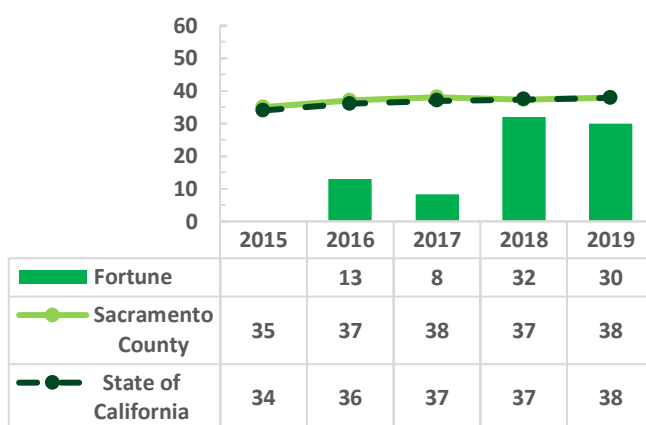
Growth: Fortune, 46 pts County, 4 pts State, 8 pts

Grade 6



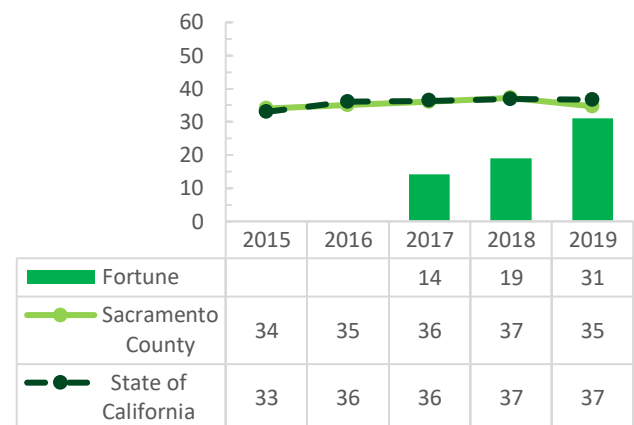
Growth: Fortune, 14 pts County, 4 pts State, 6 pts

Grade 7



Growth (from 2016): Fortune, 17 pts County, 1 pt State, 4 pts

Grade 8

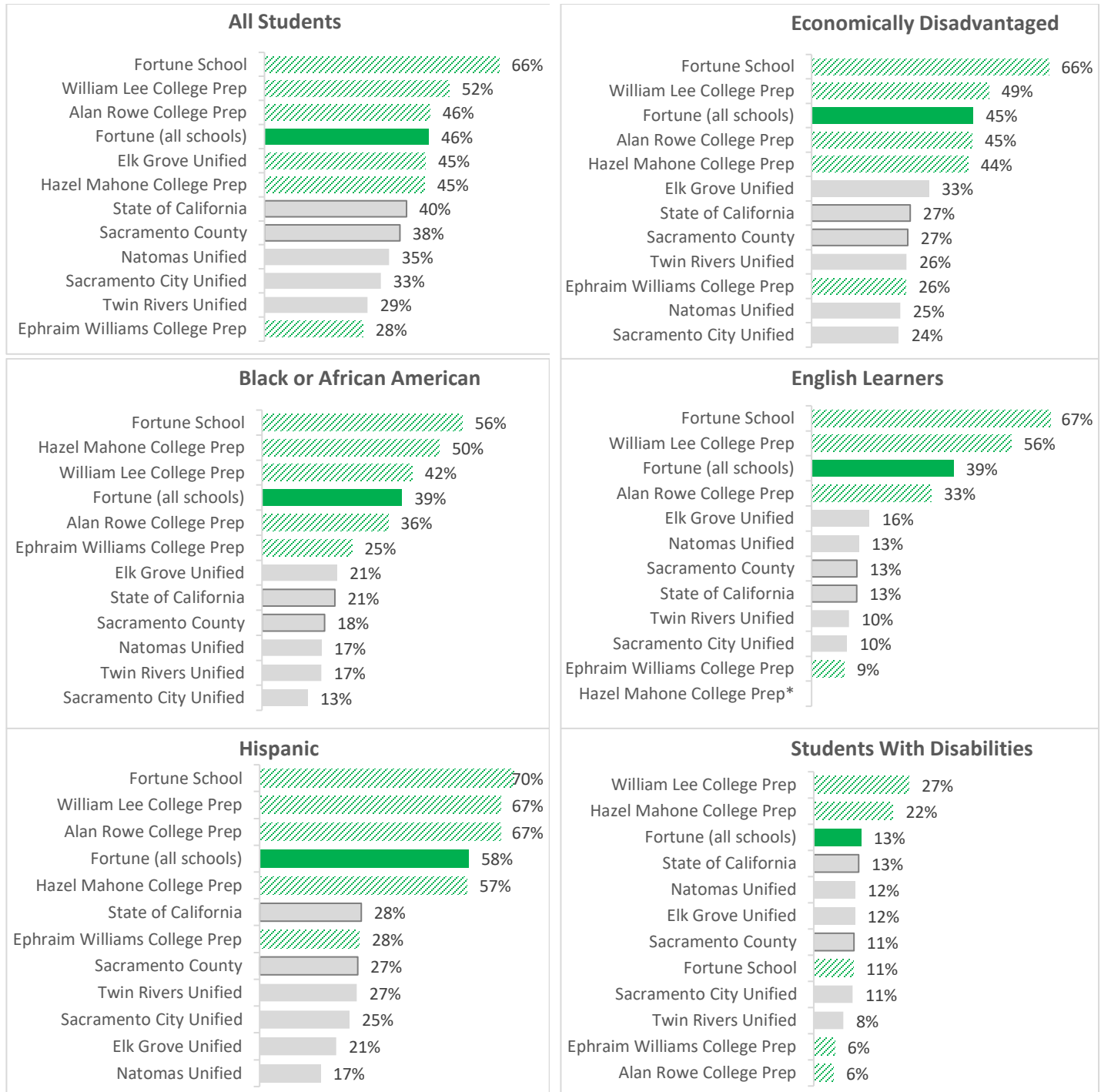


Growth (from 2017): Fortune, 17 pts County, -1 pt State, 1 pt

Comparison of Student Groups to Feeder Districts: 2019 Mathematics

Percent of students scoring Meeting or Exceeding Standard on Smarter Balanced Mathematics assessment

The performance of Fortune students in mathematics exceeded all four of the main feeder districts both for all students and for each of the five major student groups (African American, Hispanic, Economically Disadvantaged, English Learners, and Students With Disabilities).

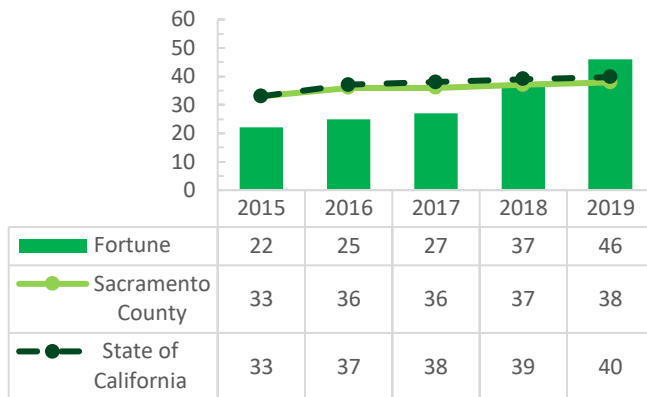


*fewer than 5 students

Student Group Five-Year Trend Data: Mathematics

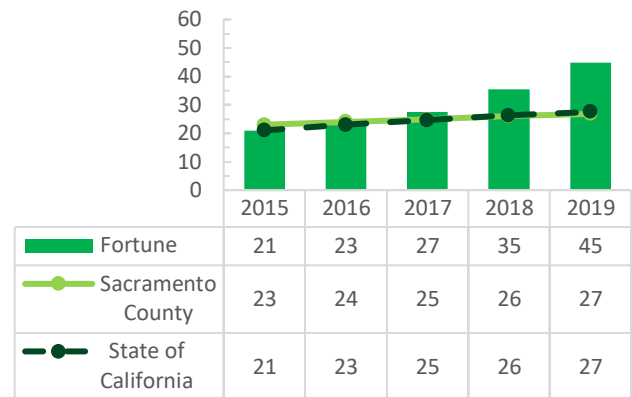
Percent of students scoring Met Standard and above on Smarter Balanced Mathematics assessment

All Students



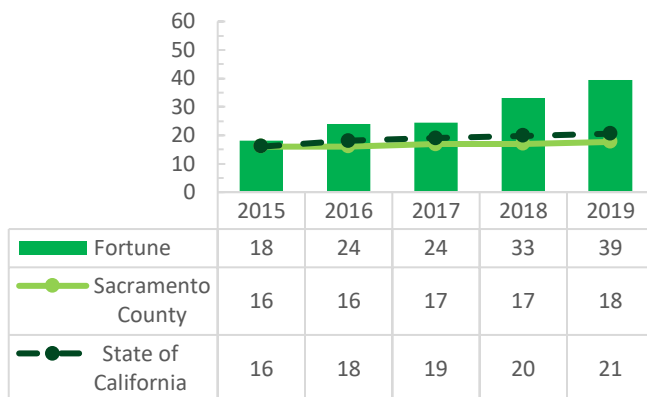
Growth: Fortune, 24 pts County, 5 pts State, 7 pts

Economically Disadvantaged



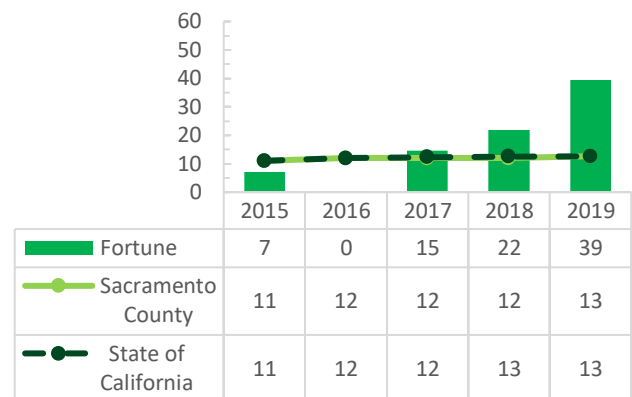
Growth: Fortune, 24 pts County, 4 pts State, 7 pts

Black or African American



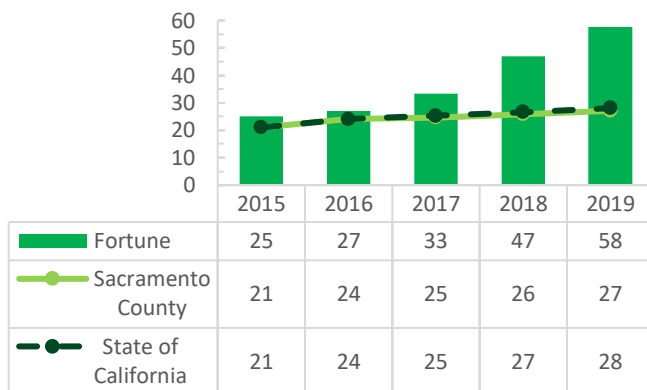
Growth: Fortune, 21 pts County, 2 pts State, 5 pts

English Learner



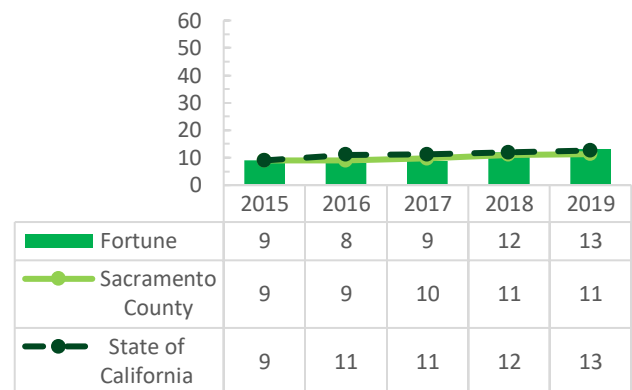
Growth: Fortune, 32 pts County, 2 pts State, 2 pts

Hispanic



Growth: Fortune, 33 pts County, 6 pts State, 7 pts

Students With Disabilities



Growth: Fortune, 4 pts County, 2 pts State, 4 pts

FORTUNE SCHOOL DATA ANALYSIS 2018-2019

Submitted by Fortune School of Education

Improving Outcomes for Our Scholars: Fortune School Data Analysis 2018-19

Fortune School System-wide Growth

Fortune School began serving students in Sacramento in the fall of 2011, beginning with 171 scholars. Fortune's enrollment has risen to 1,456 scholars in 2019-20. Fortune scholars are mostly low-income (85%) and minority (99%). This report aims to transparently assess the extent to which Fortune School is achieving its mission to close the African American achievement gap in Sacramento County. In 2015-16 for ELA, 31% of scholars met or exceeded state standards. By 17-18, Fortune scholars had made 8 points of growth with 39% of scholars meeting or exceeding state standards. By 18-19, Fortune scholars, made an additional 6 points of growth with over 45% of scholars meeting or exceeding standards. **Fortune scholars grew by 14 points in English Language Arts over the last three school years.** In Math, Fortune scholars grew even more, increasing scores from 25% met or exceeded in 2015-16 to 37% in 2017-18 and 46% in 2018-19. **In Math, Fortune scholars grew by 21 points over the last three school years.** While encouraged by these levels of growth, we have more work to do. We are currently engaged in an array of efforts to improve the academic performance of our scholars, such as a focus on early literacy, implementing close reading protocols with our scholars and entering our second year with new math curriculum that matches the rigor of the Common Core. In addition, we continue to learn from other high performing schools throughout the nation. We are excited to continue to dedicate ourselves to this vital work.

School-level Growth

Each of our schools have shown growth over the last four-year period in both ELA and Math. As we dive deeper into school-level results, we again see promising trends. Over the last four years, every one of Fortune's schools has posted growth in the percent of scholars meeting or exceeding state standards in at least one subject. **Four of Fortune's five schools experienced double-digit growth in ELA and all five schools experienced double digit growth in Math.**

SBAC Results for ELA	2016	2017	2018	2019	Change
Fortune School	43	42	58	66	23
William Lee College Prep	29	28	26	42	13
Alan Rowe College Prep	34	42	33	39	5
Ephraim Williams College Prep	19	28	30	42	23
Hazel Mahone College Prep	n/a	31	41	41	10
Systemwide	31	35	39	45	14

Source: CDE CAASPP Research File, 10.23.19

SBAC Results for Math	2016	2017	2018	2019	Change
Fortune School	36	36	54	66	30
William Lee College Prep	21	26	36	52	31
Alan Rowe College Prep	23	28	27	46	23
Ephraim Williams College Prep	9	16	27	28	19
Hazel Mahone College Prep	n/a	23	35	45	22
Systemwide	25	27	37	46	21

Source: CDE CAASPP Research File, 10.23.19

Performance of our Grade Levels on SBAC

In addition to looking at data by school, we also like to look at performance by grade level to better understand where we are having greater success and where interventions are necessary.

SBAC Results for ELA

Grade	2016	2017	2018	2019	Change
3	29	36	36	48	19
4	35	41	47	45	10
5	44	38	40	56	12
6	16	31	35	28	12
7	23	25	47	56	33
8	n/a	26	22	55	29

Source: CDE CAASPP Research File, 10.23.19

SBAC Results for Math

Grade	2016	2017	2018	2019	Change
3	34	37	40	64	30
4	29	32	58	46	17
5	19	22	25	57	38
6	2	21	28	26	24
7	13	8	32	33	20
8	n/a	14	19	30	16

Source: CDE CAASPP Research File, 10.23.19

Analyzing the data by grade level shows a few important trends. First, in Math, Fortune School has grown in performance slowly and steadily over the past four years. Over this four-year period, all grade levels have grown by double digits, with exceptional performance in 3rd and 5th grades in Math. In Math, 4th grade experienced a drop between 2018 and 2019, but the overall performance is still showing strong growth over the last 4 years of 17 points.

In English Language Arts, the growth has been mostly moderate each year averaging 5 points of growth annually. In 5th and 8th grade, scholars made massive growth between 2017 and 2018 of 16 points and 33 points, respectively. This data also shows that our performance has fallen backwards in 4th and 6th grade. These are both focus areas for our Curriculum and Instruction team as we engage in our professional development during the 2019-20 school year.

Comparisons to Other Schools

In order to better understand school performance, it is useful to identify other measures of performance that not only look at absolute performance, but also account for demographic differences between schools. For each school in the state, we calculate two performance ranks so that we can compare our performance. These ranks are:

State Rank compares the school's performance to other California schools using a measure of pure achievement.

Similar Schools Rank compares the school's performance to a theoretical school serving identical demographics.

	State Rank 2018	State Rank 2019	Similar Schools Rank 2018	Similar Schools Rank 2019
ARCP	4	6	4	8
EWCP	2	4	8	10
FS	8	8	10	10
HMCP	5	6	7	10
WLCP	4	6	6	10

Using these ranks, we see that 4 of Fortune's 5 schools have a Similar Schools rank of 10, the highest rank possible, which places these schools in the top 10 percent of all schools in the state when controlling for demographics. When comparing these ranks to 2018, all schools improved significantly, except for Fortune School which had already achieved the maximum score.

In addition to comparing our schools to one another, this data is extremely valuable for comparing to other schools statewide. The following list includes all of the schools in the state that serve greater than 50% African American, 50% low income students, have a similar schools rank of 10 and are in the top half of student performance in the state. **These schools are the highest performers around the state with African American students, and Fortune manages 4 of the top 8 schools in statewide.**

When looking at this same data in terms of math performance, Fortune School is the highest performing school in Math performance in the state.

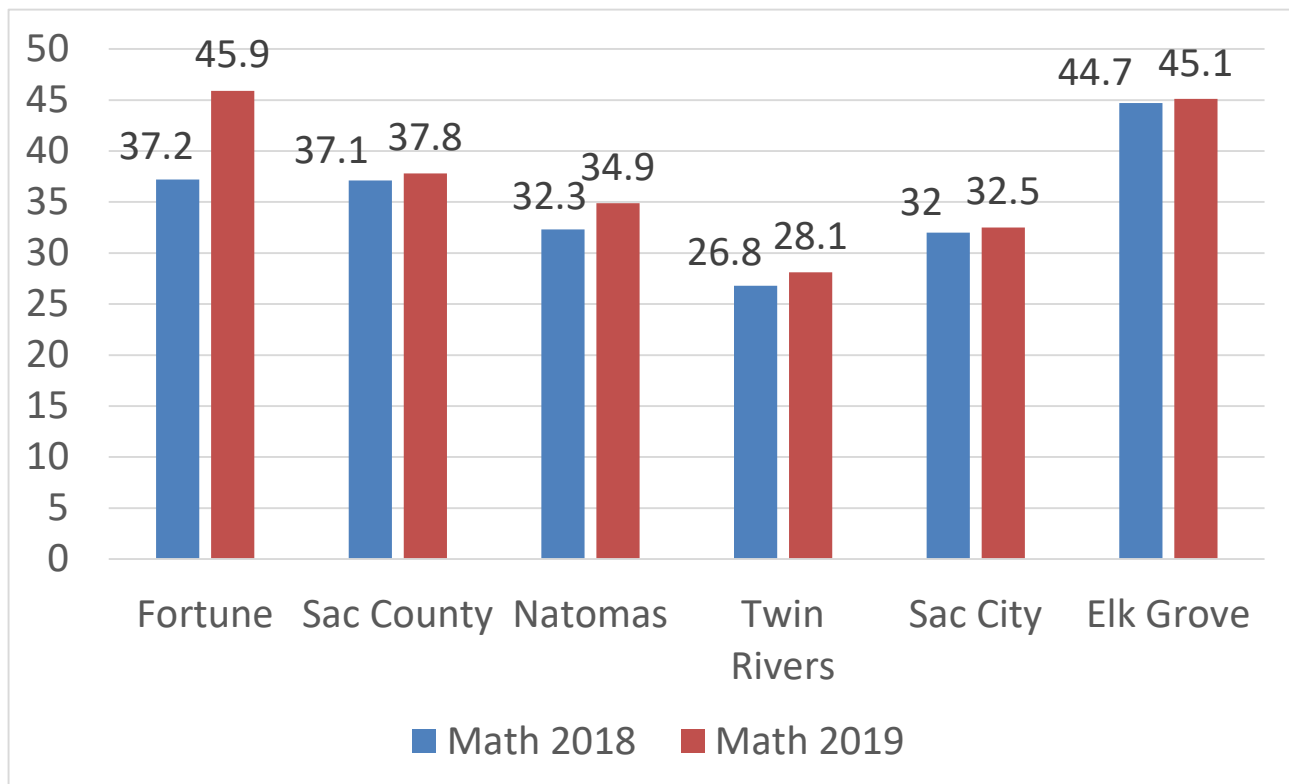
School Name	Similar Schools Rank	State Rank	ELA % Met	Math % Met
Cowan Avenue Elementary	10	9	69	65
Wilder's Preparatory Academy Charter	10	9	69	63
Wilder's Preparatory Academy Charter Middle	10	9	83	54
Fortune School	10	8	66	66
Hardy Brown College Prep	10	7	57	51
William Lee College Prep	10	6	42	52
Watts Learning Center	10	6	44	48
Hazel Mahone College Prep	10	6	41	45
CATCH Prep Charter High, Inc.	10	6	56	41
Today's Fresh Start-Compton	10	6	48	39
Aspire Berkley Maynard Academy	10	6	45	37
Pasadena Rosebud Academy	10	6	43	36
Sacramento Charter High	10	6	69	27
St. HOPE Public School 7	10	5	46	38
Broadacres Avenue Elementary	10	5	45	39
Malcolm X Academy	10	5	23	43

Source: CDE CAASPP Research File, 10.23.19 and Fortune analysis of State Ranks and SSM

Comparisons to Local Districts

As we compare our results to the school districts where our students would otherwise attend, we find that Fortune School is growing faster than all local districts, faster than the county, and faster than the state in both ELA and Math. When looking specifically at Math performance, we find that Fortune is now the highest performing school system in terms of Math performance, passing Elk Grove Unified this year.

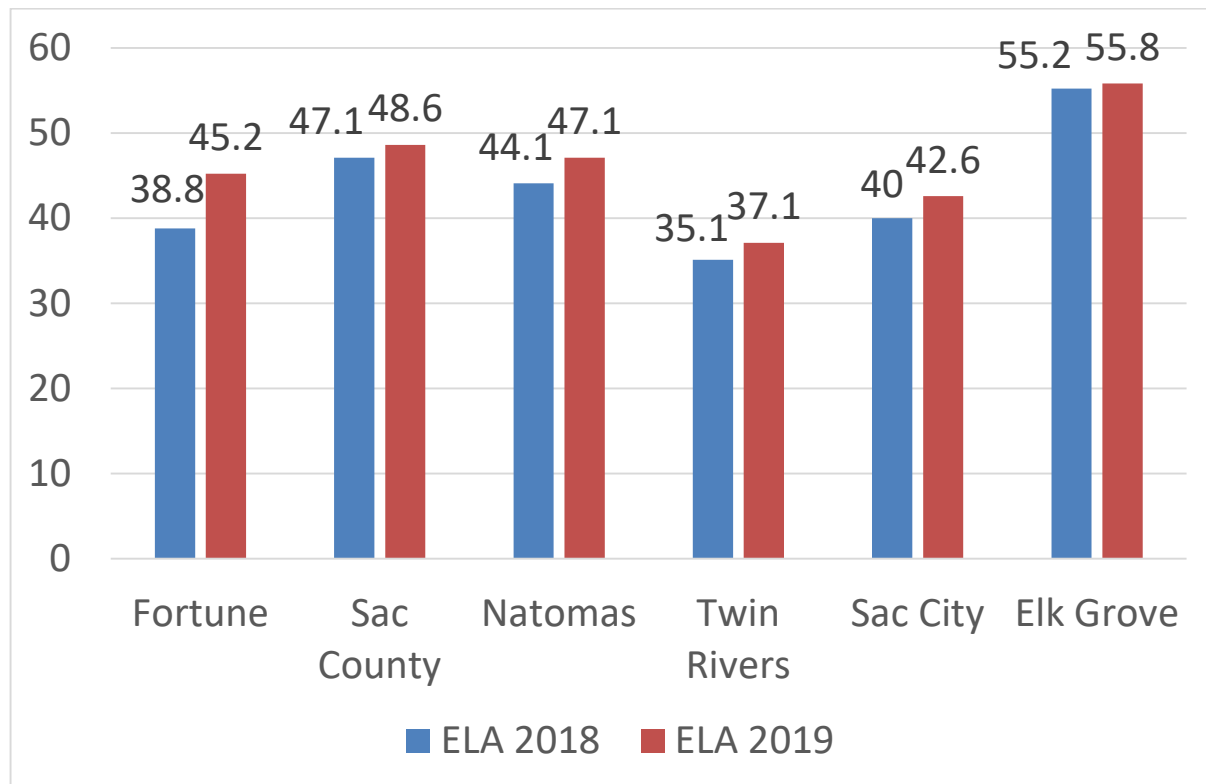
Math Performance 2017-18 to 2018-19



School	Math Growth
Fortune	8.7
Sac County	0.7
Natomas	2.6
Twin Rivers	1.3
Sac City	0.5
Elk Grove	0.4

Source: CDE CAASPP Website, 10.23.19

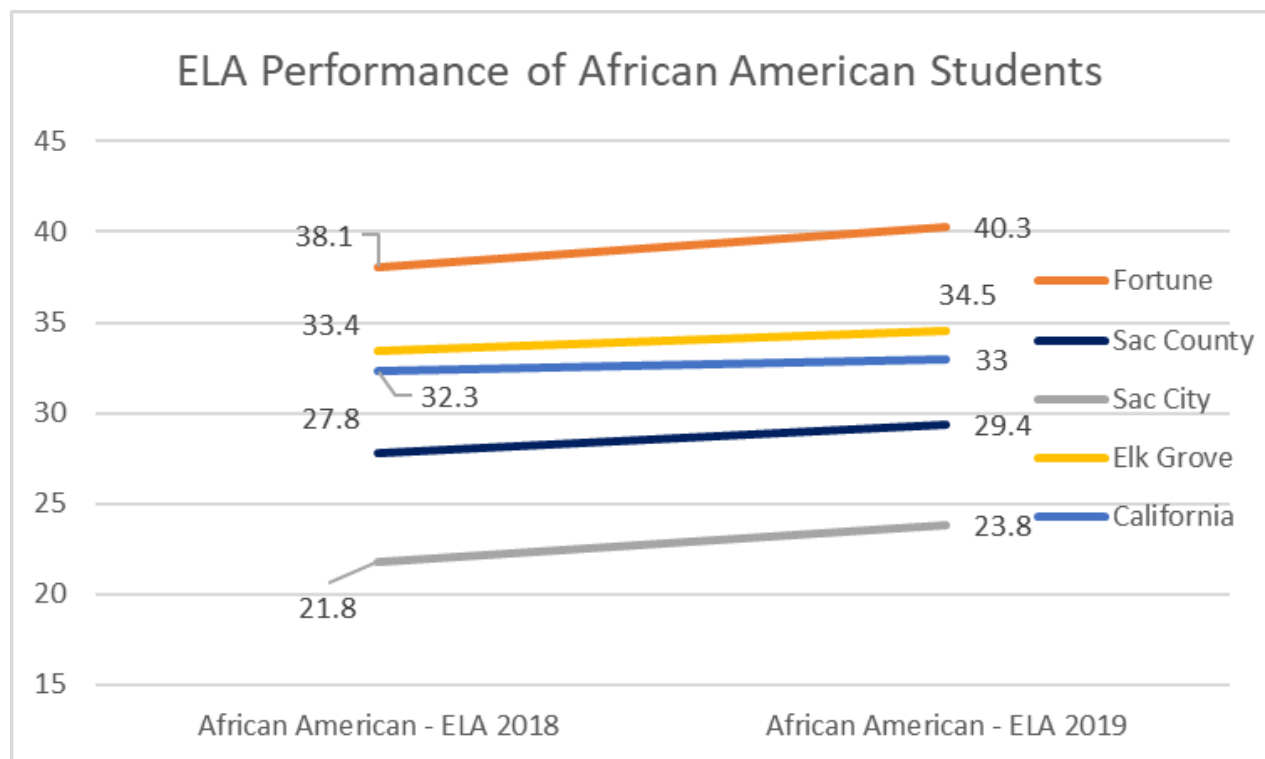
ELA Performance 2017-18 to 2018-19



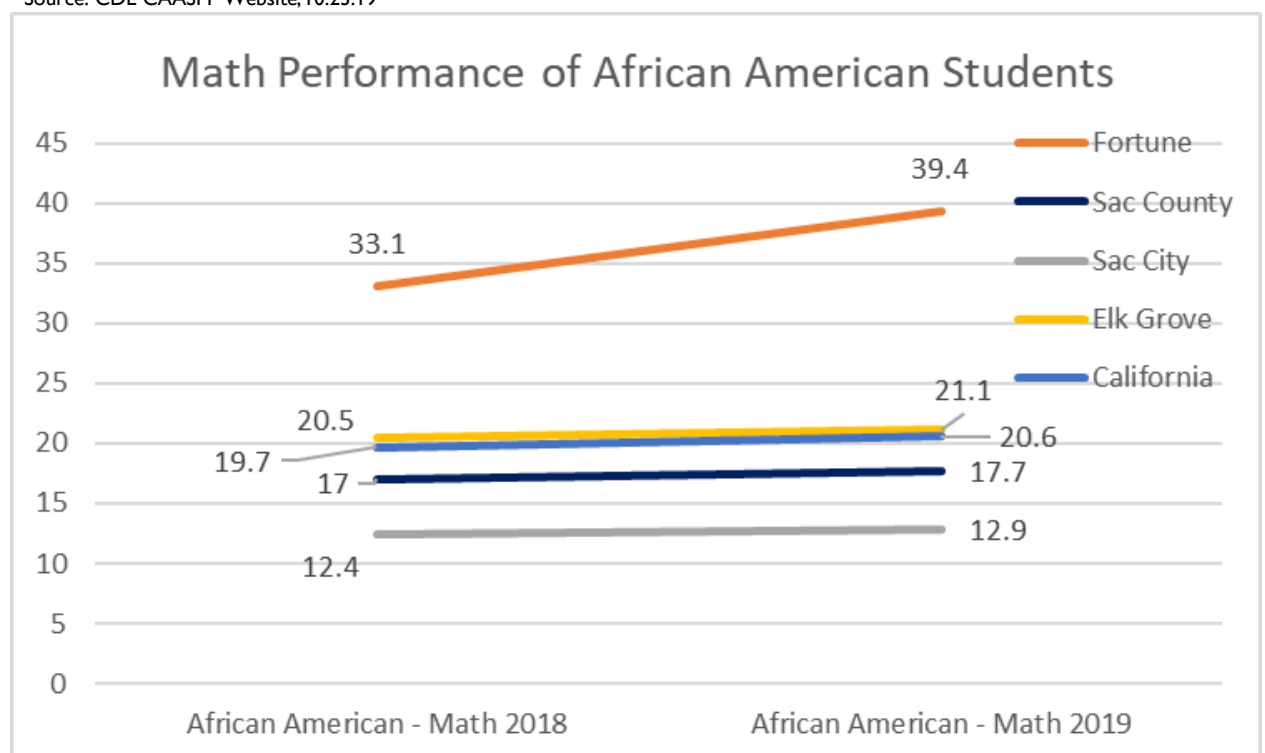
School	Growth
Fortune	6.4
Sac County	1.5
Natomas	3
Twin Rivers	2
Sac City	2.6
Elk Grove	0.6

Source: CDE CAASPP Website, 10.23.19

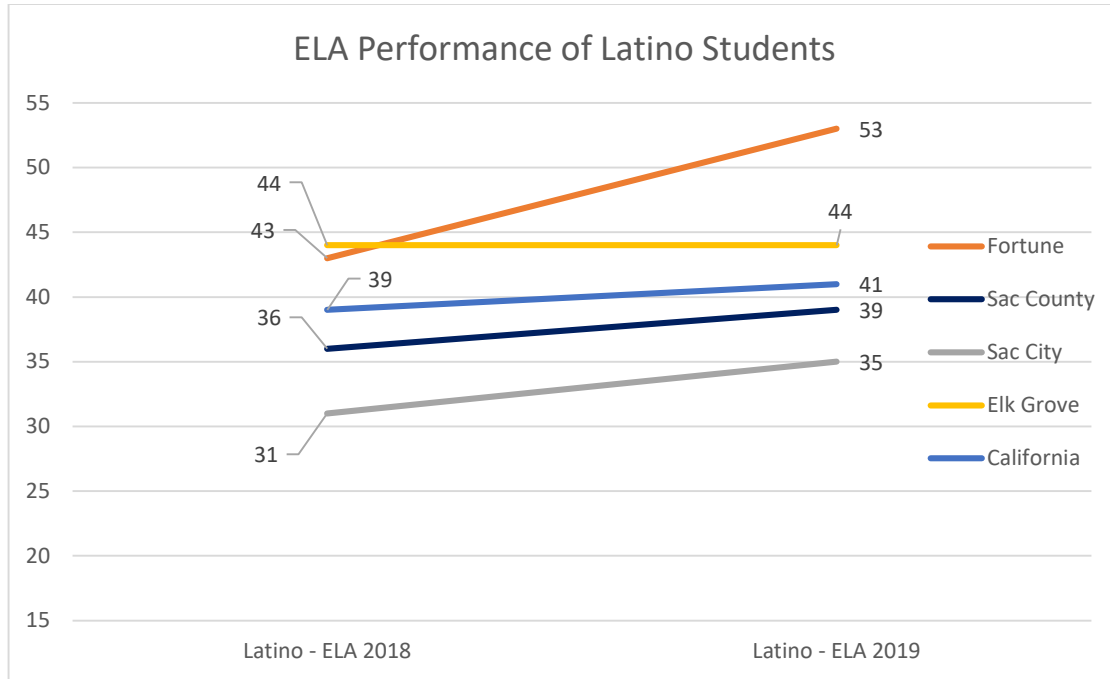
When looking at absolute performance of African American students, Fortune remains the top performer when compared to other districts, the county and the state in both ELA and Math. Fortune is also growing at the fastest rate, with 2.2 points of growth in ELA and 6.3 points of growth in Math. Fortune is growing at a rate 7 times greater than the state in Math and 3 times greater than the state in ELA. **This demonstrates achievement gap closing growth.**



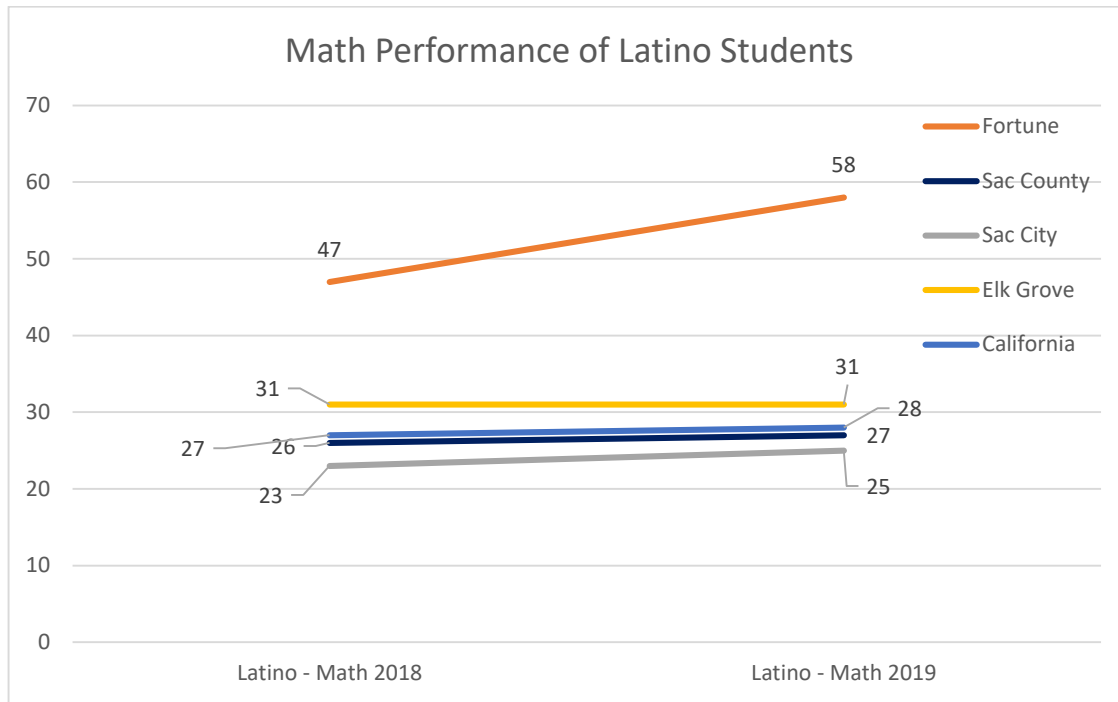
Source: CDE CAASPP Website, 10.23.19



In addition to the outstanding performance of Fortune's African American scholars, Fortune's Latino scholars, which make up about 25% of Fortune's student population have also improved dramatically and are far exceeding the performance of Latino students in other local school districts and the state. The charts below compare the Math and ELA performance of Fortune's Latino scholars to the Latino students in other districts.

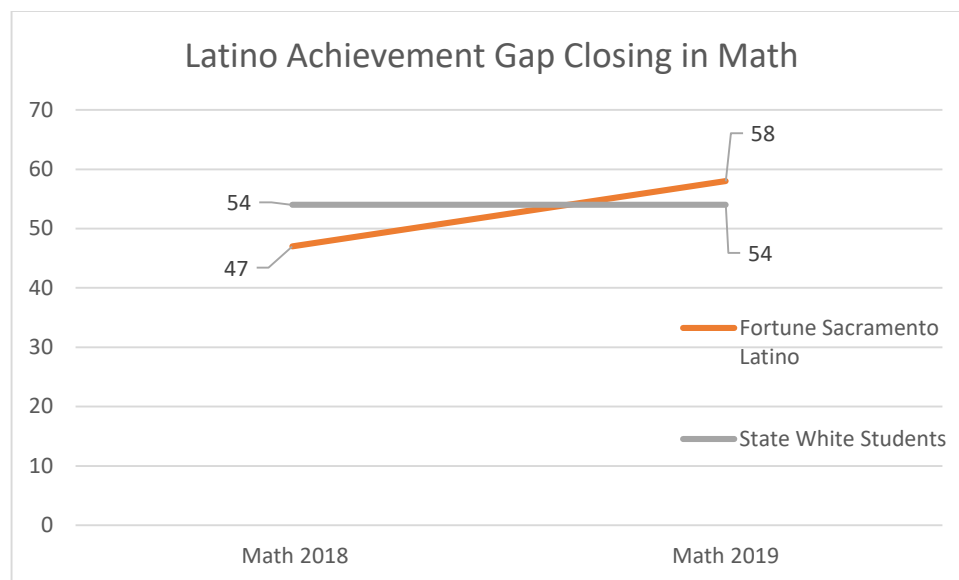


Source: CDE CAASPP Website, 10.23.19

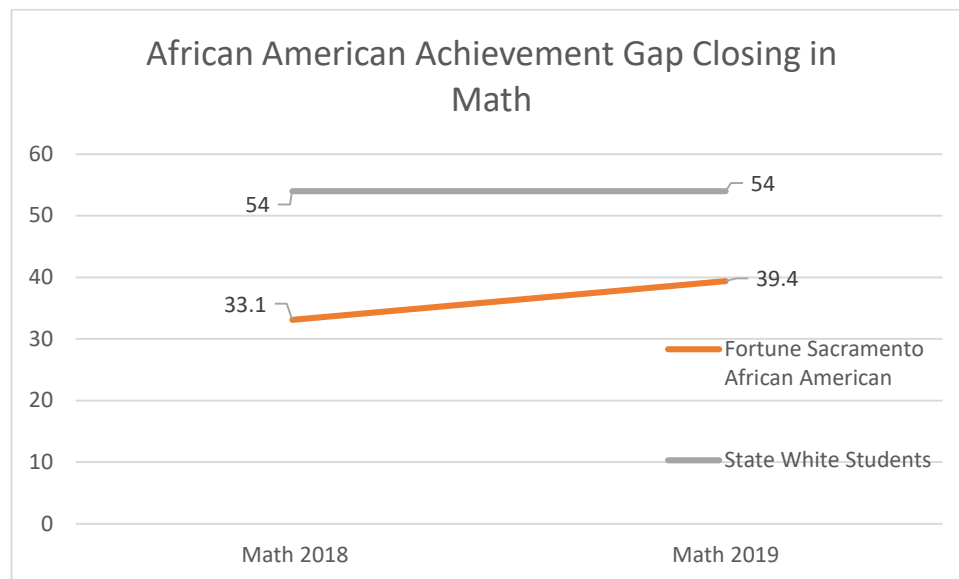


Source: CDE CAASPP Website, 10.23.19

As an organization focused on closing achievement gaps, in the 18-19 school year, Fortune Latino scholars surpassed the performance of White students statewide in Math, closing that achievement gap. Fortune has also significantly narrowed the achievement gap between African American and White students.



Source: CDE CAASPP Website, 10.23.19



Source: CDE CAASPP Website, 10.23.19

How Fortune Will Continuously Improve

Continuous improvement is central to our academic philosophy. As such, we are currently engaged in many strategies to improve our results. Each year Fortune develops organizational priorities through an extensive stakeholder engagement process with parents, teachers and school leaders. These are the priorities that Fortune wants to “win on” not just “work on.” Additionally, these organizational priorities drive our spending decisions reflected in our board-adopted budget and LCAP. The 2019-20 Organizational Priorities can be found in Appendix I.

Appendix I



1 **TEACHER RETENTION**

Fortune School will increase the teacher retention rate to 80% within 2 years.

2 **CULTURE**

Each campus will fully implement the Fortune School culture for adults and children to a level of excellence.

Each teacher will score 80% or higher on the Classroom Culture Observation Rubric each trimester.

Each campus will be inspected annually for fidelity to the Fortune School culture and be provided actionable feedback.

3 **GROWTH**

Fortune School will grow to 1,834 student enrollment by 2019-20 and launch new schools in the 2020-21 school year:

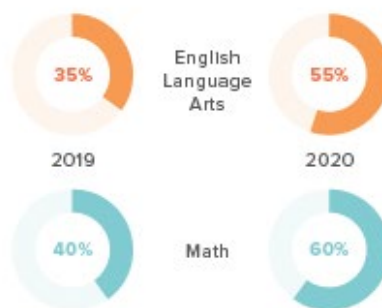
FORTUNE MIDDLE SCHOOL 150 students, Grades 6-8, Open Fall 2020

TECOY PORTER COLLEGE PREP 150 students, Grades TK-1, Open Fall 2020

FORTUNE PRESCHOOL Open 2020

4 **K-1 STUDENT PERFORMANCE FOR READING AND MATHEMATICS**

By 2020, Fortune School will increase the percentage of K-1 scholars that are above the 60th percentile on NWEA MAP to 55% in ELA and 60% in Mathematics.



5 **REGIONAL ACCREDITATION**

Fortune School of Education will earn regional accreditation and establish Fortune University as a Historically Black College in Sacramento.

ORGANIZATIONAL PRIORITIES

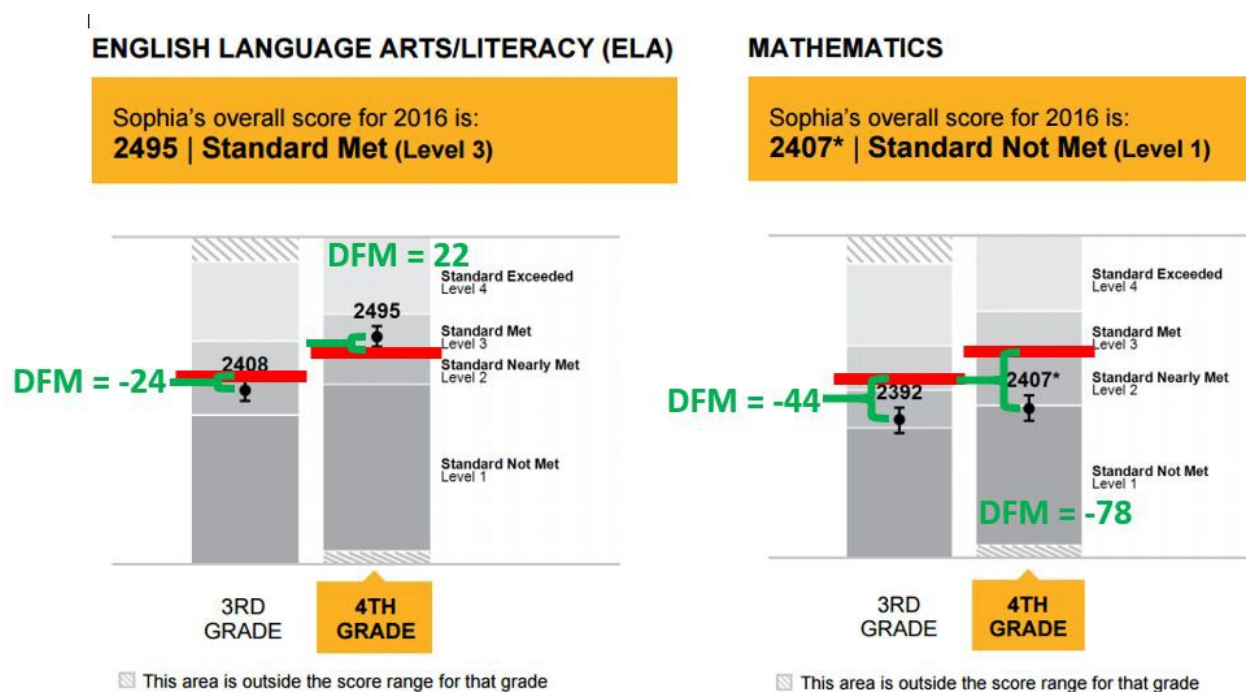


FORTUNE
SCHOOL

Technical Appendix

From Achievement Levels to Scale Scores

Each student who completes a Smarter Balanced assessment receives a scale score in both ELA and Math. The scale scores fall into one of four performance levels, with ranges depending on the particular grade and subject. A publicly available research file provides the average scale score for each grade at every school. To standardize performance across grades and subjects, we subtract the minimum scale score to score in the third performance level (i.e. Standard Met) from average scale score in each grade. We call this the DFM, or “Distance From Met.” A score of zero means that the average score for that grade was exactly the minimum score to be Met; a score of negative 30 means that the average score for that grade was 30 points below the minimum Met score. The graphics below show how to calculate DFM for an individual student with scores from grades 3 and 4.



For each subject, we calculate the weighted average of DFM scores across all grades in a school. We weight by the number of students with valid test scores. This produces the same average DFM for each subject that we would obtain with student-level data. We then take the average of the ELA and Math DFM scores to obtain one overall DFM score for each school.

The average ranked school in 2015-16 had a DFM of 23 points below Met. The standard deviation was 46 points, and DFM ranged from 215 points below Met to 151 points above Met.

State Ranks

To make State Ranks, we divide schools into deciles based on their DFM. The primary assumption this makes is that DFM is an equally difficult standard across grades. The table below shows the average DFM of students statewide by subject and overall. We see that while DFM for each subject varies significantly by grade, overall DFM is extremely uniform across grade levels. With the exception of third grade, average DFM scores only range from -22 to -28. This means that regardless of the grades schools serve, DFM measures them fairly.

2015-16 CAASPP Scores

Grade	ELA DFM	Math DFM	Overall DFM
3	-18	-11	-15
4	-19	-25	-22
5	-6	-43	-25
6	-12	-43	-28
7	-10	-42	-26
8	-8	-45	-26
11	17	-60	-22

Similar School Ranks

While we hold all students to the same standard, the unfortunate reality is that demographics explain a large portion of current variation in achievement. Starting in 2000, the California Department of Education ran regressions of demographics on performance in order to create a school comparison index. This index was then used to determine for each school a literal list of its 100 most similar demographically comparable schools. The California Charter Schools Association (CCSA) worked with researchers and practitioners to create a “Similar Students Measure” that borrowed heavily from the state’s school comparison index. Instead of creating lists of similar schools, however, CCSA compared each school’s actual performance to the performance predicted by regression models. This resulted in a measure – scaled from 1 to 20

– that reflected the degree to which each school performed higher or lower than we would expect given its students’ demographics. This methodology has evolved over time to keep pace with changes in state testing and reporting.

We, in turn, borrow heavily from CCSA in creating our Similar School Ranks. The infographic below explains our methodology at a high level:



We run regressions for each grade and subject for all schools. We only exclude data for grades that have fewer than 11 valid test-takers, because we worry that such small numbers of students would blur the true relationship between demographics and performance. A similar rationale applies to our decision to use the number of valid test takers as frequency weights: we want to determine the relationship between demographics and performance as accurately as possible. We get more information about this relationship when there are more students, and the weights capture that reality. The dependent variable is the average scale score in that grade and subject. The independent variables are:

- Binary indicators for schools that are (1) magnet or (2) DASS (Dashboard Alternative School Status)
- The percentage and squared percentage of test-takers in each of four ethnic/racial categories:
 - o African American, Asian, Latino, and Other (White is the reference category)
- The percentage and squared percentage of test-takers in each of four other categories: o Students with disabilities, socioeconomically disadvantaged students, English Learners, and Reclassified Fluent English Proficient (R-FEP) students
- Average parent education, ranged from 1 (no parents complete high school) to 5 (all parents completed graduate school); and this term squared

The squared variables capture the extent to which concentrations of particular student groups influence performance. Information on average parent education is based on school surveys with known response rates, and for some schools the response rate is zero. In order to include all schools in the analysis, we run pairs of regressions for each grade and subject: one regression includes average parent education, while the other does not. We then use the response rate to weight the results of both regressions. This approach is borrowed directly from the state's and CCSA's methodology.

For each grade and subject, we obtain one "gap" measure (i.e. actual minus predicted). We average ELA and Math and then take the weighted average across all grades to create one "gap" for each school. Lastly, we convert this "gap" into the Similar Schools Rank by dividing into deciles all schools that are not DASS or tiny (i.e. fewer than 30 students with scores).

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Revisions to Board Bylaw 8510 (Renumbered 9310) – Policy and Administrative Regulation Development	Agenda Item No.: VIII.E. Enclosures: 4
Reason: First Reading of Board Bylaw Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 11/12/19

BACKGROUND:

Attached are proposed revisions to Board Bylaw 8510 (Renumbered 9310) – Policy and Administrative Regulation Development. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

- The revisions combine BB 8510, BB 8520, BP 2010, and corresponding regulations into one Board Bylaw and updates that Bylaw to reflect current practices and the law.

The Policy Committee reviewed Board Bylaw 8510 (Renumbered 9310) – Policy and Administrative Regulation Development on October 15, 2019 and recommended that the revised Bylaw be presented to the Board for First Reading.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Bylaw 8510 (Renumbered 9310) – Policy and Administrative Regulation Development be submitted to the Board of Education for First Reading.

DRAFT

8000 9000 – BYLAWS OF THE BOARD

POLICY AND ADMINISTRATIVE REGULATION DEVELOPMENT

BB 8510 9310

(Page 1 of 4)

Board Policies

~~The County Board of Education shall adopt clearly written policies which, in its judgment, reflect the stated philosophical beliefs of the Board, the desires of the community, and the best advice of the staff. Board Policies shall determine the scope and nature of the services and programs of the County Office of Education and shall establish methods of program evaluation in order to ensure accountability.~~

~~In formulating and/or revising policies, the County Board of Education shall encourage participation from members of the community and staff, and shall consider all information from individuals and/or groups to obtain a more complete understanding of the implications of a proposed policy or amendment, and in order that the policy adopted will reflect, in the judgment of the Board, the needs and desires of the community and the staff.~~

~~Formal adoption of policies shall be recorded in the County Board of Education minutes, and policies shall be printed in the Official Documents Manual. Only statements so adopted and recorded shall be regarded as official Board Policies.~~

~~The Executive Committee of the County Board of Education President shall annually establish a subcommittee of Board members to review, regularly, existing policies and to recommend to the entire Board membership proposed modifications or elimination or the need for adoption of new policies. The policy Subcommittee may not take formal action on existing or proposed policies, but rather may make recommendations for such action to the entire Board.~~

~~Proposed policies or amendments shall not be adopted at the first presentation to the County Board of Education, but shall be returned at a subsequent meeting for adoption. Thus, time shall be given to permit further study and to afford interested parties the opportunity to respond. To meet emergency conditions, temporary approval may be granted by the Board before formal adoption takes place.~~

Administrative Regulations

~~The County Superintendent shall have the responsibility for implementing County Board of Education policies and shall prepare administrative regulations necessary to accomplish this. Such administrative regulations shall be presented to the Board for their review and comment as they are developed and shall be reviewed periodically by the County Superintendent to determine their effectiveness in carrying out the Board's policies. The County Superintendent shall recommend needed changes to existing policies for the Board's consideration.~~

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POLICY AND ADMINISTRATIVE REGULATION DEVELOPMENT

BB 8510 9310

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~~Administrative regulations shall be consistent with the policies adopted by the County Board of Education and shall identify the policy to which they pertain. When necessary, administrative regulations may be developed which do not relate to a specific Board policy. Such administrative regulations shall be presented to the Board for review as they are developed.~~

~~The County Superintendent is directed to establish and maintain an orderly specific plan for developing, preserving and making accessible to any interested citizens and to all staff members, the policies adopted by the County Board of Education and the administrative regulations established for policy implementation.~~

~~In cases where action must be taken when no County Board of Education policy provides guidelines for administrative action, the County Superintendent shall have the power to determine the appropriate action to be taken. However, the County Superintendent shall inform the Board, as well as those persons directly involved, of such action promptly and that the action shall be reviewed by the Board at its next regular meeting.~~

The Sacramento County Board of Education (Board) shall adopt clearly written policies that reflect the philosophical beliefs of the Board and the Board's expectations for the Sacramento County Office of Education (SCOE).

The Board's policies shall promote student learning and achievement, provide for consistent and fair treatment of students, and proactively address the provision of equal access to opportunities for all students. They shall establish methods of program evaluation as appropriate in order to ensure accountability.

If any portion of a policy, bylaw, or administrative regulation is found to be in conflict with applicable federal or state law, that portion of the policy will be deemed to be invalid. A finding that a portion of the policy is invalid shall not affect other provisions of the policy.

Board Policies

The Board President shall annually establish a Policy Committee of three Board members to review existing policies and potential new policies.

In formulating and revising policies, the Policy Committee shall encourage participation from members of the community and staff, as appropriate, in order to obtain a more thorough understanding of the implications of any policy changes. It may gather information and data as necessary to review policies.

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POLICY AND ADMINISTRATIVE REGULATION DEVELOPMENT BB 8510 9310

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The Policy Committee may not take formal action on existing or proposed policies, but will recommend to the entire Board proposed modifications, eliminations, or adoption of the policies.

Proposed policies or amendments will be presented for a first reading at a Board meeting. At a second reading, the Board may take action on the proposed policy or amendment. The Board may waive the second reading, send the policy back to the Policy Committee, or require an additional reading if necessary.

Only policies formally adopted by a majority vote of the Board shall constitute official Board policy. The Board policy will become effective upon adoption or at a future date if designated by the Board.

Board Bylaws

The Board may adopt bylaws for its own governance consistent with state laws. Bylaws may be developed, adopted, and amended following the same procedures used for Board policies.

Administrative Regulations

The Superintendent or designee shall be responsible for developing administrative rules and regulations as necessary to implement adopted Board policies.

Administrative rules and regulations shall be developed with input from the program having primary responsibility for implementation of a Board policy. Proposed rules and regulations, or revisions thereto, shall be reviewed by the Superintendent's Cabinet.

Administrative rules and regulations shall be presented to the full Board for information and comment only. After presentation to the Board, final administrative rules and regulations will be distributed by the Superintendent or designee as necessary for implementation.

Administrative regulations shall be consistent with the policies adopted by the Board and shall identify the policy to which they pertain. When necessary, administrative regulations may be developed which do not relate to a specific Board policy.

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Legal References:

EDUCATION CODE

1040-1048 Duties and responsibilities of county boards

35160-35160.2 Authority of governing boards

<u>04/07/89</u>	Draft
<u>05/08/89</u>	Revision
<u>05/16/89</u>	First Reading
<u>06/06/89</u>	Second Reading
<u>06/06/89</u>	Approved
<u>06/22/05</u>	Second Reading and Adoption
<u>10/15/19</u>	<u>Reviewed by Policy Committee</u>
<u>11/12/19</u>	<u>First Reading</u>

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Elimination of Board Bylaw and Board Policies Listed Below	Agenda Item No.: VIII.F. Enclosures: 5
Reason: First Reading and Proposed Bylaw and Policies Elimination	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 11/12/19

BACKGROUND:

The Board Bylaw and Board Policies listed below and attached are recommended for elimination to align with current law, Board Bylaws and Policies, and standards of practice.

The Policy Committee reviewed the following Board Bylaw and Board Policies on October 15, 2019 and recommended that the proposed elimination of the Bylaw and Policies be presented to the Board for First Reading:

BB 8520 – Revision of Bylaws, Policies, and Administrative Regulations
BP 2010 – Formulation of Administrative Regulations
BP 2300 – Regional Programs
BP 6163.1 – Provisions of Instructional and Support Services and Materials

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that the proposed elimination of the above-listed Board Bylaw and Board Policies be submitted to the Board of Education for First Reading.

VIII.F.1.

8000 - BYLAWS OF THE BOARD

REVISION OF BYLAWS, POLICIES AND ADMINISTRATIVE REGULATIONS

BB 8520

Should an applicable statute or administrative code section be added, repealed, or amended, or an applicable court decision or Attorney General's opinion require changes in the bylaws, policies, rules, or regulations of the County Board of Education, the County Board of Education shall be notified immediately of such required changes and their expected effect upon the County Office.

REFERENCES: Education Code Section 1040

4/5/89	Draft
5/2/89	First Reading
5/16/89	Second Reading
5/16/89	Approved
10/15/19	Policy Committee
11/12/19	First Reading

2000 - ADMINISTRATION

FORMULATION OF ADMINISTRATIVE REGULATIONS

BP 2010

The County Board of Education delegates to the County Superintendent the function of specifying required actions and designing the detail arrangements under which the County Office of Education will be operated. These rules and these detailed arrangements shall constitute the administrative regulations for managing the County Office of Education. Since they should be consistent, in every respect, with the policies adopted by the County Board of Education, they are to be submitted annually to the Board for review and comment.

REFERENCE: Education Code 653

5/4/89

5/16/89

First Reading

5/16/89

Board Revised

6/6/89

Second Reading

6/6/89

APPROVED

10/15/19

Policy Committee

11/12/19

First Reading

REGIONAL PROGRAMS

BP 2300

(Page 1 of 2)

It is the policy of the Sacramento County Board of Education to work cooperatively and form alliances with participating boards of education, area superintendents, the state departments, and other agencies outside the boundaries of Sacramento County in those areas of common interest that are more effectively conducted and managed through a regional approach. When the Sacramento County Office serves as a Local Educational Agency (LEA) or host for such program, center, or consortium, all Sacramento County Board of Education fiscal and personnel policies, procedures, salary schedules, and practices will be adhered to by the regional program.

The Sacramento County Board of Education encourages and supports the creation of a regional (core) services advisory board, comprised of a board member or designee from each participating county and a representative of each core service program. The purpose of such board is to meet at least annually, or more often if desired, and to act as advisory to the LEA's on issues important to participating counties.

The County Board of Education shall approve all regionalization program plans. Also, the County Board of Education shall approve all membership structures and bylaws of advisory boards. Furthermore, such program, center, or consortium shall regularly communicate business/program information to participating county boards of education. Within the parameters set forth in the regionalization program plan, the County Board of Education recognizes and protects the right of such program to set its own direction for the good of its multi-agency effort consistent with the mission of the County Office of Education.

2000 - ADMINISTRATION

REGIONAL PROGRAMS

BP 2300

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Also, the County Board of Education shall encourage the Superintendent or designees to advocate with the granting agencies for programs that are responsive to the priority needs of the populations served.

References:

4/27/89	
6/6/89	Revised
7/11/89	First Reading
7/18/89	Second Reading
7/18/89	APPROVED
3/27/90	Revised DRAFT
4/17/90	First Reading
5/1/90	Second Reading
5/1/90	Approved
5/30/90	Reviewed by Legal Counsel
<u>10/15/19</u>	<u>Policy Committee</u>
<u>11/12/19</u>	<u>First Reading</u>

6000 - INSTRUCTION

PROVISION OF INSTRUCTIONAL AND SUPPORT SERVICES AND MATERIALS

BP 6163.1

The County Board of Education is aware that specific educational techniques are the responsibility of a well-trained professional staff. However, it sees as one of its major responsibilities the provision of equipment, materials of instruction, facilities, and such other supporting action as may be required to: (1) meet the needs of pupils who are a direct charge of the County Superintendent, and (2) assist the County Superintendent in providing needed services to school districts and appropriate agencies as authorized in Education Code Sections 1700-1946.

The County Board of Education shall provide for the operation of consolidated instructional and support services for the purpose of providing cost savings for participating districts, counties, and agencies. Such operations may include, but not be limited to, acquisition and circulation of print and non-print instructional/professional materials, and services related to existing and emerging technologies. Such services may be operated on a partial or total cost recovery basis.

Responsibilities for such operations shall be designated by the County Superintendent to an appropriate director who shall report annually to the Board of Education through the Deputy or Assistant Superintendent of schools.

REFERENCES: Education Code Sections 1250, 1251, 1700, 1760, 1761, 1770 et seq., 1780 et seq., 1790 et seq., and 1830 et seq.

7/18/89	First Reading
8/15/89	Second Reading
8/15/89	APPROVED
1/2/96	Revised
6/4/96	First Reading
6/18/96	Second Reading
6/18/96	APPROVED
10/15/19	Policy Committee
11/12/19	First Reading

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: Executive Committee Report	Agenda Item No.: VIII.G.
	Enclosures: 0
Reason: Informational Item	From: Executive Committee
	Prepared By: David W. Gordon
	Board Meeting Date: 11/12/19

BACKGROUND:

At its last meeting on September 17, 2019, the Executive Committee reviewed the request to create a SCOE Legislative Committee. The Committee decided to recommend against creating this committee. Instead, the Executive Committee preferred that the Board stay with its current practice of members bringing individual bills to the Superintendent and Board President for consideration for placement on a future Board agenda. In addition, staff will present a legislative update of key bills shortly after the new session begins each January.

This is an informational item only and therefore no action is required by the Board.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003
Sacramento, CA 95826-9003

Subject: 2018-2019 Annual Report of Sacramento County <i>Williams</i> Reviews	Agenda Item No.: VIII.H. Enclosures: 2
Reason: Informational	From: David W. Gordon Prepared By: Dr. Nancy Herota Teresa Stinson Board Meeting Date: 11/12/19

BACKGROUND:

The *Williams* Settlement requires the County Superintendent of Schools to submit a report each November to the County Board of Education describing the state of the schools in the county ranked in deciles 1 to 3 of the base Academic Performance Index as of 2012 (*Williams* Schools). (Ed. Code, §1240)

The enclosed report summarizes the results of *Williams* reviews conducted during the 2018-2019 school year. For additional details regarding the 2018-2019 *Williams* reviews, please refer to the Annual *Williams* reports provided by the County Superintendent in September 2019. Electronic copies are available upon request.

The Sacramento County Office of Education (SCOE) has been visiting schools and reviewing the sufficiency of instructional materials and the condition of school facilities. The results of these 2019-2020 school visits will be included in the First Quarterly 2019-2020 *Williams* Review Reports, which will be completed in December 2019. These results also will be shared with the Board as part of the 2019-2020 Annual Report.

2018-2019 Annual Report of Sacramento County
***Williams* Reviews**
November 12, 2019

Williams Reviews

As a result of the *Williams* Settlement, Education Code section 1240 requires that county offices of education visit certain schools identified in their county, review information in the areas noted below, and report the results of the visits and reviews at a regularly scheduled November meeting. The information below summarizes the results of reviews conducted throughout the 2018-2019 school year.

To conduct these reviews during fiscal year 2018-2019, SCOE staff visited 107 schools in 9 school districts within Sacramento County that ranked in deciles 1 to 3 of the 2012 Base Academic Performance Index (*Williams* Schools).

In August and September 2018, SCOE completed instructional material and facilities reviews. Eleven SCOE employees and 24 exempt temporary employees spent over 1,500 staff hours organizing and conducting *Williams* reviews and reports. In the 107 sites that were visited, 1,635 classrooms were reviewed for the sufficiency of standards-aligned instructional materials and 2,516 areas within school sites were reviewed for the condition of facilities. The results for these visits were as follows:

Instructional Materials

All but two of the visited schools were found to have sufficient instructional materials. Both schools (Alice Birney Public Waldorf and A.M. Winn Public Waldorf, Sacramento City Unified School District (SCUSD)) had an insufficiency because instructional materials approved by the District's Board had not arrived from the vendor. The District's Board authorized the schools to use the previously adopted instructional materials.

Facilities

As for the overall conditions of the 107 schools visited:

- 69 schools were found to be in exemplary condition,
- 37 schools were found to be in good condition,
- 0 schools were found to be in fair condition,
- 0 schools were found to be in poor condition, and
- 1 school was undergoing construction. (Robla School District (RSD): Taylor Street Elementary School)

School Accountability Report Cards

During the third quarter of the 2018-2019 school year, SCOE staff reviewed whether School Accountability Report Cards (SARCs) were accurate as to the sufficiency of instructional materials, and the safety, cleanliness, and adequacy of school facilities. All SARCs were found to be fairly accurate with a few exceptions that were detailed in the Third Quarterly Reports to the districts.

Teacher Vacancies and Misassignments

During the fourth quarter of the 2018-2019 school year, SCOE Human Resources staff worked with districts to collect data on teacher vacancies and misassignments. A vacancy is a position to which a single designated certificated employee has not been assigned within the first 20 school days of the year or semester. A misassignment is when a certificated employee is placed in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or is otherwise not authorized to hold the position.

Six out of nine districts with *Williams* Schools reported no vacancies. A total of eleven teacher vacancies in *Williams* Schools were reported in three districts:

- Natomas Unified School District (NUSD) had 7 positions vacant.
- SCUSD had 3 positions vacant.
- Twin Rivers Unified School District (TRUSD) had 1 position vacant.

Four out of nine districts with *Williams* Schools reported no misassignments. SCOE reported a total of 146 subjects with uncorrected teacher misassignments in *Williams* Schools to the California Commission on Teacher Credentialing in five districts:

- SCUSD had 77 uncorrected misassignments.
- TRUSD had 39 uncorrected misassignments.
- San Juan Unified School District (SJUSD) had 13 uncorrected misassignments.
- NUSD had 12 uncorrected misassignments.
- RSD had 5 uncorrected misassignments.

Uniform Complaints Procedures

Throughout the 2018-2019 school year, SCOE monitored uniform complaints filed in each of the districts with *Williams* Schools. Five out of nine districts reported no filed uniform complaints. Fifteen uniform complaints were filed in four districts:

- TRUSD self-reported 7 UCP complaints regarding facilities and instructional materials (6 reported as resolved).
- SJUSD self-reported 4 UCP complaints regarding facilities and teacher misassignments (all reported as resolved).
- NUSD self-reported 3 UCP complaints regarding textbooks and teacher misassignments (all reported as resolved).
- SCUSD self-reported 1 UCP complaint regarding the condition of tennis courts at Luther Burbank High School (which will not be resolved until the district identifies a funding source).