



Sacramento County Board of Education

Regular Meeting

Tuesday / June 11, 2019 / 6:30 P.M.

Please Note:
Policy Committee Meeting will begin at 5:45 p.m.
in the Superintendent's Conference Room

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, June 11, 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 May 7, 2019
Approval of the Minutes of the Regular Board Meeting of May 21, 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
 - A. Camp Fire Presentation – Butte County Office of Education

- B. Recognition of SCOE Staff: **2019 Classified Employee of the Year Scott Burton**

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. Accept Donation to the Classified School Employee of the Year Program – Tim Herrera
4. Approval of School Plans for Student Achievement – Juvenile Court and Community Schools – Dr. Matt Perry
5. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology) – Jerry Jones

- B. Approval of Contracts – Tammy Sanchez

- 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 – David W. Gordon

1. \$99,800 TEACH California grant from the California Department of Education for the 2019-2020 fiscal year – Jerry Jones
2. \$474,900 WorkAbility I grant from the California Department of Education for the 2019-2020, 2020-2021, and 2021-2022 fiscal years – Jerry Jones
3. \$190,222 County Technical Assistance for Tobacco Use Prevention Education Grant from the California Department of Education for the 2019-2020 fiscal year – Dr. Nancy Herota
4. \$79,900 Tobacco-Use Prevention Education Administration County Technical Assistance and Leadership grant from the California Department of Education for the 2019-2020 fiscal year – Dr. Nancy Herota
5. \$371,000 Friday Night Live/Club Life/Friday Night Live Mentoring Programs grant from the Sacramento County Department of Health Services for the 2019-2020 fiscal year – Dr. Nancy Herota
6. \$190,940 Prevention Coalition grant from the Sacramento County Department of Health Services for the 2019-2020 fiscal year – Dr. Nancy Herota

7. \$950,000 Placer County Re-Entry Program (PREP) grant from the Placer County Board of Supervisors – Procurement Office AB-109 and Re-Alignment Funds for the 2019-2020 fiscal year – Dr. Matt Perry
8. \$60,000 Sacramento Adult Day Reporting Center grant from the Sacramento County Probation Department for the 2019-2020 fiscal year – Dr. Matt Perry
9. \$415,000 Mental Health Services Act Bullying Prevention Project and Youth Mental Health First Aid Program grant from the Sacramento County Department of Health Services for the 2019-2020 fiscal year – Dr. Nancy Herota
10. \$960,000 Foster Youth Services Coordinating Program Technical Assistance Provider grant from the California Department of Education for 2019-2020 and 2020-2021 fiscal years – Dr. Nancy Herota
11. \$690,000 Seeds of Partnership grant from the California Department of Education for the 2019-2020 fiscal year – Michael Kast
12. \$195,000 Science, Technology, Engineering, Art and Mathematics (STEAM Hub) grant from the California Department of Education Expanded Learning and Support Division for the 2019-2020 fiscal year – Dr. Nancy Herota
- D. Presentation and Public Hearing – SCOE 2019-2020 Local Control and Accountability Plan – Dr. Matt Perry/Dr. Nancy Herota/Michael Kast
- E. Approval of Use of Proposition 30 Funds, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments – Tammy Sanchez
- F. Public Hearing – 2019-2020 Proposed Budget – Tammy Sanchez
- G. Charter School Study Session Follow Up – Teresa Stinson
- H. Board Philanthropic Activities – Teresa Stinson
- I. First Reading of Revisions to Board Policy 5121 – Pupil Achievement – Policy Committee
- J. First Reading of Revisions to Board Policy 6173 – Homeless Education – Policy Committee
- K. Board Report – Year In Review – David W. Gordon
- IX. Board Reports, Comments, and Ideas
 - A. Board Members

Agenda – Regular Meeting – June 11, 2019
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- B. Board President
 - C. Committees
- X. Items for Distribution
 - A. June/July Events
 - B. June/July Site Visits
- XI. Schedule for Future Board Meetings
 - A. June 25, 2019 – 2019-2020 LCAP and Budget Adoptions
 - B. July 9, 2019 – Annual Organizational Meeting
- XII. Adjournment

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of May 7, 2019

Agenda

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Board Meeting of April 5, 2019
Approval of the Minutes of the Board Meeting of April 16, 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 June 2019 Employees of the Month
- 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. \$382,215 Child Care Salary/Retention Program grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
 2. \$85,000 Math and Science Regional Improvement Initiative grant from the California County Superintendents Educational Services Association for the 2018-2019 and 2019-2020 fiscal years
 3. \$233,776 California Preschool Instructional Network grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
 4. \$3,732,981 California Preschool Instructional Network grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
 5. \$300,000 California Mathematics and Science Partnership grant from the California Department of Education for the 2018-2019 and 2019-2020 fiscal years
 6. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services Collaborative Project grant from the Sacramento County Department of Health and Human Services for the 2019-2020 fiscal year
 7. \$56,647 Local Child Care Development Planning Council grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
 8. \$497,630 Quality Counts California Quality Rating and Improvement System grant from the California Department of Education for the 2019-2020 fiscal year

- 9. \$2,076,426 California State Preschool Program Quality Rating and Improvement System grant from the California Department of Education for the 2019-2020 fiscal year
 - 10. \$670,712 Early Head Start grant from the Sacramento Employment and Training Agency for the 2019-2020 and 2020-2021 fiscal years and Adoption of Resolution No. 19-06
 - D. Adoption of Resolution No. 19-04 – Declaring May 8, 2019 as California Day of the Teacher
 - E. Adoption of Resolution No. 19-05 – Declaring May 19-25, 2019 as Classified School Employee Week
 - F. Second Reading and Adoption of Revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools
 - G. Second Reading and Elimination of Board Policy 6140 – Community Schools
 - H. Informational Item: Proposed Elimination of Administrative Rules and Regulations 6100 (Renumbered 6186) – Juvenile Court Schools
 - I. Informational Item: Proposed Elimination of Administrative Rules and Regulations 6140 – Community Schools
 - J. Board Report – Computer Science for Sacramento
 - IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
 - X. Items for Distribution
 - A. May/June Events
 - B. May/June Site Visits
 - XI. Schedule for Future Board Meetings
 - A. May 21, 2019 – Operation Recognition
 - B. June 11, 2019 – Year in Review Report, Public Hearings 2019-2020 LCAP and 2019-2020 Budget
 - C. June 25, 2019 – Adoption of 2019-2020 LCAP and 2019-2020 Budget
 - XII. Adjournment
-

I. Acting President Ahola called the meeting to order at 6:37 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, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were Al Rogers, Acting Superintendent and Acting Secretary to the Board; 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; Rachel Perry, Director of C-SAPA; other staff and visitors; and Carla Miller, Superintendent/Board Liaison. Trustee Brown and Superintendent Gordon were absent.

II. Ms. Talamantes led the Pledge of Allegiance.

III. On a motion by Mr. Fong and seconded by Ms. Talamantes, the minutes of the Board Meeting of April 5, 2019 were approved. Motion carried 5 ayes, 1 abstention (Lefkovitz), 1 absent (Brown).

On a motion by Ms. Davis and seconded by Mr. Fong, the minutes of the Board Meeting of April 16, 2019 were approved. Motion carried 6 ayes, 1 absent (Brown).

IV. Ms. Talamantes moved to adopt the agenda. Ms. Lefkovitz seconded the motion, which carried 6 ayes, 1 absent (Brown).

V. There was no official correspondence.

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

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

VII.A. Dina Serrano, Early Head Start Educator, Early Learning Department, was recognized and honored as the classified employee of the month for June.

Pedro Marquez, Teacher, CARE Program, Community Schools, was recognized and honored as the certificated employee of the month for June.

Acting Superintendent Rogers reported on the following:

- Thanked all those who joined us last night when we awarded State Seals of Biliteracy to local high school students for attaining a high level of proficiency in English and another language. More than 1,600 Sacramento County students earned the Biliteracy seal this year. Our thanks to keynote speaker Dr. Nadeen Ruiz from the UC Davis School of Education who told the students that being bilingual – or multilingual – is equivalent to them having super powers. Our thanks to Trustees Lefkovitz and Davis for attending the event.
- Thanked our Special Education and Sly Park teams for hosting another successful S.T.A.R. Camp at the outdoor education center over the weekend for students enrolled in our Project MOVE program. We are grateful to the students and parents from Elk Grove's Mary Tsukamoto Elementary who served as buddies for our students.
- Students and staff of our Palmiter and Hickey campuses will be celebrating successes at the 23rd Annual "School to World" Awards ceremony tomorrow beginning at 10:00 a.m. The program is a partnership between SCOE and area businesses that offers students valuable entry-level job experience, and an active way to learn social skills.
- Tomorrow - May 8 - is California Day of the Teacher. We have sent cards out to our teachers and cookies to all the program sites to say thanks to them. The week of May 20 is Classified School Employee Week. We hope you can join us Thursday, May 23, in the lunchroom at 1:30 p.m., when we serve ice cream treats to our classified employees.
- On Thursday, May 9, 2019, at the SCOE Conference Center we will recognize the success of SCOE students graduating from our program for

students with severe disabilities. The ceremony begins at 10:30 a.m. with refreshments immediately following.

- Also on May 9, you are welcome to join us to honor local high school students participating in the Sac County Breeze journalism program. The dinner and awards event begins at 5:00 p.m. at the SCOE Conference Center. Bee columnist Marcos Breton will be our keynote speaker.
- Thanks to those who joined us on May 3 for our 9th annual Student Success Day which showcased the skills and entrepreneurial efforts of our students. Students sold plants from the horticulture program and products from the woodworking class. The event raised more than \$1,100 for those programs. Our thanks to Trustee Lefkovitz for attending.
- The Friday Night Live Appreciation Event at the Scottish Rite Masonic Center – on April 25 – was a great celebration for the student leaders and the advisors that support them. Over 300 students, teachers, parents, and family members attended.
- On April 24, at the Sierra Health Foundation, we held the first of two community school graduation celebrations. Most of the graduates were from our Senior Extension Program. Keynote speaker Rolanda Wilkins, the Founder and Director of Earth Mama Healing Inc., gave a very inspirational address. Our thanks to Board President Brown and Trustees Keefer, Lefkovitz, and Talamantes for attending. We have another community school graduation on Thursday, May 30, 2019, also at Sierra Health.
- On May 11, 2019, the Sacramento County Teachers of the Year will be recognized during the Sacramento Republic game. The game – at Papa Murphy's Field at Cal Expo – starts at 7:30 p.m.
- Reminded everyone that on Sunday, May 12, 2019, we are hosting the National History Day Awards. The event at William Jessup University, in Rocklin, begins at 9:30 a.m.
- On Friday, May 17, 2019, hope you can join us for a book release party where we will celebrate the work of some young SCOE authors participating in the 916 INK youth literacy program. The event begins at 1:00 p.m. at the Imaginarium 3301 37th Avenue. Please see Matt Perry for details.
- Reminded everyone that on May 21, 2019, we will host our annual Operation Recognition ceremony, awarding diplomas to three qualifying veterans. We also will hear from Lauren Acosta. She's a student at Cordova High School and the winner of this year's essay contest sponsored by SAFE Credit Union. Lauren will read her winning essay and receive her \$500 scholarship.

- On Thursday, May 23, 2019, we will be participating in the Capital Area Promise Scholars Awards where young people associated with our Cal-SOAP Program will be receiving college scholarships. The event is at KVIE, 2030 W. El Camino Avenue beginning at 6:00 p.m.
- Reminded everyone that on May 27, 2019 all SCOE Offices will be closed in observance of the Memorial Day Holiday.

VIII.A. Mr. Keefer moved and Ms. Talamantes seconded adoption of the consent agenda. Motion carried 6 ayes, 1 absent (Brown). 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: 1 candidate from El Centro Jr./Sr. High School; Julia Elaine Johnson from Elinor Lincoln Hickey Jr./Sr. High School; Oshalay Akayla Adams, Kayla A. Carlson, Jose De La Fuente, Luis Delvalle, Jerell Alexander Justin Jones, Christopher Jesus Miranda, Heather Lynn Oswalt, Tonae S. Pope, Leonardo Benicio Rodarte, Valentino V. Rodarte, and Danijoi Monique Welch from Gerber Jr./Sr. High School; and Troy Demetrious Stoudemire-Wright from North Area Community School.

VIII.B. Ms. Lefkovitz moved and Mr. Keefer seconded approval of the contracts as listed. Motion to approve the contracts carried 6 ayes, 1 absent (Brown).

VIII.C. On a motion by Ms. Davis, seconded by Ms. Lefkovitz, and carried 6 ayes, 1 absent (Brown), 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, and adopt Resolution No. 19-06 on item VIII.C.10.:

1. \$382,215 Child Care Salary/Retention Program grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
2. \$85,000 Math and Science Regional Improvement Initiative grant from the California County Superintendents Educational Services Association for the 2018-2019 and 2019-2020 fiscal years
3. \$233,776 California Preschool Instructional Network grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
4. \$3,732,981 California Preschool Instructional Network grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year

5. \$300,000 California Mathematics and Science Partnership grant from the California Department of Education for the 2018-2019 and 2019-2020 fiscal years
6. \$160,906 Foster Youth Services Coordinating Program/Child Protective Services Collaborative Project grant from the Sacramento County Department of Health and Human Services for the 2019-2020 fiscal year
7. \$56,647 Local Child Care Development Planning Council grant from the California Department of Education/Early Education and Support Division for the 2019-2020 fiscal year
8. \$497,630 Quality Counts California Quality Rating and Improvement System grant from the California Department of Education for the 2019-2020 fiscal year
9. \$2,076,426 California State Preschool Program Quality Rating and Improvement System grant from the California Department of Education for the 2019-2020 fiscal year
10. \$670,712 Early Head Start grant from the Sacramento Employment and Training Agency for the 2019-2020 and 2020-2021 fiscal years and Adoption of Resolution No. 19-06

VIII.D. Ms. Talamantes moved and Mr. Fong seconded the motion to adopt Resolution No. 19-04 – Declaring May 8, 2019 as California Day of the Teacher. Motion carried 6 ayes, 1 absent (Brown).

VIII.E. Ms. Davis moved and Mr. Keefer seconded the motion to adopt Resolution No. 19-05 – Declaring May 19-25, 2019 as Classified School Employee Week. Motion carried 6 ayes, 1 absent (Brown).

VIII.F. Acting President Ahola announced this is the Second Reading and Adoption of Revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools.

Chair Ahola, on behalf of the Policy Committee, moved to adopt the revisions to Board Policy 6100 (Renumbered 6186) – Juvenile Court and Community Schools. Motion carried 5 ayes, 1 absent (Brown), 1 abstention (Fong).

Mr. Fong acknowledged that the superintendent or designee will give an annual report to the Board. He requested that evaluations of Court and Community school programs be included in the report. These evaluations should be data-driven and research-based.

Mr. Keefer stated he would like to work with Mr. Fong on ways we can collaborate towards a longitudinal study and key points that may help us have a better understanding of these programs. He concurs with Mr. Fong to support that effort.

VIII.G. Acting President Ahola announced this is the Second Reading and Elimination of Board Policy 6140 – Community Schools.

Chair Ahola, on behalf of the Policy Committee, moved to eliminate Board Policy 6140 – Community Schools. Motion carried 6 ayes, 1 absent (Brown), 1 no (Fong).

Mr. Fong questioned the language of this policy and the Board's knowledge of their responsibility.

Acting President Ahola clarified Mr. Fong's concern is that language isn't in the new community schools policy and asked Ms. Stinson to respond.

Ms. Stinson stated the policy is being recommended for elimination because the court and community schools' policy have been combined into one. The board's authority over court and community is in Education Codes statutes, which are listed in the combined policy.

Ms. Lefkowitz clarified that the policy we just adopted does not remove our authority over court and community schools.

VIII.H. An informational item on the proposed elimination of Administrative Rules and Regulations 6100 (Renumbered 6186) – Juvenile Court Schools was provided in the Board packet.

VIII.I. An informational item on the proposed elimination of Administrative Rules and Regulations 6140 – Community Schools was provided in the Board packet.

VIII.J. Dr. Matt Perry, Assistant Superintendent, introduced Director Louise Stymeist and Jared Amalong, who provided a report on Computer Science for Sacramento to the Board. Grant High School Teacher Carl Reed provided testimony about his experiences.

IX.A. Ms. Davis reported she attended the Cosumnes River College building trade event. It was awesome and she really enjoyed it.

Dr. Perry added that sheds can be built through any of the NCCT programs.

Mr. Fong reported he visited a school site, Genevieve Didion Elementary School, arranged by staff and is visiting John Cabrillo Elementary School next week. He was quite impressed with the classrooms and students he visited at Genevieve Didion. He noted that Didion and Fortune charter were very similar in terms of classroom management and curriculum. He asked to visit a school site that is low economic status, with free and reduced lunch, and ethnically diverse to understand that school's environment.

Ms. Lefkowitz reported that today she spent time with six of our LINKS mentoring students doing a Civic Tour of Sacramento. She passed around a document that Frank Pisi put together from the History-Social Science curriculum department. Tours are being offered to students in the county. She visited the Unity Center, City Hall, and

federal courts. It was very uplifting. She also referenced Mr. Fong's comments earlier regarding Court and Community school policies. She appreciated Mr. Fong reminding everyone that this one area we are responsible for. She looks forward to hearing what Mr. Fong and Mr. Keefer come up with in terms of your ideas on things we might want to look at together.

Ms. Talamantes stated she is glad that the California Day of the Teacher was adopted and thanked Tim Herrera for all the great communications and putting SCOE in the spotlight.

Mr. Keefer thanked Trustee Ahola for chairing our Policy Committee Meeting and our spirited conversation. We are in a great position to continue to do the hard work that we are doing and rounding all the rough edges. Thank you team.

Mr. Brown was absent.

IX.B. Acting President Ahola – no report.

IX.C. There were no committee reports.

X.A. There was no distribution of the May/June Events item.

X.B. There was no distribution of the May/June Site Visits item.

XI. Schedule for Future Board Meetings

A. May 21, 2019 – Operation Recognition

B. June 11, 2019 – Year in Review Report, Public Hearings 2019-2020 LCAP and 2019-2020 Budget

C. June 25, 2019 – Adoption of 2019-2020 LCAP and 2019-2020 Budget

XII. Ms. Talamantes moved to adjourn the meeting. Ms. Lefkovitz seconded the motion, which carried 6 ayes, 1 absent (Brown). The meeting adjourned at 8:43 p.m.

Respectfully submitted,

Dr. Al Rogers
Acting Secretary to the Board

Date approved:

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of May 21, 2019

Agenda

- I. Call to Order and Roll Call
 - II. Presentation of Colors by the Marine Corps League of Folsom Color Guard
 - III. No Approval of Minutes
 - IV. Adoption of Agenda
 - V. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
 - VI. New Business
 - A. Award High School Diplomas to Individuals through SCOE's "Operation Recognition" Program
 - VII. Adjournment
-

I. President Brown called the meeting to order at 6:32 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 Joanna Ahola, Alfred Brown, Heather Davis, Harold Fong, and Bina Lefkovitz. Also present were David W. 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; Rachel Perry, Director of C-SAPA;; other staff and visitors; and Carla Miller, Superintendent/Board Liaison. Trustees Keefer and Talamantes were absent.

II. Presentation of Colors by the Marine Corps League of Folsom Color Guard and President Brown led the Pledge of Allegiance.

III. No Approval of Minutes

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

V.A. Marc Epstein, California Environmental Technology Education Network, announced that Rutter Middle School recently won several awards in the California Geographic Alliance Student Mapping competition.

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

VI.A. Ms. Davis moved to award high school diplomas to the following: Charles Edward Montue, Jr., Jerry Lane Cushing, and Benjamin Spurlock Robinson through SCOE's Operation Recognition Program. Ms. Ahola seconded the motion. Motion carried 5 ayes, 2 absent (Keefer, Talamantes).

President Brown presented Lauren Acosta, student essay winner, with a Board commendation for raising awareness for US veterans. Herb Long, SAFE Credit Union Board of Directors provided a special presentation to Ms. Acosta.

VII. Ms. Lefkovitz moved to adjourn the meeting. Ms. Ahola seconded the motion, which carried 5 ayes, 2 absent (Keefer, Talamantes). The meeting adjourned at 7:01 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: SCOE 2019 Classified Employee of the Year	Agenda Item No.: VII.B. Enclosures: 1
Reason: Action	From: David W. Gordon Prepared By: Tim Herrera Board Meeting Date: 06/11/19

BACKGROUND:

Scott Burton is the Sacramento County Office of Education 2019 Classified Employee of the Year. Mr. Burton is a Senior General Services Worker in the Support Services Department. He has been a SCOE employee since May 2005.

Mr. Burton is tasked with many demanding duties: packing, unpacking, and delivering materials for events, organizing and setting up, and returning materials to their rightful places. It is physical and challenging work which he performs efficiently with an ever-present smile and a positive attitude.

When selecting Mr. Burton as the SCOE 2019 Classified Employee of the Year, the selection committee noted his positive customer service oriented attitude to his job. They highlighted that he serves as an optimistic contributor to the Support Services Department team chemistry, and that he strives to work ahead of schedule to accommodate SCOE departments in a fast and efficient manner. Mr. Burton also is dedicated to his local community of West Sacramento where he devotes many hours serving as a Little League Board member and coach.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education approve commendation of Scott Burton as the Sacramento County Office of Education Classified Employee of the Year 2019 and that the Board present him with a plaque commemorating this honor.

SACRAMENTO COUNTY OFFICE OF EDUCATION
PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting – June 11, 2019

REGULAR APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date	Salary Placement
Management	Curriculum & Instruction	McKeeman, Alison	Mgmt.	Curriculum Specialist, K-12 English Language Arts 8 h/d 5 d/w 200 d/y PC# 190013	Curriculum & Instruction	07/08/19	MT-38
Management	C-SAPA	Perry, Rachel	Mgmt.	Executive Director, Research and Evaluation 8 h/d 5 d/w 224 d/y PC# 190035	C-SAPA	06/01/19	MT-47
Management	Adult Education	Steele, Angela	Mgmt.	Lead Application Developer 8 h/d 5 d/w 224 d/y PC# 190019	Adult Education	05/01/19	MT-36
Management	Early Intervention	Woods Andrews, Natalie	Mgmt.	Executive Director, Early Learning 8 h/d 5 d/w 224 d/y PC# 190031	Early Intervention	06/01/19	MT-47
Certificated	Special Education	Wong, Cassandra	Prob. 1	Language, Speech and Hearing Therapist 8 h/d 5 d/w 185 d/y PC# 000693	Special Education	05/22/19	T-I-3
Classified	Technology Services	Espinoza, David	Prob.	Sr. MIS Specialist 8 h/d 5 d/w 244 d/y PC# 050068	Technology Services	05/09/19	CL-35-A
Classified	Adult Re-Entry	Goates, Cristina	Prob.	Adult Re-Entry Transition Specialist- North Tahoe 8 h/d 5 d/w 244 d/y PC# 170036	Student Programs	05/20/19	CL-26-B
Classified	Special Education	Huston, Liesl	Prob.	Para Educator – SH 6 h/d 5 d/w 185 d/y PC# 000591	Special Education	04/30/19	CL-17-A
Classified	Curriculum & Instruction	Lobese, Nicole	Prob.	Program Analyst 8 h/d 5 d/w 244 d/y PC# 190026	Curriculum & Instruction	05/28/19	CL-36-A
Classified	Student Programs	Miller, Mysti	Prob.	Program Analyst 8 h/d 5 d/w 244 d/y PC# 190030	Student Programs	06/03/19	CL-36-A

PERSONNEL TRANSACTIONS

June 11, 2019

Classified	Personnel	Rotas, Katherine	Prob.	Personnel Technician 8 h/d 5 d/w 244 d/y PC# 040014	Personnel	05/20/19	CL-29-A
Classified	Special Education	Siabrukovich, Tetiana	Prob.	Para Educator – SH 6 h/d 5 d/w 185 d/y PC# 000560	Special Education	05/09/19	CL-17-A
Classified	C-SAPA	Yang, April	Prob.	Staff Secretary 8 h/d 5 d/w 244 d/y PC# 190024	C-SAPA	05/13/19	CL-23-A

SUBSTITUTES/TEMPORARY APPOINTMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Status	Classification	Location	Effective Date / Duration
Certificated	Various	Eifler, Mary	Sub.	Teacher	Various	05/14/19
Certificated	Various	Gibbons, Brian	Sub.	Teacher	Various	05/08/19
Certificated	Various	Noia, Tiffany	Sub.	Teacher	Various	04/24/19
Certificated	Various	Rocha, Daniel	Sub.	Teacher	Various	05/08/19
Certificated	Various	Secrist, Rick	Sub.	Teacher	Various	04/24/19
Certificated	Various	Wight, Leah	Sub.	Teacher	Various	05/15/19
Classified	Various	Bailey, Troy	L/Term	Adult Re-Entry Transition Specialist	Various	05/20/19–06/28/19
Classified	Special Education	Granados, Katrina	L/Term	Para Educator – SH	Special Education	05/06/19
Classified	Special Education	Griffin, Natalie	L/Term	Para Educator - SH	Special Education	05/10/19
Classified	Sly Park	Nance, Tammi	Temporary Assignment	Cook	Sly Park	04/03/19–04/14/19; 04/17/19
Classified	Special Education	Tolbert, Icelisia	L/Term	Para Educator	Special Education	05/03/19
Classified	Sly Park	Wagnon, James	Temporary Assignment	Lead Maintenance Worker	Sly Park	10/03/18; 10/28/18; 12/04/18; 12/18/18- 12/19/18; 01/02/19; 01/05/19; 01/23/19; 02/14/19; 04/02/19- 04/04/19; 04/09/19; 04/13/19 and 04/19/19
Classified	Sly Park	Young, Brittany	Temporary Assignment	Cook	Sly Park	04/05/19; 04/07/19; 04/18/19-04/19/19; 04/22/19 and 04/25/19

EXTRA ASSIGNMENTS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	Location	Effective Date / Duration
Management	AVID / Cal-SOAP	Delgado, Guadalupe	Project Specialist II, Cal-SOAP Consortium	AVID / Cal-SOAP	2018-2019 school year 10 additional days

PERSONNEL TRANSACTIONS

June 11, 2019

Management	AVID / Cal-SOAP	Vera, Leila	Project Specialist II, Cal-SOAP Consortium	AVID / Cal-SOAP	2018-2019 school year 10 additional days
Certificated	Sly Park	McIntyre, Owen	Sly Park Outdoor Science Teacher	Sly Park Outdoor Education Center	2018-2019 school year 10.5 additional days
Classified	Student Programs	Adams, Yolanda	Court and Community Schools, Transition Specialist	Student Programs – North Area Community Schools	05/16/19-06/10/19 10 additional hours/week
Classified	Student Programs	Benson, Stephen	Court and Community Schools, Transition Specialist	Student Programs - Hickey Community School	05/16/19-06/10/19 10 additional hours/week
Classified	Student Programs	Briggs, Tiressa	Court and Community Schools, Transition Specialist	Student Programs – Gerber Community School	05/20/19-06/10/19 10 additional hours/week
Classified	C-SAPA	Kanotz, Teresa	Multimedia Design Specialist	C-SAPA	05/21/19-10/31/19 10 additional hours/week
Classified	Student Programs	Noriega, Leslieanne	Court and Community Schools, Transition Specialist	Student Programs - Hickey Community School	05/16/19-06/10/19 10 additional hours/week
Classified	Foster Youth Services	Stumpf, Bridget	Project Specialist II, FYS, Technical Services	Foster Youth Services	2018-2019 school year 10 additional days

LEAVES OF ABSENCE

Group (Mgmt/Cert/Class)	Type	Name	Status	Classification	Location	Effective Date / Duration
Classified	Leave of Absence	Pierce, Michael	Perm.	Multimedia Design Specialist	OTAN	04/17/19-04/19/19

SEPARATIONS

Group (Mgmt/Cert/Class)	Type	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Retirement	Ahrens, Terry	Teacher	Juvenile Court Schools, El Centro	08/30/19	Retirement
Certificated	Retirement	Boers, Judy	Psychologist	Special Education	06/30/19	Retirement
Certificated	Resignation	Dill, Siobhan	Area Principal – Special Education - ED & SH	Itinerant, Prairie – Galt	06/21/19	Resignation
Certificated	Retirement	Gibson, Frances	Curriculum Specialist	Curriculum & Instruction – Mathematics	10/31/19	Retirement
Certificated	Resignation	Hinton, Chad	Vision Specialist	Special Education	06/30/19	Resignation
Certificated	Resignation	King, Jolene	Speech Pathologist	Special Education	06/07/19	Resignation
Certificated	Retirement	Larson, Kathleen	Mental Health Services Coordinator	Special Education / SELPA	06/30/19	Retirement

PERSONNEL TRANSACTIONS

June 11, 2019

Certificated	Resignation	Roan, Samantha	Teacher – SH	Special Education, Vernon E. Greer	07/31/19	Resignation
Certificated	Retirement	Roberts, Monica	Director	Cal-SOAP Consortium	07/31/19	Retirement
Certificated	Retirement	Walker, Carmen	Area Principal – Special Education - SH & RSP	Itinerant, Elk Grove - Central	07/01/19	Retirement
Classified	Resignation	Bufford, LaToya	Project Specialist I	C-SAPA	05/30/19	Resignation
Classified	Retirement	Ratsch, Robert	Financial Analyst	Financial Services	07/06/19	Retirement
Classified	Resignation	Van Natten, Liberty	Project Specialist	Adult Education AEP TAP	05/14/19	Resignation

RECAP

	Management	Certificated	Classified	Total
Regular Appointments	4	1	8	13
Substitutes/Temporary Appointments	0	6	7	13
Extra Assignments	2	1	6	9
Leaves of Absence	0	0	1	1
<u>Separations</u>	0	10	3	13
TOTAL	6	18	25	49

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: 06/11/19

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

Mobenicia Dumetz

Gerber Jr./Sr. High School

Julian Brown
Dillon Craig
Melissa Rodriguez Del Rio
Judith Marquez
Michael Amir Muhammad
Francisco Javier Muñoz-Padilla
Brandon Phuc Nguyen
Alexia Elis Santana-Anguiano
Tazjoure Ruby-Louise Smith

North Area Community School

Deonte Malik Belle
Zyann Victoria Salinas

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: Donation	Agenda Item No. VIII.A.3. Enclosure: 0
Reason: Acceptance	From: David Gordon Prepared By: Tim Herrera Board Meeting Date: 06/11/19

BACKGROUND:

Classified employees are vital staff members who play key roles in creating a school environment that promotes student achievement, safety, and health. Every year, SCOE honors the many contributions of classified employees through the Sacramento County Classified School Employee Program.

Schools Financial Credit Union has agreed to co-sponsor a 2019 Sacramento County Classified School Employees of the Year recognition with the Sacramento River Cats and make a \$500 donation toward the event at Raley Field.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve Schools Financial Credit Union as a co-sponsor for the 2019 Sacramento County Classified School Employee of the Year program and accept the donation.

VIII.A.3.1.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: School Plans for Student Achievement	Agenda Item No.: VIII.A.4. Enclosures: 243
Reason: Approval	From: David W. Gordon Prepared By: Dr. Matt Perry Board Meeting Date: 06/11/19

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 the Education
on June 11, 2019

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



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	May 23, 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 our 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 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 a growing population of English learners (ELs). Based on the number of ELs we serve in SCOE programs, in addition to active School Site Councils, we have a District English Learner Advisory Committee. 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.

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, RTI, intensive intervention in ELA and mathematics, and a focus on 21st Century 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 the educational and wellness programs in our school.

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 at school events, via email, US mail, text messages, 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.

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place; 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)

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 each semester. Staff analyzes the data monthly and makes adjustments to classroom instruction and interventions as needed. 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 for them to improve academically.

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

Each student helps develop an ILP that is reviewed frequently by staff. Adjustments 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 shifting student population and brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and school staff. Teachers have access to individual student data through Ren Learn, Read 180, and PowerSchool. These alternate measurements include: attendance, successful transitions, High School Equivalency Test (HiSET) and California High School Proficiency Exam (CHSPE) passing rates, and growth in reading and math as measured by Ren Learn and Read 180 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 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 students with the greatest needs and engage multiple levels within one classroom. Students with the greatest needs are identified, and appropriate adjustments are made to ensure support is provided. 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 credentialed.

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 is aligned to CCSS research-based instructional strategies, CCSS, high-quality instruction, and increasing student engagement. Also, El Centro Jr./Sr. High School has access to an instructional coach for Read 180, CCSS ELA and mathematics, and Peer Assistance and Review (PAR) support.

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

El Centro Jr./Sr. High School provides instructional coaching for instruction/Common Core and ELA intervention. All staff development activities are coordinated to support teacher training in all core areas, especially student engagement. Teachers attend weekly PD focused on research-based instructional strategies and are provided collaboration time to observe their peers and share ideas and teaching strategies. Teachers also work with the instructional coaches to utilize effective and engaging educational 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, weekly PD for all CCS faculty, focusing on research-based instructional strategies to close the achievement gap for our students.

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

Teachers at El Centro Jr./Sr. High School have common planning time on Wednesday afternoon to collaborate by grade level and subject matter. The staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning tenants, 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)

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 requiring every student to take additional intervention periods each day in either ELA or math if needed. The orientation teacher conducts a transcript analysis and Ren Learn ELA and math testing 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 Specialists 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)

El Centro 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)

El Centro Jr./Sr. High School uses only SBE standards-aligned instructional materials for core instruction and intervention. These materials include: Read 180, Edge, Odysseyware, Edge, Accelerated Reader and Math, Pierson 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)

All students have an ILP to ensure that they receive the educational resources necessary for their 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)

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; during each third Thursday, we hold a Parent Night 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, and three Transition Specialists focused on contacting and assisting parents/guardians to support each student's academic, personal achievement goals, and transition support.

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

El Centro Jr./Sr. High School has an active School Site Council (SSC) comprised of all pertinent stakeholders, and EL parents are encouraged to participate in the District English Learner Advisory Committee (DELAC). The SSC and DELAC meet throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and other site-based decision making. 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, text messages, 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
- ILP for all students
- Early College Program through Lassen Community College
- Folsom Lake College
- Big Picture Learning-project-based learning
- "Who Am I" Exhibitions
- Career exploration and training-Northern California Construction Training (NCCT)
- 916 Ink writing program
- Life skills
- Financial literacy
- Boys and Girls Club
- Individualized transition support as students enter and exit El Centro Jr./Sr. High School
- Intervention and tutoring periods during the school day

Each of these interventions are now focused on improving college and career readiness.

Fiscal support (EPC)

Title IA and Title ID funds are used to provide alternative 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 Fall of 2018 with the development of the School Plans for Student Achievement (SPSA) and review of the 2018-19 LCAP goals.

Parents, Community members and school staff engaged in ongoing discussions during the winter and 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, EL parent engagement, phone call engagement for parents/guardians, email engagement for all parents, probation, and during IEP and SST meetings.

Stakeholders were involved throughout the year through monthly parent meetings held in the Visitor's Center, bi-weekly program planning meetings with probation, mental health, clinic, and food service, ongoing surveys distributed to certificated and classified staff, probation, students, parents, and all relevant stakeholders.

This engagement process included site safety planning, school site council, and bi-weekly staff meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.2%	%	0.89%	2		1
African American	41.1%	40.4%	32.14%	67	40	36
Asian	3.1%	1.0%	0.89%	5	1	1
Filipino	%	%	%			
Hispanic/Latino	28.8%	28.3%	35.71%	47	28	40
Pacific Islander	1.2%	2.0%	%	2	2	
White	18.4%	14.1%	13.39%	30	14	15
Multiple/No Response	6.1%	%	0.89%	10		1
Total Enrollment				163	99	112

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 8	4	4	4
Grade 9	15	9	8
Grade 10	33	17	27
Grade 11	49	24	35
Grade 12	62	45	38
Total Enrollment	163	99	112

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	15	5	9	9.2%	5.1%	8.0%
Fluent English Proficient (FEP)	6	2	7	3.7%	2.0%	6.3%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			
Grade 7	5	*	*	2	*	*	2	*	*	40		
Grade 8	12	*	*	5	*	*	5	*	*	41.7		
Grade 11	105	50	68	38	25	45	37	25	45	36.2	50	66.2
All Grades	122	62	81	45	28	55	44	28	55	36.9	45.2	67.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2441.	2484.	2443.	0	4.00	2.22	5	12.00	0.00	19	24.00	24.44	76	60.00	73.33
All Grades	N/A	N/A	N/A	0	3.57	1.82	7	10.71	0.00	18	32.14	27.27	75	53.57	70.91

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	0	8.00	2.22	43	36.00	37.78	57	56.00	60.00	
All Grades	0	7.14	1.82	43	39.29	36.36	57	53.57	61.82	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	0	4.00	2.22	22	32.00	13.33	78	64.00	84.44	
All Grades	0	3.57	1.82	20	32.14	16.36	80	64.29	81.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5	8.00	0.00	43	40.00	48.89	51	52.00	51.11
All Grades	7	7.14	0.00	48	46.43	50.91	45	46.43	49.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	8.00	2.22	38	56.00	35.56	62	36.00	62.22
All Grades	0	7.14	1.82	41	60.71	34.55	59	32.14	63.64

Conclusions based on this data:

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, Read 180, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. SCOE CCS programs utilize SBE approved, CCSS aligned core and intervention materials for ELA/ELD from Springboard, Read 180, and Edge. All teachers participate in weekly in PD on high-quality instruction and student engagement strategies related to ELA/ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			
Grade 7	5	*	*	2	*	*	1	*	*	40		
Grade 8	12	*	*	5	*	*	5	*	*	41.7		
Grade 11	107	50	69	36	21	45	35	21	45	33.6	42	65.2
All Grades	124	65	81	43	25	54	41	25	54	34.7	38.5	66.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2412.	2396.	2414.	0	0.00	0.00	0	4.76	2.22	0	4.76	2.22	100	90.48	95.56
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	4.00	1.85	0	4.00	3.70	100	92.00	94.44

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	0	0.00	0.00	0	9.52	2.22	100	90.48	97.78	
All Grades	0	0.00	0.00	0	12.00	1.85	100	88.00	98.15	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6			*			*			*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	0	0.00	0.00	6	19.05	13.33	94	80.95	86.67	
All Grades	0	0.00	0.00	7	20.00	14.81	93	80.00	85.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	0.00	0.00	26	23.81	22.22	74	76.19	77.78
All Grades	0	0.00	0.00	24	20.00	20.37	76	80.00	79.63

Conclusions based on this data:

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. SCOE will provide math intervention periods during the school day, and math tutoring after school to support students needing additional help in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 8	*	*	*	*
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8	*	*							*
Grade 9			*	*			*	*	*
Grade 10					*	*	*	*	*
Grade 11			*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8	*	*							*
Grade 9			*	*	*	*			*
Grade 10			*	*	*	*	*	*	*
Grade 11			*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8			*	*					*
Grade 9					*	*	*	*	*
Grade 10							*	*	*
Grade 11			*	*	*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8	*	*					*
Grade 9			*	*			*
Grade 10			*	*	*	*	*
Grade 11			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8	*	*					*
Grade 9	*	*	*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8	*	*					*
Grade 9					*	*	*
Grade 10					*	*	*
Grade 11			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8			*	*			*
Grade 9			*	*	*	*	*
Grade 10			*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
112	100.0%	8.0%	15.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.








2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	8.0%
Foster Youth	17	15.2%
Homeless	5	4.5%
Socioeconomically Disadvantaged	112	100.0%
Students with Disabilities	40	35.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	32.1%
American Indian	1	0.9%
Asian	1	0.9%
Hispanic	40	35.7%
Two or More Races	18	16.1%
White	15	13.4%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

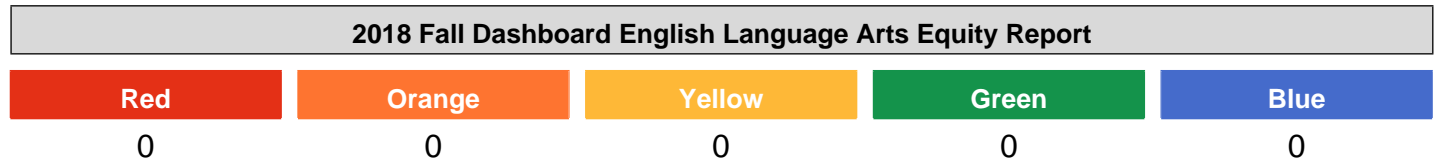
School and Student Performance Data

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

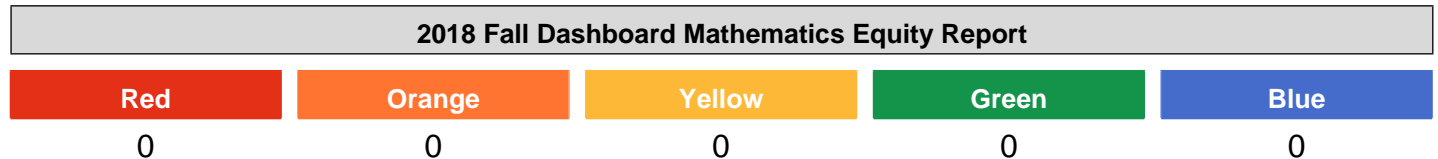
School and Student Performance Data

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 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

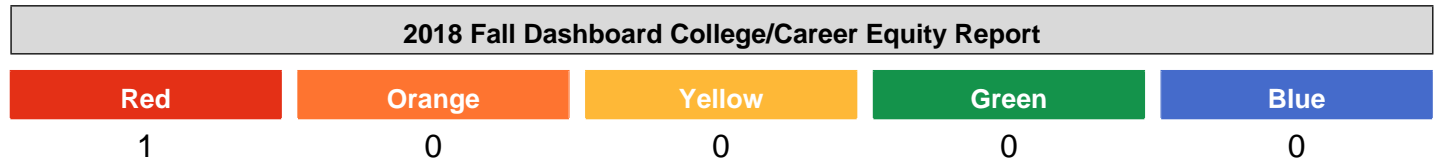
School and Student Performance Data

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 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

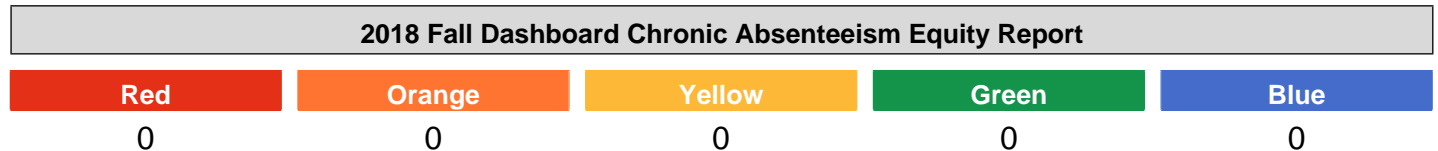
School and Student Performance Data

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  <p>No Performance Color</p> <p>26.7% chronically absent</p> <p>Increased 26.7%</p> <p>15 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>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>26.7% chronically absent</p> <p>Increased 26.7%</p> <p>15 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>

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

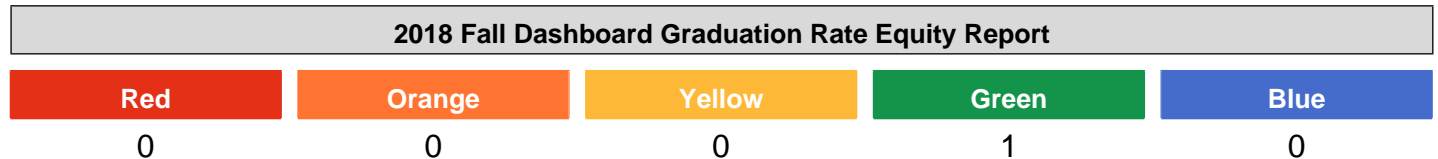
School and Student Performance Data

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  <p>Green</p> <p>81.3% graduated</p> <p>Increased +7.4%</p> <p>32 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	Socioeconomically Disadvantaged  <p>Green</p> <p>81.3% graduated</p> <p>Increased +7.4%</p> <p>32 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>72.7% graduated</p> <p>Increased +11.2%</p> <p>11 students</p>

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

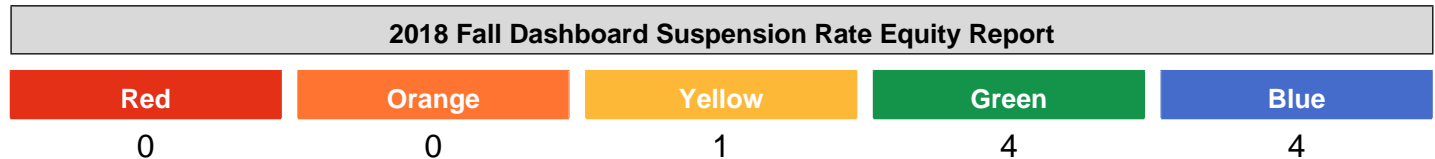
School and Student Performance Data

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 overall attendance rate for the 2017-18 school year was in the very high range (90% or greater) at 97%. In the 2018-19 school year, our program is striving to maintain (increase by less than 1%) or increase (by 1% to less than 5%) within the very high range (90% or greater) as outlined in our Accountability System for Court and Community Schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2017-18 97%	2018-19 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 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, incentives, and Project Based Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

71856

Source(s)

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

34491

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

Increase student attendance through parent communication, student mentorships 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)

39586

Source(s)

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

12667

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

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, 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)

14125

Source(s)

Title I Part A: Allocation

5000-5999: Services and Other Operating Expenditures

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 a passing the GED or HiSET, earn a high school diploma, or re-enroll at another traditional or alternative school.

32% of all students met SCOE Graduation Credit Completion Requirements - 220 credits (10 credits / 30 days enrolled)

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	2017-18 100%	2018-19 100%
SCOE Credit Completion Rate	2017-18 32%	2018-19 37%
State Credit Completion Rate	2017-18 87.3%	2018-19 92%

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 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)

7443

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 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, 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)

16120

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

7738

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

16982

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

35379

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

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)

5519

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

1766

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

4595

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

1470

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)

2967

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

1424

Title I Part A: Allocation

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)

4637

Source(s)

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

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

54.0% of all students met expected grade level growth in reading on Ren Learn assessments. El Centro Jr./Sr. High School students scored within the medium range (45% to less than 60%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Accountability System for Court and Community Schools. In order to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on reading intervention during the school day.

55.0% of all students met expected grade level growth in math on Ren Learn assessments. El Centro Jr./Sr. High School students scored within the medium range (45% to less than 60%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to continue to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on math intervention during the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2017-18 54.1%	2018-19 60%
Ren Learn Math Growth	2017-18 54.8%	2018-19 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are credentialed and are implementing a standards-aligned curriculum. Hire appropriately credentialed support staff including transition specialists, assessment/data specialists, mental health specialists, 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)

111426

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

35656

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

Career Readiness Teams include principals, academic teachers, counselors, Probation, 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 Individualized Learning Plans embedded with Career Exploration, Job Readiness goals, and additional planned outcomes such as counseling, anger management, 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)

3889

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

1244

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

Staff support all students with a graduation plan with supports tailored to their needs. Staff provide options for credit recovery and additional education support to recover missing credits. Intensive Case Manager 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. 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 854.

Continue implementation of a community-based wellness program for initial and ongoing health, vision, and dental care for all students. Continue implementation of independent living skills and financial literacy program. Enhance the life skills class that incorporates 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)

46123

14759

48124

15400

Source(s)

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

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

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 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)	Source(s)
26799	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
8576	Title I Part A: Allocation 3000-3999: Employee Benefits

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

Increase parent and guardian engagement through School Site Council

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 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)
8049	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
2576	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

Provide outreach to parents/guardians of students to increase participation in school activities and events.

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)

5519

Source(s)

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

2649

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

Increase outreach to 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)

3613

Source(s)

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

3401

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

1632

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

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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

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	2017-18 1.3%	2018-19 <1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School psychologists and staff will implement mental healthy support strategies to ensure students' social-emotional needs are met. Staff will continue to participate in professional learning sequences in trauma-informed teaching practices and social-emotional learning. Continue to improve communication with students regarding school safety and the learning environment. Provide translated information regarding bullying, school safety, and Williams compliance procedures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

3578	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1717	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

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)	Source(s)
4616	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
2215	Title I Part A: Allocation 3000-3999: Employee Benefits

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	\$630326
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$630,326.00

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	\$534,688.00

Subtotal of additional federal funds included for this school: \$534,688.00

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 (\$)
Title I Part D: Allocation	\$95,638.00

Subtotal of state or local funds included for this school: \$95,638.00

Total of federal, state, and/or local funds for this school: \$630,326.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Barbara Modlin	Principal
Barbara Lambert	Classroom Teacher
Nicole Peyret	Classroom Teacher
Brian Griffith	Classroom Teacher
John Liddicoat	Classroom Teacher
Victoria Van Horn	Other School Staff
Judy Boers	Other School Staff
Chris Eldridge	Parent or Community Member
Annette Kunze	Parent or Community Member
Jeanne Jackson	Parent or Community Member
Linda Ponce	Other School Staff
Student A	Secondary Student
Student B	
Student C	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
------------------	---

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2019.

Attested:

Principal, Barbara Modlin on May 23, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
ELINOR L. HICKEY JR./SR. HGIH 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	May 23, 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 our 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 and/or post-incarcerated youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a district or probation 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 a growing population of English learners (ELs). Based on the number of ELs we serve in SCOE programs, in addition to active School Site Councils, we have a District English Learner Advisory Committee. 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 community school student average period of enrollment is 65 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.

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 and Community School (CCS) 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, and the focus on rich 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, 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.

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place; 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 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 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 for them to improve academically.

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

Elinor Lincoln Hickey Jr./Sr. High School utilizes assessments representative of a shifting student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and school staff. Teachers have access to individual student data through Ren Learn and PowerSchool. Additional measurements include: attendance, successful transitions, HiSET, and California High School Proficiency Exam (CHSPE) completers, and growth in reading and math as measured by Ren Learn and Read 180 assessments. These overall 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 several staff members, including a special education teacher, academic teachers, and a CTE teacher, 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 subject they teach.

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

SCOE provides 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, Elinor Lincoln Hickey Jr./Sr. High School has access 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. 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, weekly PD for all CCS 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 and professional collaboration time embedded after each school day so that they may collaborate by grade level and subject matter. In addition to weekly Professional Learning Committee (PLC) meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning tenants, 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)

Elinor Lincoln Hickey Jr./Sr. High School uses only the State Board of Education (SBE) 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 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)

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, 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 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 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 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 SSC comprised of pertinent stakeholders. EL parents are encouraged to participate in the DELAC. The SSC and DELAC meet throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and our Local Education Agency (LEA) Plan. 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
- Financial literacy
- Boys and Girls Club
- 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

Fiscal support (EPC)

Title IA and Title ID funds are used to provide alternative supports, including additional intervention periods during the school day, intervention materials, counselors, a parent liaison, an EL parent liaison, and two transition specialist 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 Fall of 2018 with the development of the School Plans for Student Achievement (SPSA) and review of the 2018-19 LCAP goals. Parents, community members, and school staff engaged in ongoing discussions during the winter and 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, EL parent engagement, parent and student engagement following student--led conferences, phone call engagement for parents/guardians of incarcerated students, email engagement for all parents, probation, and during IEP and SST meetings. Stakeholders were involved throughout the year through parent meetings, program planning meetings with probation, students, staff, and our non-profit partners, ongoing surveys distributed to certificated and classified staff, probation, 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	2.9%	3.1%	0.74%	2	3	1
African American	23.2%%	35.1%	30.88%	16	34	42
Asian	1.4%%	2.1%	2.94%	1	2	4
Filipino	%	%	0.74%			1
Hispanic/Latino	36.2%	33.0%	32.35%	25	32	44
Pacific Islander	2.9%	%	2.21%	2		3
White	24.6%	20.6%	18.38%	17	20	25
Multiple/No Response	8.7%	%	2.21%	6		3
Total Enrollment				69	97	136

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	11	44	3
Grade 8	22	7	55
Grade 9	3	3	10
Grade 10	8	14	15
Grade 11	14	15	15
Grade 12	11	14	38
Total Enrollment	69	97	136

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	7	11	21	10.1%	11.3%	15.4%
Fluent English Proficient (FEP)	3	5	7	4.3%	5.2%	5.1%
Reclassified Fluent English Proficient (RFEP)		2		0.0%	28.6%	0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*			
Grade 7	11	57	*	7	51	*	7	49	*	63.6	89.5	
Grade 8	32	*	59	30	*	52	28	*	52	93.8		88.1
Grade 11	16	*	*	5	*	*	5	*	*	31.3		
All Grades	59	88	89	42	63	67	40	61	66	71.2	71.6	75.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	2437.	*	*	0.00	*	*	12.24	*	*	22.45	*	*	65.31	*
Grade 8	2454.	*	2462.	0	*	0.00	11	*	13.46	32	*	28.85	57	*	57.69
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	8	9.84	10.61	23	19.67	22.73	70	70.49	66.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6		*	*		*	*		*	*	
Grade 7	*	6.12	*	*	36.73	*	*	57.14	*	
Grade 8	7	*	0.00	33	*	46.15	59	*	53.85	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	5	4.92	0.00	26	32.79	39.39	69	62.30	60.61	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*
Grade 7	*	4.17	*	*	25.00	*	*	70.83	*
Grade 8	0	*	1.96	30	*	27.45	70	*	70.59
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	3.33	1.54	23	20.00	21.54	77	76.67	76.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*
Grade 7	*	4.08	*	*	38.78	*	*	57.14	*
Grade 8	0	*	1.92	67	*	55.77	33	*	42.31
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	3.28	1.52	59	37.70	51.52	41	59.02	46.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*
Grade 7	*	4.08	*	*	30.61	*	*	65.31	*
Grade 8	0	*	1.92	56	*	44.23	44	*	53.85
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	3.28	1.52	46	32.79	37.88	54	63.93	60.61

Conclusions based on this data:

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, Read 180, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. SCOE CCS programs utilize SBE approved, CCSS aligned core and intervention materials for ELA/ELD from Springboard, Read 180, and Edge. All teachers participate in weekly in PD on high-quality instruction and student engagement strategies related to ELA/ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*			
Grade 7	11	57	*	8	49	*	8	49	*	72.7	86	
Grade 8	32	*	59	28	*	52	23	*	51	87.5		88.1
Grade 11	16	*	*	4	*	*	4	*	*	25		
All Grades	59	88	88	40	59	65	35	59	63	67.8	67	73.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	2433.	*	*	0.00	*	*	8.16	*	*	14.29	*	*	77.55	*
Grade 8	2442.	*	2433.	0	*	1.96	0	*	7.84	30	*	15.69	70	*	74.51
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	1.59	0	6.78	6.35	23	11.86	12.70	77	81.36	79.37

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6		*	*		*	*		*	*	
Grade 7	*	2.17	*	*	19.57	*	*	78.26	*	
Grade 8	0	*	1.96	13	*	19.61	87	*	78.43	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	0	1.79	1.59	9	16.07	15.87	91	82.14	82.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*
Grade 7	*	2.04	*	*	20.41	*	*	77.55	*
Grade 8	0	*	0.00	57	*	37.25	43	*	62.75
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	1.69	0.00	43	20.34	31.75	57	77.97	68.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6		*	*		*	*		*	*
Grade 7	*	2.08	*	*	43.75	*	*	54.17	*
Grade 8	0	*	7.84	30	*	19.61	70	*	72.55
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	1.72	6.35	29	36.21	19.05	71	62.07	74.60

Conclusions based on this data:

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. SCOE will provide math intervention periods during the school day, and math tutoring after school to support students needing additional help in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 8	*	*	*	*
Grade 10	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8	*	*	*	*	*	*			*
Grade 10							*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8	*	*	*	*					*
Grade 10							*	*	*
All Grades	*	*	*	*			*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 8			*	*	*	*			*
Grade 10							*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8			*	*			*
Grade 10					*	*	*
All Grades			*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8	*	*					*
Grade 10					*	*	*
All Grades	*	*			*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8			*	*	*	*	*
Grade 10					*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 8			*	*			*
Grade 10					*	*	*
All Grades			*	*	*	*	*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
136	73.5%	15.4%	2.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.








2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	15.4%
Foster Youth	3	2.2%
Homeless	10	7.4%
Socioeconomically Disadvantaged	100	73.5%
Students with Disabilities	10	7.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	30.9%
American Indian	1	0.7%
Asian	4	2.9%
Filipino	1	0.7%
Hispanic	44	32.4%
Two or More Races	13	9.6%
Pacific Islander	3	2.2%
White	25	18.4%

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		

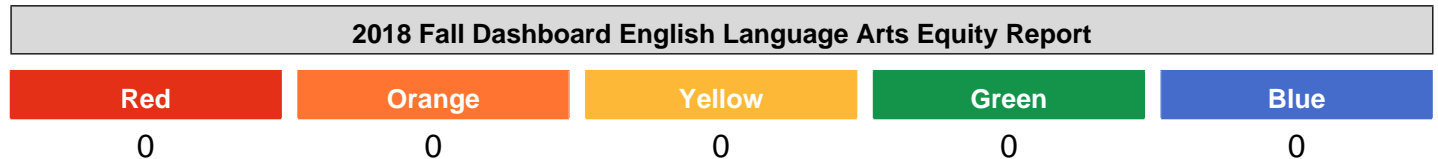
School and Student Performance Data

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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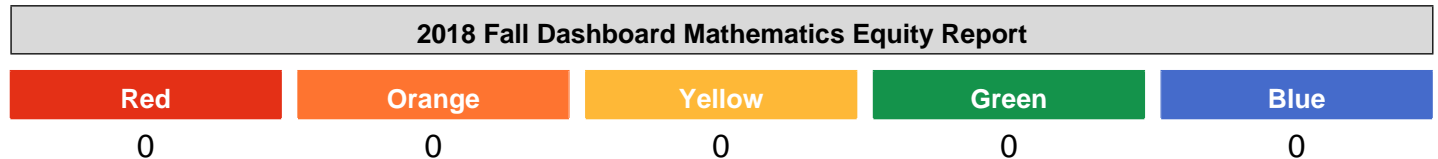
School and Student Performance Data

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 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

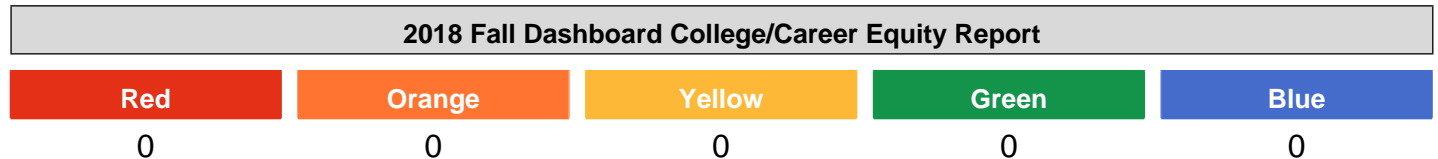
School and Student Performance Data

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  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

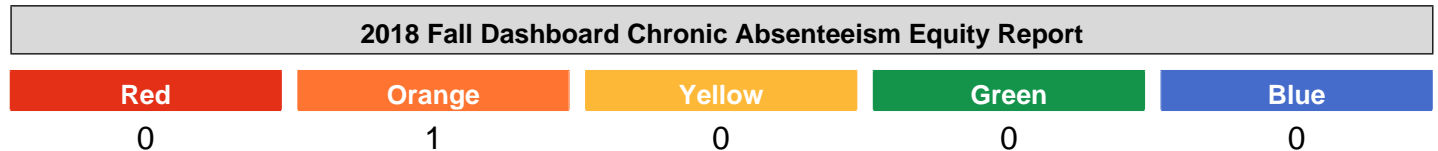
School and Student Performance Data

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

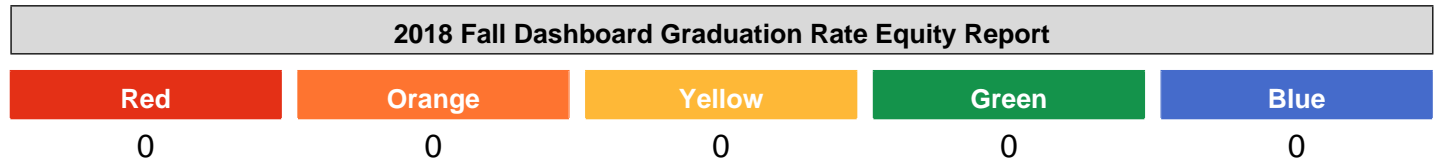
School and Student Performance Data

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

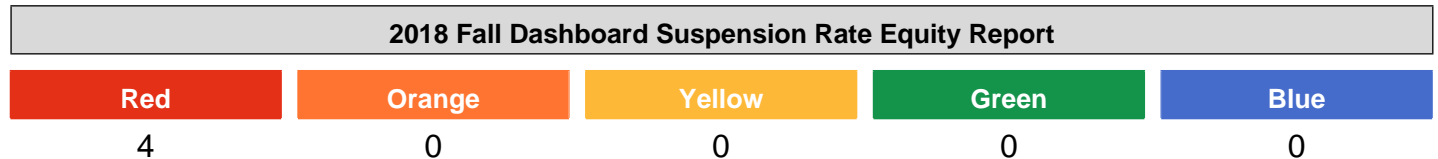
School and Student Performance Data

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 overall attendance rate for the 2017-18 school year was in the low range (60% to 70%) at 67.6%. In the 2018-19 school year, our program is striving to increase to the medium range (70% to 80%) as outlined in our Local Accountability System for Court and Community Schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2017-18 67.4%	2018-19 69%

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.

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)

38073

Source(s)

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

18275	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)

Strategy/Activity

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)
20779	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
6649	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)

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, HAWK Institute, 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)
14125	Title I Part A: Allocation

5000-5999: Services and Other Operating Expenditures

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

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

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

28% of all students met SCOE Graduation Credit Completion Requirements - 220 credits (10 credits / 30 days enrolled)

26% 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	2017-18 99.5%	2018-19 100%
SCOE Credit Completion Rate	2017-18 28%	2018-19 33%
State Credit Completion Rate	2017-18 26%	2018-19 31%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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 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)

7443

Source(s)

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)

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, 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)

16120

Source(s)

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

7738

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

31568

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

15153

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)

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)
4595	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
1470	Title I Part A: Allocation 3000-3999: Employee Benefits
5519	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
1766	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)

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)
2967	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1424	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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)

4637

Source(s)

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

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

47% of all students met expected grade level growth in reading on Ren Learn assessments. Elinor Hickey Jr./Sr. High School students scored within the medium range (45% to less than 60%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on reading intervention during the school day.

41% of all students met expected grade level growth in math on Ren Learn assessments. Elinor Hickey Jr./Sr. High School students scored within the low range (35% to less than 45%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to continue to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on math intervention during the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2017-18 47.4%	2018-19 60%
Ren Learn Math Growth	2017-18 40.9%	2018-19 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Ensure teachers are appropriately credentialed by utilizing the Verification Process for Special Settings credentialing process and are implementing standards-aligned curriculum. Hire

appropriately credentialed 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)

89096

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

28511

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)

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 Individualized Learning 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 implemented a 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)

3889

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

1244

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)

Strategy/Activity

Staff support all students with a graduation 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 a community-based wellness program for initial and ongoing health, vision, and dental care for all students. 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)
32792	Title I Part D: Allocation 1000-1999: Certificated Personnel Salaries
10494	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)

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)	Source(s)
11648	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

3727

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

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

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

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Individualized Learning 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)

8049

2576

Source(s)

Title I Part A: Allocation
1000-1999: Certificated 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

Provide outreach to parents/guardians of students to increase participation in school activities and events.

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)

5519

Source(s)

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

2649

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

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)

3613

Source(s)

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

2928

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

1405

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

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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

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

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, annually; 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 psychologists 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)

3578

Source(s)

Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries
1717	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

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)	Source(s)
4616	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
2215	Title I Part A: Allocation 3000-3999: Employee Benefits

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	\$418567
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$418,567.00

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	\$340,525.00

Subtotal of additional federal funds included for this school: \$340,525.00

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 (\$)
Title I Part D: Allocation	\$78,042.00

Subtotal of state or local funds included for this school: \$78,042.00

Total of federal, state, and/or local funds for this school: \$418,567.00

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 March 19, 2018.

Attested:

Principal, Lisa Alcalá on
SSC Chairperson, Adrian Brown on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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	May 23, 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 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 and/or post-incarcerated youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a district or probation 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 a growing population of English learners (ELs). Based on the number of ELs we serve in SCOE programs, in addition to active School Site Councils, we have a District English Learner Advisory Committee. 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 community school student average period of enrollment is 65 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.

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 and Community School (CCS) 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, and the focus on rich 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, 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.

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place; 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 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 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.

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

Gerber Jr./Sr. High School utilizes assessments representative of a shifting student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and school staff. Teachers have access to individual student data through Ren Learn and PowerSchool. Additional measurements include: attendance, successful transitions, HiSET, and California High School Proficiency Exam (CHSPE) completers, and growth in reading and math as measured by Ren Learn and Read 180 assessments. These overall 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 several staff members, including a special education teacher, academic teachers, and a CTE teacher, 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 subject they teach.

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

SCOE provides bi-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, 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 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, weekly PD for all CCS 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 Gerber Jr./Sr. High School have instructional planning and professional collaboration time embedded after each school day so that they may collaborate by grade level and subject matter. In addition to weekly Professional Learning Committee (PLC) meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning tenants, 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 only the State Board of Education (SBE) 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 meets 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)

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 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 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, 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 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 SSC comprised of pertinent stakeholders. EL parents are encouraged to participate in the DELAC. The SSC and DELAC meet throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and our Local Education Agency (LEA) Plan. 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
- Financial literacy
- Boys and Girls Club
- 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

Fiscal support (EPC)

Title IA and Title ID funds are used to provide alternative supports, including additional intervention periods during the school day, intervention materials, counselors, a parent/guardian liaison, an EL parent/guardian liaison, and two 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 Fall of 2018 with the development of the School Plans for Student Achievement (SPSA) and review of the 2018-19 LCAP goals. Parents, community members, and school staff engaged in ongoing discussions during the winter and 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, EL parent engagement, parent and student engagement following student--led conferences, phone call engagement for parents/guardians of incarcerated students, email engagement for all parents, probation, and during IEP and SST meetings. Stakeholders were involved throughout the year through parent meetings, program planning meetings with probation, students, staff, and our non-profit partners, ongoing surveys distributed to certificated and classified staff, probation, students, parents, and all relevant stakeholders.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.7%	%		1	
African American	%	23.7%	32.17%		33	37
Asian	%	5.0%	2.61%		7	3
Filipino	%	1.4%	%		2	
Hispanic/Latino	%	37.4%	44.35%		52	51
Pacific Islander	%	0.7%	%		1	
White	%	23.0%	8.70%		32	10
Multiple/No Response	%	4.3%	1.74%		6	2
Total Enrollment					139	115

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7		10	
Grade 8		52	25
Grade 9		16	4
Grade 10		9	5
Grade 11		11	21
Grade 12		41	60
Total Enrollment		139	115

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	16	19	6	16.3%	13.7%	5.2%
Fluent English Proficient (FEP)	4	21	15	4.1%	15.1%	13.0%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1	*		0	*		0	*		0		
Grade 8	25	61	24	24	56	21	7	55	21	96	91.8	87.5
Grade 11	31	*	*	22	*	*	19	*	*	71		
All Grades	57	92	55	46	72	27	26	71	27	80.7	78.3	49.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	2376.	2456.	2453.	0	0.00	0.00	0	10.91	4.76	0	18.18	14.29	100	70.91	80.95
Grade 11	2399.	*	*	0	*	*	0	*	*	5	*	*	95	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	8.45	11.11	4	15.49	14.81	96	76.06	74.07

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	*	*		*	*		*	*		
Grade 8	0	9.09	4.76	0	14.55	23.81	100	76.36	71.43	
Grade 11	5	*	*	16	*	*	79	*	*	
All Grades	4	7.58	7.41	12	15.15	25.93	84	77.27	66.67	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	0	1.85	4.76	0	27.78	28.57	100	70.37	66.67
Grade 11	0	*	*	6	*	*	94	*	*
All Grades	0	1.54	3.70	4	24.62	29.63	96	73.85	66.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	0	1.82	0.00	33	56.36	52.38	67	41.82	47.62
Grade 11	0	*	*	16	*	*	84	*	*
All Grades	0	1.47	7.41	20	54.41	48.15	80	44.12	44.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	0	1.85	4.76	0	35.19	28.57	100	62.96	66.67
Grade 11	0	*	*	32	*	*	68	*	*
All Grades	0	1.54	3.70	24	33.85	33.33	76	64.62	62.96

Conclusions based on this data:

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, Read 180, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. SCOE CCS programs utilize SBE approved, CCSS aligned core and intervention materials for ELA/ELD from Springboard, Read 180, and Edge. All teachers participate in weekly in PD on high-quality instruction and student engagement strategies related to ELA/ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1	*		0	*		0	*		0		
Grade 8	25	61	24	24	54	20	23	54	20	96	88.5	83.3
Grade 11	31	*	*	21	*	*	16	*	*	67.7		
All Grades	57	92	55	45	69	21	39	69	21	78.9	75	38.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	2386.	2420.	2422.	0	0.00	0.00	4	1.85	0.00	0	7.41	10.00	96	90.74	90.00
Grade 11	2375.	*	*	0	*	*	0	*	*	0	*	*	100	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	1.45	0.00	0	7.25	9.52	97	91.30	90.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	4	0.00	0.00	0	1.85	10.00	96	98.15	90.00
Grade 11	0	*	*	0	*	*	100	*	*
All Grades	3	0.00	0.00	0	3.08	9.52	97	96.92	90.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	4	0.00	0.00	35	18.52	30.00	61	81.48	70.00
Grade 11	0	*	*	19	*	*	81	*	*
All Grades	3	0.00	0.00	28	17.65	33.33	69	82.35	66.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	0	0.00	0.00	22	18.52	30.00	78	81.48	70.00
Grade 11	0	*	*	38	*	*	63	*	*
All Grades	0	0.00	0.00	28	22.39	33.33	72	77.61	66.67

Conclusions based on this data:

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. SCOE will provide math intervention periods during the school day, and math tutoring after school to support students needing additional help in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
115	71.3%	5.2%	2.6%
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	6	5.2%
Foster Youth	3	2.6%
Homeless	9	7.8%
Socioeconomically Disadvantaged	82	71.3%
Students with Disabilities	11	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	32.2%
Asian	3	2.6%
Hispanic	51	44.3%
Two or More Races	12	10.4%
White	10	8.7%

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

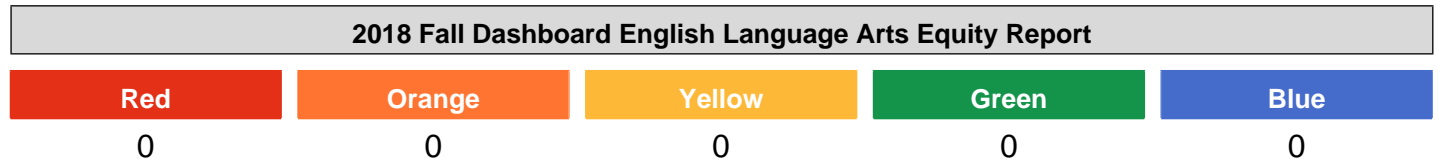
School and Student Performance Data

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		English Learners		Foster Youth	
 No Performance Color 124.6 points below standard Maintained -1.2 points 21 students		 No Performance Color 0 Students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students		 No Performance Color 135.3 points below standard Declined -19.9 points 12 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 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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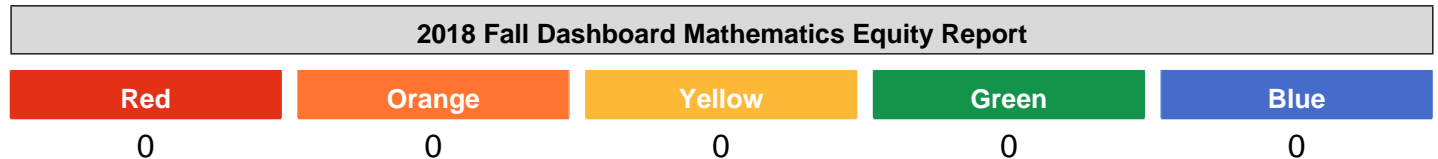
School and Student Performance Data

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  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 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 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 176.1 points below standard Declined -6.1 points 19 students
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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

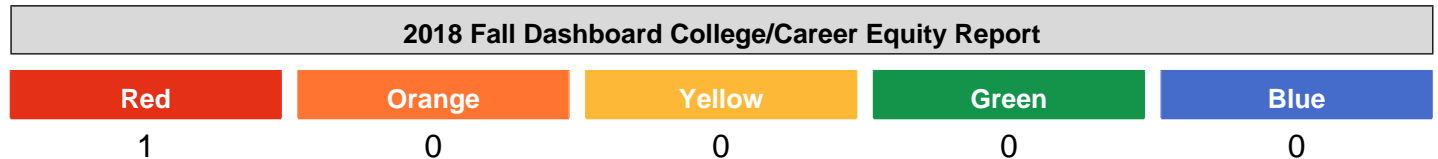
School and Student Performance Data

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

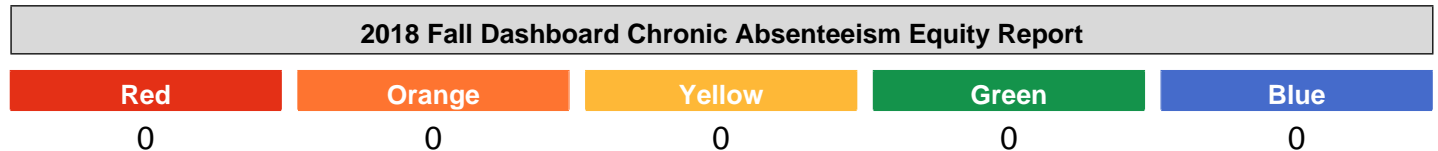
School and Student Performance Data

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  <p>No Performance Color</p> <p>53.6% chronically absent</p> <p>Increased 8.8%</p> <p>28 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 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>47.1% chronically absent</p> <p>Increased 3.4%</p> <p>17 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 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

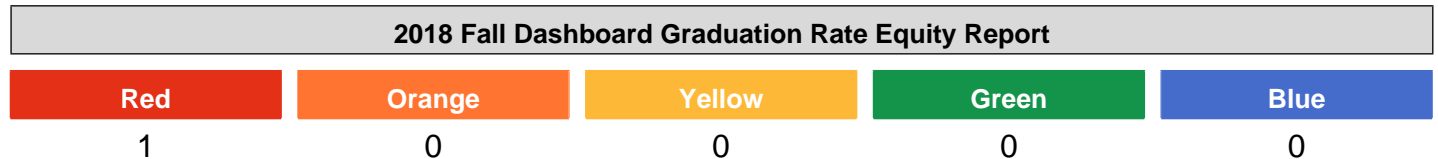
School and Student Performance Data

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

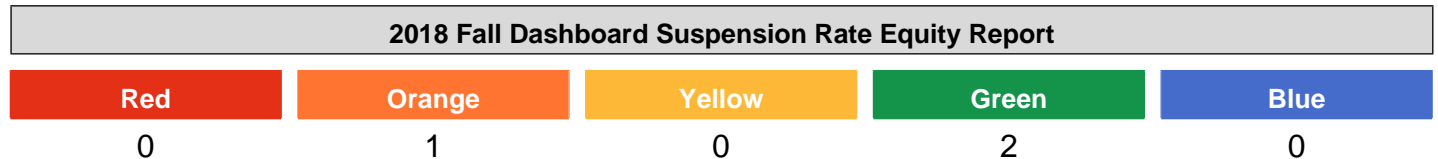
School and Student Performance Data

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 overall attendance rate for the 2017-18 school year was in the low range (60% to 70%) at 61.5%. In the 2018-19 school year, our program is striving to increase to the medium range (70% to 80%) as outlined in our Local Accountability System for Court and Community Schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2017-18 69.8%	2018-19 71%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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)

21181

Source(s)

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

10167

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)

Strategy/Activity

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)

7488

Source(s)

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

2396

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)

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, HAWK Institute, 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)

14125

Source(s)

Title I Part A: Allocation

5000-5999: Services and Other Operating Expenditures

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

95% of all students met a Successful Transition Rate.

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

26% of all students met SCOE Graduation Credit Completion Requirements - 220 credits (10 credits / 30 days enrolled)

40% 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	2017-18 95%	2018-19 97%
SCOE Credit Completion Rate	2017-18 26.3%	2018-19 31%
State Credit Completion Rate	2017-18 40%	2018-19 45%

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 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)
7443	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 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, 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)
9750	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
4680	Title I Part A: Allocation 3000-3999: Employee Benefits
16120	Title I Part D: Allocation 2000-2999: Classified Personnel Salaries
7737	Title I Part D: Allocation 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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)

5519

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

1766

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

4595

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

1470

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)

2967

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

1424

Title I Part A: Allocation

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)

4637

Source(s)Title I Part A: Allocation
5000-5999: Services and Other Operating
Expenditures

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

35% of all students met expected grade level growth in reading on Ren Learn assessments. Gerber Jr./Sr. High School students scored within the low range (35% to less than 45%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on reading intervention during the school day.

77% of all students met expected grade level growth in math on Ren Learn assessments. Gerber Jr./Sr. High School students scored within the high range (60% to less than 80%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to continue to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on math intervention during the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2017-18 35%	2018-19 60%
Ren Learn Math Growth	2017-18 76.5%	2018-19 80%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Ensure teachers are appropriately credentialed by utilizing the Verification Process for Special Settings credentialing process and are implementing standards-aligned curriculum. Hire appropriately credentialed 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)

36462

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

11668

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)

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 Individualized Learning 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 implemented a 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)

3889

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

1244

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)

Strategy/Activity

Staff support all students with a graduation 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 a community-based wellness program for initial and ongoing health, vision, and dental care for all students. 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)

9489

Source(s)

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

3037

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)

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)

4072

Source(s)

Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries
1303	Title I Part A: Allocation 3000-3999: Employee Benefits

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

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

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Individualized Learning 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)
8049	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
2576	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

Provide outreach to parents/guardians of students to increase participation in school activities and events.

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)

5519

Source(s)

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

2649

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

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)

3614

Source(s)

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

2928

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

1405

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

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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

School Climate and Safety

Goal 5

School Climate and Safety

Identified Need

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, annually; 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 psychologists 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)

3578

Source(s)

Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries
1717	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

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)	Source(s)
4616	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
2215	Title I Part A: Allocation 3000-3999: Employee Benefits

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	\$233495
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,495.00

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	\$186,213.00

Subtotal of additional federal funds included for this school: \$186,213.00

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 (\$)
Title I Part D: Allocation	\$47,282.00

Subtotal of state or local funds included for this school: \$47,282.00

Total of federal, state, and/or local funds for this school: \$233,495.00

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
- 1 Other School Staff
- 2 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
Patricia Saint James	Parent or Community Member
Alicia Castillo	Secondary Student
Jaden Simpson	Secondary Student
Barbara Modlin	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
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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 March 19, 2018.

Attested:

Principal, Chris Aland on
SSC Chairperson, Bill Garvey on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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	May 23, 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 our 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 and/or post-incarcerated youth. We also provide a high-quality alternative education to students and families seeking a smaller school environment through a district or probation 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 a growing population of English learners (ELs). Based on the number of ELs we serve in SCOE programs, in addition to active School Site Councils, we have a District English Learner Advisory Committee. 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 community school student average period of enrollment is 65 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.

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 and Community School (CCS) 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 aligned curriculum, school climate and safety, transition support, and the focus on rich 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, 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.

Formal classroom observations are conducted to ensure student engagement and high-level instruction is taking place; 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 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 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 needs to support students' social and emotional growth for them to improve academically.

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

North Area Community School utilizes assessments representative of a shifting student population with brief enrollment periods. These measures are shared with the SCOE Board of Education, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and school staff. Teachers have access to individual student data through Ren Learn and PowerSchool. Additional measurements include: attendance, successful transitions, HiSET, and California High School Proficiency Exam (CHSPE) completers, and growth in reading and math as measured by Ren Learn and Read 180 assessments. These overall 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 several staff members, including a special education teacher, academic teachers, and a CTE teacher, 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 subject they teach.

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

SCOE provides 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. 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, weekly PD for all CCS 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 North Area Community School have instructional planning and professional collaboration time embedded after each school day so that they may collaborate by grade level and subject matter. In addition to weekly Professional Learning Committee (PLC) meetings, the staff is provided with ongoing PD focusing on engagement strategies, such as project-based learning via Big Picture Learning tenants, 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 only the State Board of Education (SBE) 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 meets 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 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 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 or 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)

North Area Community School has an active SSC comprised of pertinent stakeholders. EL parents are encouraged to participate in the DELAC. The SSC and DELAC meet throughout the school year to provide valuable input into the development of our School Plan for Student Achievement (SPSA), our Local Control and Accountability Plan (LCAP), and our Local Education Agency (LEA) Plan. 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
- Financial literacy
- Boys and Girls Club
- 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

Fiscal support (EPC)

Title IA and Title ID funds are used to provide alternative supports, including additional intervention periods during the school day, intervention materials, counselors, a parent/guardian liaison, an EL parent/guardian liaison, and two 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 Fall of 2018 with the development of the School Plans for Student Achievement (SPSA) and review of the 2018-19 LCAP goals. Parents, community members, and school staff engaged in ongoing discussions during the winter and 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, EL parent engagement, parent and student engagement following student-led conferences, phone call engagement for parents/guardians of incarcerated students, email engagement for all parents, probation, and during IEP and SST meetings. Stakeholders were involved throughout the year through parent meetings, program planning meetings with probation, students, staff, and our non-profit partners, ongoing surveys distributed to certificated and classified staff, probation, 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.6%	0.7%	2.84%	2	1	4
African American	24.4%	29.2%	26.24%	31	42	37
Asian	3.9%	3.5%	4.26%	5	5	6
Filipino	%	1.4%	1.42%		2	2
Hispanic/Latino	40.9%	32.6%	35.46%	52	47	50
Pacific Islander	%	4.2%	%		6	
White	23.6%	20.1%	20.57%	30	29	29
Multiple/No Response	5.4%	1.4%	1.42%	7	2	2
Total Enrollment				127	144	141

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7		1	1
Grade 8	22	23	22
Grade 9	36	39	27
Grade 10	10	6	26
Grade 11	11	14	4
Grade 12	48	61	61
Total Enrollment	127	144	141

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	14	16	11	11.0%	11.1%	7.8%
Fluent English Proficient (FEP)	12	9	15	9.4%	6.3%	10.6%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*	*	0	*	*	0	*	*	0		
Grade 8	25	28	23	21	20	22	20	20	21	84	71.4	95.7
Grade 11	20	*	*	12	*	*	11	*	*	60		
All Grades	48	45	43	33	25	30	31	25	29	68.8	55.6	69.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2487.	2488.	2418.	0	0.00	0.00	5	0.00	0.00	40	50.00	19.05	55	50.00	80.95
Grade 11	2438.	*	*	0	*	*	9	*	*	18	*	*	73	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	6	0.00	0.00	32	40.00	20.69	61	60.00	79.31

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	0	5.00	0.00	25	50.00	28.57	75	45.00	71.43	
Grade 11	0	*	*	36	*	*	64	*	*	
All Grades	0	4.00	0.00	29	44.00	31.03	71	52.00	68.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	0.00	35	30.00	9.52	65	70.00	90.48
Grade 11	0	*	*	18	*	*	82	*	*
All Grades	0	0.00	0.00	29	24.00	13.79	71	76.00	86.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	0.00	90	80.00	33.33	10	20.00	66.67
Grade 11	9	*	*	27	*	*	64	*	*
All Grades	3	0.00	0.00	68	72.00	31.03	29	28.00	68.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	5.00	0.00	40	45.00	19.05	60	50.00	80.95
Grade 11	9	*	*	36	*	*	55	*	*
All Grades	3	4.00	0.00	39	48.00	20.69	58	48.00	79.31

Conclusions based on this data:

1. To address the high number of students testing below standards in ELA, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in ELA and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE sites utilize Ren Learn ELA, Ren Learn pre and post assessments, and Springboard, Read 180, and Edge core and intervention materials to support students testing below grade level in reading. These are all evidence-based ELA programs designed to increase literacy rates.
3. SCOE CCS programs utilize SBE approved, CCSS aligned core and intervention materials for ELA/ELD from Springboard, Read 180, and Edge. All teachers participate in weekly in PD on high-quality instruction and student engagement strategies related to ELA/ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	3	*	*	0	*	*	0	*	*	0		
Grade 8	25	28	23	20	21	21	19	21	21	80	75	91.3
Grade 11	20	*	*	12	*	*	11	*	*	60		
All Grades	48	45	43	32	23	31	30	23	31	66.7	51.1	72.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2471.	2451.	2417.	0	0.00	0.00	0	0.00	0.00	32	23.81	14.29	68	76.19	85.71
Grade 11	2386.	*	*	0	*	*	0	*	*	9	*	*	91	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	23	21.74	9.68	77	78.26	90.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	0.00	21	14.29	10.00	79	85.71	90.00
Grade 11	0	*	*	9	*	*	91	*	*
All Grades	0	0.00	0.00	17	13.04	6.67	83	86.96	93.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	0.00	53	23.81	23.81	47	76.19	76.19
Grade 11	0	*	*	0	*	*	100	*	*
All Grades	0	0.00	0.00	33	21.74	16.13	67	78.26	83.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	0	0.00	0.00	47	42.86	50.00	53	57.14	50.00
Grade 11	0	*	*	18	*	*	82	*	*
All Grades	0	0.00	0.00	37	39.13	46.67	63	60.87	53.33

Conclusions based on this data:

1. To address the high number of students testing below standard in math, staff will continue to participate in an ongoing PD focusing on research-based instructional strategies in math and will continue to provide intensive intervention to all students performing below grade level.
2. SCOE utilizes SBE adopted curriculum from Pearson Integrated Math I, II, III, and McGraw Hill California Math in all CCS programs.
3. SCOE will provide math intervention periods during the school day, and math tutoring after school to support students needing additional help in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*					*
Grade 10							*	*	*
All Grades	*	*	*	*			*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*					*
Grade 10					*	*			*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*					*
Grade 10							*	*	*
All Grades			*	*			*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10					*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10			*	*			*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10					*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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%

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>		

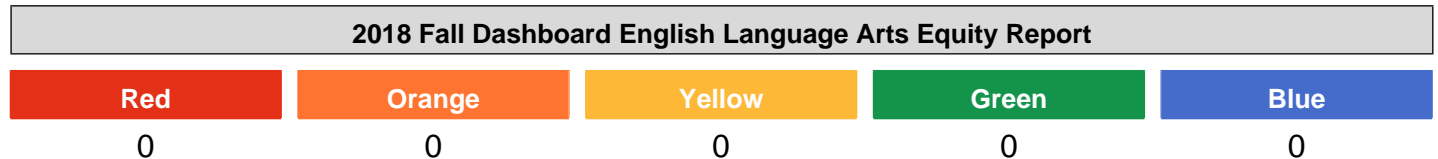
School and Student Performance Data

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	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 156.2 points below standard Declined -66.1 points 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 158.5 points below standard Declined -66.1 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 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 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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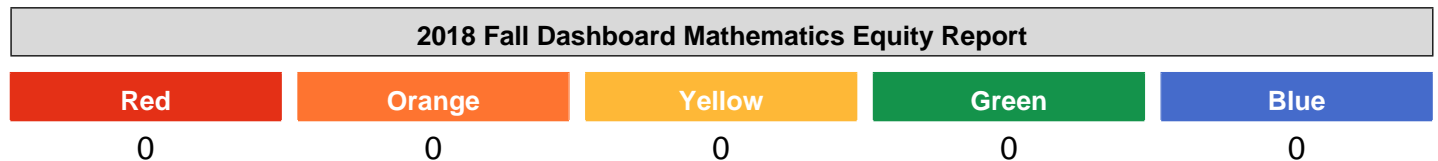
School and Student Performance Data

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  <p>No Performance Color</p> <p>162 points below standard</p> <p>Declined -16 points</p> <p>19 students</p>	English Learners  <p>No Performance Color</p> <p>0 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>162.3 points below standard</p> <p>Declined -21.9 points</p> <p>15 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 Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 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 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	Reclassified English Learners	English Only
0 Students	0 Students	160.5 points below standard Declined -26.4 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

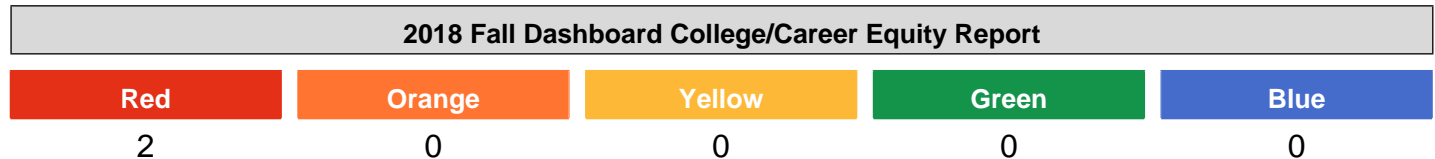
School and Student Performance Data

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% 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

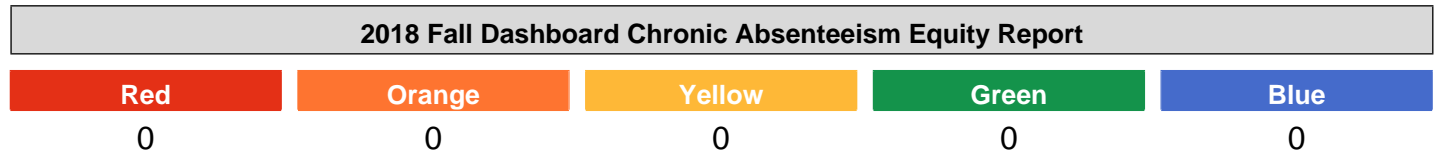
School and Student Performance Data

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

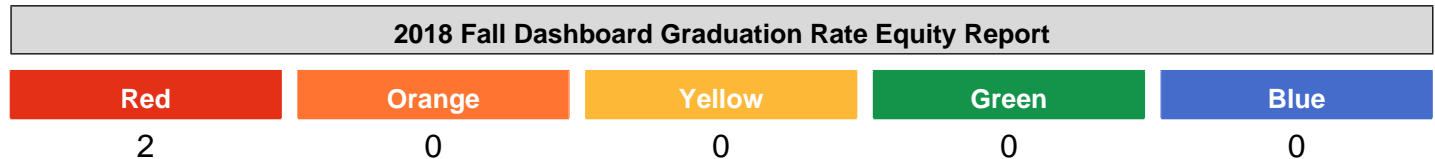
School and Student Performance Data

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

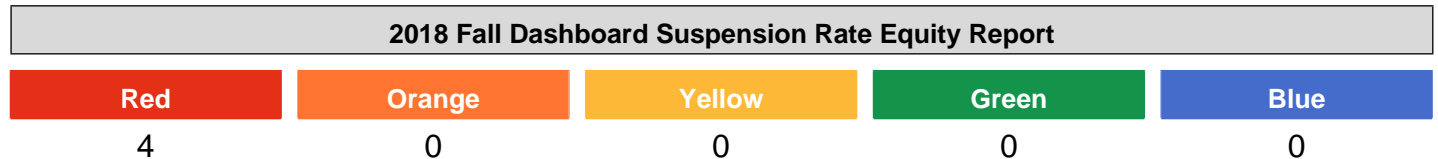
School and Student Performance Data

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 overall attendance rate for the 2017-18 school year was in the low range (60% to 70%) at 60%. In the 2018-19 school year, our program is striving to increase to the medium range (70% to 80%) as outlined in our Local Accountability System for Court and Community Schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	2017-18 66.7%	2018-19 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)

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.

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)

21181

Source(s)

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

10167

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)

Strategy/Activity

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)

14733

Source(s)

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

4714

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)

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, HAWK Institute, 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)

14125

Source(s)

Title I Part A: Allocation

5000-5999: Services and Other Operating Expenditures

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

98% of all students met a Successful Transition Rate.

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

47% of all students met SCOE Graduation Credit Completion Requirements - 220 credits (10 credits / 30 days enrolled)

35% 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	2017-18 98.3%	2018-19 100%
SCOE Credit Completion Rate	2017-18 47%	2018-19 52%
State Credit Completion Rate	2017-18 35%	2018-19 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 a 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)

7443

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 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, 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)

16120

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

7737

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

9693

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

4652

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 (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)

5519

Source(s)

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

1766

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

4595

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

1470

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)

2967

Source(s)

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

1424

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

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)

4637

Source(s)

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

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

58% of all students met expected grade level growth in reading on Ren Learn assessments. North Area Community School students scored within the medium range (45% to less than 60%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on reading intervention during the school day.

40% of all students met expected grade level growth in math on Ren Learn assessments. North Area Community School students scored within the low range (35% to less than 45%). In the next school year, our program is striving to move into the high range (60% to less than 80%) or very high range (80% or greater) as set forth in our Local Accountability System for Court and Community Schools. In order to continue to improve in this area we have utilized a portion of our Title I A funds to increase the percentage of time teachers spend on math intervention during the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Learn Reading Growth	2017-18 58.4%	2018-19 60%
Ren Learn Math Growth	2017-18 40.2%	2018-19 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure teachers are appropriately credentialed by utilizing the Verification Process for Special Settings credentialing process and are implementing standards-aligned curriculum. Hire

appropriately credentialed 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)

43641

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

13965

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

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 Individualized Learning 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 implemented a 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)

3889

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

1244

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

Staff support all students with a graduation 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 a community-based wellness program for initial and ongoing health, vision, and dental care for all students. 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)

13186

Source(s)

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

4220

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

Title I A Professional Development Set Aside
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 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)
4072	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
1303	Title I Part A: Allocation 3000-3999: Employee Benefits

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

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

Ensure parent/guardian/caregiver participation in the enrollment process and the development of Individualized Learning 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)
8049	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
2576	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

Provide outreach to parents/guardians of students to increase participation in school activities and events.

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)

5519

Source(s)

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

2649

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)

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)

3613

Source(s)

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

2928

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

1405

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

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

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, annually; 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 psychologists 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)

3578

Source(s)

Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries
1717	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

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)	Source(s)
4616	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
2215	Title I Part A: Allocation 3000-3999: Employee Benefits

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	\$257328
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,328.00

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	\$205,167.00

Subtotal of additional federal funds included for this school: \$205,167.00

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 (\$)
Title I Part D: Allocation	\$52,161.00

Subtotal of state or local funds included for this school: \$52,161.00

Total of federal, state, and/or local funds for this school: \$257,328.00

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 March 12, 2018.

Attested:

Principal, Lisa Alcalá on
SSC Chairperson, Adrian Brown on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Subject: Surplus Property	Agenda Item No.: VIII.A.5. Enclosures: 1
Reason: Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)	From: David W. Gordon Prepared By: Jerry Jones Board Meeting Date: 6/11/19

BACKGROUND:

Education Code sections 17545 and 17546 allow for the disposal of property no longer needed or that is determined unsuitable for school use.

The Computer, Network and Telecommunication Support Department (CNTS) reviews all technology surplus equipment to ensure that any repairable, non-obsolete equipment is re-used by SCOE programs. In the event the equipment cannot be repaired, is no longer able to support the latest security patches and updates (posing a network security risk), or is so obsolete it can no longer be used for its intended purpose, the equipment is deemed unsuitable for use and is recommended for disposal.

The technology equipment listed below has been determined to be unsuitable for use and of insufficient value to defray the costs of arranging a sale. It is in the Sacramento County of Education's best interest to deem these items obsolete and dispose of them. All storage devices (hard drives, solid state drives, USB drives, etc.) are completely wiped of data and, whenever possible, physically shredded to ensure the destruction of all electronic data before disposal.

TECHNOLOGY EQUIPMENT			
SCOE Tag Number	Item Description	SCOE Tag Number	Item Description
0221887	HP Color LaserJet CP3525 Printer	0207753	Dell Latitude E5540 Laptop
0203232	Dell Optiplex 980 Desktop	0207738	Dell Latitude E5540 Laptop
0221333	Dell Optiplex 960 Desktop	0207241	Dell Latitude E6540 Laptop
0202184	Dell Optiplex 960 Desktop	0180836	HP Color LaserJet CP2025 Printer
0221549	Dell Optiplex 960 Desktop	0203323	Dell Optiplex 980 Desktop
0196402	HP Compaq DC7800 Desktop	0203273	Dell Optiplex 980 Desktop
0196246	HP Compaq DC7800 Desktop	0221499	Dell Optiplex 780 Desktop
0196253	HP Compaq DC7800 Desktop	0194142	Dell Optiplex GX620 Desktop
0203539	Dell Optiplex 380 Desktop	0181180	Dell Optiplex 755 Desktop
0203075	Dell Optiplex 960 Desktop	0216713	Dell C3760 Printer
0135749	Apple MacBook Air Laptop	0222901	Dell Optiplex 960 Desktop
0215087	Dell Chromebook	0205211	HP 2920-48G Network Switch
0217208	Dell Latitude E5540 Laptop	0212760	Apple iMac Desktop
0210997	Dell Latitude Laptop		

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board declare this equipment unsuitable for school use and of insufficient value to defray the costs of arranging a sale, and authorizes the Procurement Department to dispose of this equipment as authorized under Education Code sections 17545 and 17546.

SACRAMENTO COUNTY BOARD OF EDUCATION
CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL
June 11, 2019

TECHNOLOGY SERVICES

Expenditure

Mattison Enterprises

Contractor will assist with applications related to E-rate funding. Services include review of telecom bills to verify discount awards are correctly applied; track E-rate application status; respond to inquiries from Schools and Library Division; participate in E-rate planning meetings; maintain E-rate documentation and program-required records retention; assist with Billed Entity Applications Reimbursement process for obtaining E-rate awards; assist, consult, and participate in any audit, if necessary.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Computers, Network, and Telecommunication Support Department \$12,500.00

Signal Perfection, LTD

Contractor will provide maintenance and support on an as-needed basis for existing audio/visual (AV) equipment in Sacramento County Office of Education meeting rooms. Minor AV upgrades will also be provided.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Computers, Network, and Telecommunication Support Department \$6,000.00

KS Telecom, Inc.

Contractor will provide data and voice cabling services on an as-needed basis to the Sacramento County Office of Education. Services will include emergency repair work, data and phone station cabling, infrastructure cabling, fiber optic cabling, and other telecommunications services. Contractor will be paid only for work performed and no costs will be incurred if services are not needed.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: Computers, Network, and Telecommunication Support Department \$60,000.00

ADULT RE-ENTRY PROGRAMS

Expenditure

Eaton Interpreting Services, Inc.

Contractor will provide interpreting services for clients that are deaf or hard-of-hearing in the Sacramento County Office of Education Adult Re-Entry Programs. Services will be provided at our adult re-entry sites as needed. Original contract amount - \$12,000; Amendment #1 – to extend the dates of service through June 30, 2020, and add \$10,000 to cover services for the remainder of this fiscal year and the next fiscal year, making the total contract \$22,000.

Amendment

Dates of Service: 08/15/18 – 06/30/20

Source of Funds: Placer County Probation/California Department of Corrections & Rehabilitation \$10,000.00

FACILITIES

Tree Care Incorporated

Contractor will furnish all labor and equipment for the removal of hazardous trees, limbs, deadwood, and stumps, and for line clearance pruning at the Sly Park Environmental Center. Services will be provided on an as-needed basis.

Renewal

Dates of Service: 06/12/19 – 06/30/20

Source of Funds: U.S. Forest Service Requirement for Property Maintenance \$50,000.00

Installation Connection, Inc.

Contractor will furnish and install fire retardant window shades in the Sly Park Education Center dormitories, as required by the El Dorado County Fire District.

New

Dates of Service: 06/12/19 – 12/31/19

Source of Funds: Deferred Maintenance \$26,250.00

BUSINESS SERVICES

Capitol Advisors Group, LLC

At the request of school districts in Sacramento County, contractor will provide legislative services for the districts. There is a significant cost savings from the districts working together as a collaborative to secure these services. The Sacramento County Office of Education will be reimbursed by participating districts for their proportionate share of costs.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: School Districts/Sacramento County Office of Education Operations \$100,000.00

BUSINESS SERVICES

Expenditure

School Services of California

Contractor will provide finance information services, including analysis of all major school finance/fiscal legislation, workshops, mandated-cost information, and consultation. Sacramento County school districts pay 95 percent of the total cost of this contract.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: School Districts/Sacramento County Office of Education Operations \$34,400.00

Constantine Baranoff

Contractor will provide facility planning services to the Sacramento County Office of Education and Sacramento County school districts. Contractor will also assist requesting school districts with the development of facility master plans, with modernization to complete repairs identified during inspections, and with communications with local governments regarding land use decisions.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: General Support \$32,800.00

Schools Insurance Authority

Contractor will administer the Employee Assistance Program (EAP) through the Managed Health Network. EAP provides help to Sacramento County Office of Education employees to manage issues that could adversely impact their work and personal lives. Services offered are Clinical Counseling; Work and Life Services (e.g., childcare, eldercare, financial and legal services); and Daily Living Services that include referrals to consultants and businesses that can help with everyday errands, travel, and event planning.

Renewal

Dates of Service: 07/01/19 – 06/30/20

Source of Funds: General Support \$25,800.00

RECAP

Expenditure

Special Education	78,500.00
Adult Re-Entry Programs	10,000.00
Facilities	76,250.00
Business Services	193,000.00
TOTAL	357,750.00

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Agenda Item No.: VIII.C.1.

Enclosures: 1

Board Meeting Date: 06/11/19

Grant/Contract Proposal Abstract

Title of Grant/Contract: TEACH California

Department/Director: Technology Services/Jerry Jones

Funding Source: California Department of Education

Amount Requested: \$99,800

Fiscal Year(s): 2019-2020

Program Description:

The TEACH California Web site, funded by the California Department of Education (CDE), is designed to function as an outreach and information dissemination tool for individuals interested in the teaching profession. This comprehensive Web site was created as a resource to provide information about the teacher preparation process, assist prospective teachers in creating an individualized plan to become credentialed teachers, provide relevant content, and offer links to other useful online resources. Current focus is on potential special education, math, and science teachers.

The Sacramento County Office of Education's (SCOE) Internet and Media Services Department built the site nearly 18 years ago, with a major upgrade completed in 2017. During this contract, SCOE staff will continue to host the TEACH California Web site, create and maintain Web site content, maintain the online registration system, promote the site, disseminate information, and report project status to CDE.

New Positions:

None

Subcontracts:

None

Evaluation Component:

This project will be measured and evaluated by successful completion of deliverables as described in the contract as follows:

- Create and maintain Web site content
- Maintain online registration system
- Promote the site
- Disseminate information
- Report project status

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☒ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: TEACH California

Contact Person/Dept. /Phone #: Jerry Jones, Technology Services, (916)228-2593

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.42	45,804		45,804
Temporary Employees	17,925		17,925
Employee Benefits	20,925		20,925
Books and Supplies			0
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	6,990		6,990
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	8,156		8,156
Other:			0
Totals	\$99,800	\$0	\$99,800

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Director I	0.07	M-40	10,125	
Multimedia Design Specialist	0.12	45-F	11,813	
Project Specialist II	0.18	M-29	20,043	
Executive Assistant	0.05	M-18	3,823	
Totals	0.42		\$45,804	\$0

Revised 07/15

Initials of Grants Financial Staff: A. 24

Date: 04/25/19

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.2.
Enclosures:	3
Board Meeting Date:	06/11/19

Title of Grant/Contract: WorkAbility I

Department/Director: Technology Services/Jerry Jones

Funding Source: California Department of Education

Amount Requested: \$474,900

Fiscal Year(s): 2019-2020, 2020-2021, 2021-2022

Program Description:

The Sacramento County Office of Education's (SCOE) Internet and Media Services (IMS) Department will provide planning, programming and technical support for the Workability I (WAI) data collection and reporting Web site during this three-year contract. During 2019-2020, IMS will upgrade the WorkAbility Web site to utilize the .NET framework, which is currently required by the California Department of Education (CDE). During 2020-2021 and 2021-2022, IMS will host and support the Web site. The purpose of the Web site is the storage and management of statewide data for CDE's WAI program, which provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and post-secondary education or training.

IMS will provide project coordination services, which include the development of project work plans and timelines, and report development and communication with the CDE contract monitor and technical staff. Programming services will be provided to upgrade the Web site to the .NET framework and maintain the site. Technical support and professional learning will be provided to state-level users in a train-the-trainer model. Additionally, all related data and Web site files will be hosted in SCOE's highly secure virtual server environment.

New Positions:

None

Subcontracts:

None

Evaluation Component:

This project will be measured and evaluated by successful completion of deliverables as described in the contract:

- Upgrade the WorkAbility Web site to utilize the .NET framework
- Provide technical support and training to state-level users
- Host and maintain all files in a secure server environment

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: Workability I

Contact Person/Dept. /Phone #: Jerry Jones, Technology Services, (916)228-2593

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.87	217,311		217,311
Temporary Employees			0
Employee Benefits	74,010		74,010
Books and Supplies	426		426
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	6,600		6,600
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	26,553		26,553
Other:			0
Totals	\$324,900	\$0	\$324,900

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Director	0.15	M-40	23,012	
Project Specialist	0.45	M-29	52,616	
Project Specialist	0.70	M-29	76,003	
Coordinator	0.35	M-36	45,172	
Multimedia Design Specialist	0.17	45-F	16,370	
Executive Assistant	0.05	M-18	4,138	
Totals	1.87		\$217,311	\$0

Revised 07/15

Initials of Grants Financial Staff: U. A

Date: 04/24/19 15

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☒ State ☐ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Workability I

Contact Person/Dept. /Phone #: Jerry Jones, Technology Services, (916)228-2593

Fiscal Year: 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.40	45,409		45,409
Temporary Employees			0
Employee Benefits	16,527		16,527
Books and Supplies	334		334
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	6,600		6,600
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	6,130		6,130
Other:			0
Totals	\$75,000	\$0	\$75,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Director	0.03	M-40	4,719	
Project Specialist	0.09	M-29	10,311	
Project Specialist	0.25	M-29	27,833	
Executive Assistant	0.03	M-18	2,546	
Totals	0.40		\$45,409	\$0

Revised 07/15

Initials of Grants Financial Staff: U.A

Date: 04/24/19

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☒ State ☐ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Workability I

Contact Person/Dept. /Phone #: Jerry Jones, Technology Services, (916)228-2593

Fiscal Year: 2021-2022

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.38	45,067		45,067
Temporary Employees			0
Employee Benefits	16,901		16,901
Books and Supplies	303		303
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	6,600		6,600
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	6,129		6,129
Other:			0
Totals	\$75,000	\$0	\$75,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Director	0.03	M-40	4,861	
Project Specialist	0.07	M-29	8,113	
Project Specialist	0.25	M-29	29,471	
Executive Assistant	0.03	M-18	2,622	
Totals	0.38		\$45,067	\$0

Revised 07/15

Initials of Grants Financial Staff: U.A

Date: 04/24/19 

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.3.

Enclosures: 1

Board Meeting Date: 06/11/19

Title of Grant/Contract: County Technical Assistance for Tobacco Use Prevention Education Grant

Department/Director: Prevention and Early Intervention/Nancy Herota, Ed.D.

Funding Source: California Department of Education

Amount Requested: \$190,222

Fiscal Year(s): 2019-2020

Program Description:

The California Department of Education (CDE) provides funding for the County Technical Assistance for Tobacco Use Prevention Education (TUPE) program which is funded by the California Tobacco Tax Increase (Proposition 56 of 2016). These funds are intended to support expanded planning, development, capacity building, technical assistance and training; evaluation and program improvement services; and coordinate activities for Tobacco Use Prevention Education County Technical Assistance and Leadership Funds (CTALF) in local education agencies.

New Positions:

None

Subcontracts:

None

Evaluation Component:

The Sacramento County Office of Education will submit to CDE an annual report of activities and services that include the following activities and measurable outcomes:

- Ongoing implementation and enforcement of the tobacco-free school policies
- Increased number of school districts that submit applications to CDE for TUPE funding
- Increased partnerships and collaborations with county health department tobacco control programs, county alcohol and drug programs, county mental health programs, and other community prevention and intervention initiatives
- Ongoing participation in the Tobacco Control Coalition of the County Health Department
- Increased support to local education agencies around TUPE-focused youth development strategies
- Increased support to local education agencies around TUPE-focused activities that address disparate populations within the county

Detailed Budgets Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☒ State ☐ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: County Technical Assistance for Tobacco Use Prevention Education Grant

Contact Person/Dept. /Phone #: Brent Malicote/Prevention & Early Intervention/2201

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.85	59,148		59,148
Temporary Employees			0
Employee Benefits	22,604		22,604
Books and Supplies	12,412		12,412
Travel and Conference	5,000		5,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	72,000		72,000
Communications (postage/phones)			0
Printing Services	10,000		10,000
Indirect % 5.00	9,058		9,058
Other:			0
Totals	\$ 190,222	\$ 0	\$ 190,222

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.20	36M	23,523	
Project Specialist I	0.40	18M	26,600	
Project Assistant I	0.25	G15 A/B	9,025	
Totals	0.85		\$59,148	\$0

Revised 07/15

Initials of Grants Financial Staff: *To [Signature]*

Date: 5/21/19 *[Signature]*

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.4.

Enclosures: 1

Board Meeting Date: 06/11/19

Title of Grant/Contract: Tobacco-Use Prevention Education Administration County
Technical Assistance/Leadership Grant

Department/Director: Prevention and Early Intervention/Nancy Herota, Ed.D.

Funding Source: California Department of Education

Amount Requested: \$79,900

Fiscal Year(s): 2019-2020

Program Description:

The California Department of Education (CDE) provides funding for the Tobacco-Use Prevention Education (TUPE) County Technical Assistance and Leadership Funds (CTALF) which are funded by the California Tobacco Tax (Proposition 99 of 1988). TUPE CTALF funds are intended to plan, develop, and implement capacity building activities; provide technical assistance and training; and conduct evaluation, program improvement services, and coordination activities for TUPE-related activities in local education agencies.

New Positions:

None

Subcontracts:

None

Evaluation Component:

The Sacramento County Office of Education (SCOE) will submit to CDE an annual report of activities and services that include the following measurable outcomes:

- Completion of key activities submitted in the scope of work within the required timelines
- Increased tobacco use prevention education and support provided to Sacramento County school districts around the administration and reporting of the California Healthy Kids Survey (CHKS), youth development projects, and regional training opportunities
- Increased collaboration between SCOE and local community partners to support tobacco prevention education and projects.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: Tobacco-Use Prevention Education Administration County Technical Assistance/Leadership Grant

Contact Person/Dept. /Phone #: Brent Malicote/Prevention & Early Intervention/2201

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 0.60	50,123		50,123
Temporary Employees			0
Employee Benefits	18,037		18,037
Books and Supplies	2,160		2,160
Travel and Conference	2,300		2,300
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services	750		750
Indirect % 8.90	6,530		6,530
Other:			0
Totals	\$ 79,900	\$ 0	\$ 79,900

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Coordinator	0.20	36M	23,523	
Project Specialist I	0.40	18M	26,600	
Totals	0.60		\$50,123	\$0

Revised 07/15

Initials of Grants Financial Staff: *TO*

Date: 5/21/19 *MS*

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.5.

Enclosures: 2

Board Meeting Date: 06/11/19

Title of Grant/Contract: Friday Night Live/Club Live/Friday Night Live Mentoring Programs

Department/Director: Prevention and Early Intervention/Nancy Herota, Ed.D.

Funding Source: Sacramento County Department of Health Services

Amount Requested: \$371,000

Fiscal Year(s): 2019-2020

Program Description:

The Sacramento County Division of Behavioral Health Services, Alcohol and Drug Services, will renew its contract with the Sacramento County Office of Education (SCOE) to support the Friday Night Live (FNL), Club Live (CL) and Friday Night Live Mentoring (FNLM) programs. FNL and CL programs and services are available to high school and middle school students throughout Sacramento County. These programs include on-campus chapters supported by FNL/CL staff members, leadership training and opportunities for teens, school-wide and countywide events, and professional development opportunities and program support for adult school-site advisors.

FNL Mentoring is a cross-age mentoring program that matches trained and supervised high school students with middle/junior high school students who are struggling socially and/or academically. Statewide evaluation of the program has demonstrated improved personal, academic and social outcomes for protégés and mentors.

New Positions:

None

Subcontracts:

None

Evaluation Component:

SCOE will utilize the required online Primary Prevention Substance Use Disorder Data System (PPSDS) to submit data and use the Friday Night Live Youth Development Survey, Friday Night Live Youth Development Survey's Supplemental Questions developed by SCOE's Center for Student Assessment and Program Accountability, and the California Healthy Kids Survey (CHKS) tools to measure the following goals:

- Decrease in binge drinking among youth ages 12-20
- Decrease in youth who report drinking three or more days in the last 30 days
- Increase in the number of students who report never having tried alcohol

- Increase in the number of students who report the program helps them feel more connected and committed to school
- Increase in the number of students who indicate they have opportunities for leadership within the program
- Increase in the number of program participants who report that involvement in the program help them feel they can make a difference in, and feel more connected to, their community
- Increase in the number of students who report involvement in the program helped them learn reasons why they should not use alcohol, tobacco and other drugs
- Increased knowledge among mentors and proteges of the risk of harm of alcohol, tobacco and marijuana.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☒ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Friday Night Live/Club Live/Friday Night Live Mentoring Programs

Contact Person/Dept. /Phone #: Brent Malicote/Prevention & Early Intervention/2201

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 4.24	236,694		236,694
Temporary Employees			0
Employee Benefits	99,966		99,966
Books and Supplies	775		775
Travel and Conference	3,245		3,245
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	30,320		30,320
Other:			0
Totals	\$ 371,000	\$ 0	\$ 371,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Assistant II	0.85	G23F	49,959	
Project Assistant I	1.00	G15D/E	41,839	
Project Assistant I	0.94	G15C/D	37,591	
Program Analyst	0.40	G36F	33,261	
Coordinator	0.05	36M	5,881	
Project Specialist I	1.00	18M	68,163	
Totals	4.24		\$236,694	\$0

Revised 07/15

Initials of Grants Financial Staff: TO

Date: 5/21/19

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.6.

Enclosures: 1

Board Meeting Date: 06/11/19

Title of Grant/Contract: Prevention Coalition

Department/Director: Prevention and Early Intervention/Nancy Herota, Ed.D.

Funding Source: Sacramento County Department of Health Services

Amount Requested: \$190,940

Fiscal Year(s): 2019-2020

Program Description:

The Sacramento County Division of Behavioral Health Services, Alcohol and Drug Services (ADS) will renew its contract with the Sacramento County Office of Education (SCOE) to implement and support a broad-based countywide Prevention Coalition. SCOE will work in collaboration with ADS, community-based agencies, service providers and individuals to convene the Prevention Coalition to create and implement activities addressing prevention and reduction of youth alcohol use in Sacramento County. The Coalition will utilize community-based processes, education, and information dissemination and environmental strategies. The Coalition will also collaborate across systems and environmental settings to take action to reduce alcohol use and binge drinking by youth.

New Positions:

None

Subcontracts:

None

Evaluation Component:

SCOE will utilize the required online Primary Prevention Substance Use Disorder Data System (PPSDS) to submit data and use the California Healthy Kids Survey (CHKS) and the evaluation support of SCOE's Center for Student Assessment and Program Accountability (CSAPA) to measure the following goals:

- Decrease in binge drinking among youth ages 12-20
- Decrease in youth who report drinking three or more days in the last 30 days
- Increase in the number of students who report never having tried alcohol
- Increase in the number of community members who receive capacity building opportunities in substance abuse prevention education
- Increase in the number of individuals within Sacramento County who are exposed to prevention messaging through countywide prevention campaigns

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☐ State ☒ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Prevention Coalition

Contact Person/Dept. /Phone #: Nancy Herota/Prevention & Early Intervention/2653

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.40	107,866		107,866
Temporary Employees	4,800		4,800
Employee Benefits	40,974		40,974
Books and Supplies	2,612		2,612
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	16,983		16,983
Communications (postage/phones)	100		100
Printing Services	2,000		2,000
Indirect % 8.90	15,605		15,605
Other:			0
Totals	\$ 190,940	\$ 0	\$ 190,940

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist I	0.20	18M	13,300	
Staff Secretary	0.70	G23D/E	35,778	
Coordinator	0.50	36M	58,808	
Totals	1.40		\$107,886	\$0

Revised 07/15

Initials of Grants Financial Staff: TO

Date: 5/21/19

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.7.

Enclosures: 2

Board Meeting Date: 06/11/19

Title of Grant: Placer County Re-Entry Program (PREP)

Department/Director: Re-Entry Program/Dr. Matt Perry

Funding Source: Placer County Board of Supervisors - Procurement Office
AB 109 and Re-Alignment Funds

Amount Requested: \$950,000

Fiscal Year(s): 2019-2020

Program Description:

The Placer County procurement office released a Request for Proposal in August 2015 to provide re-entry services as part of their AB 109 implementation plan, including education and case management in their Auburn and Rocklin County Jails, and to provide out-of-custody programming at the Placer County Re-Entry Program (PREP Centers) located in Roseville and Auburn.

The Sacramento County Office of Education (SCOE) will provide services in the county jails in Auburn and Rocklin, and will provide out-of-custody services at the PREP Centers located in Roseville, Auburn and Kings Beach.

New positions:

None

Subcontracts Included:

- Addiction Consultant & Expert Witness in the amount of \$20,500 to provide substance abuse education
- Northern California Construction and Training in the amount of \$80,000 to provide a pre-apprenticeship program
- Placer County Office of Education in the amount of \$30,000 to provide academic programming preparation to pass the high school equivalency examination
- Affordable Counseling Education Services in the amount of \$31,000 to provide a 52-week batterers treatment program
- Affordable Counseling Education Services in the amount of \$12,500 to provide a 52-week parenting program
- Community Recovery Resources in the amount of \$11,700 to provide classes focusing on drug treatment and education
- Center for Father's and Families in the amount of \$10,000 to provide toxicology testing

- Northern California Construction and Training in the amount of \$30,000 to provide shuttle service
- Eaton Interpreter Services in the amount of \$5,000 to provide interpreters

Evaluation Component:

SCOE will report to the Placer County Board of Supervisors the number of clients served and the cognitive hours completed by program participants. SCOE will also track clients that complete the program, and those that separate from the program prior to completion.

Placer County Probation tracks recidivism rates as an internal process. SCOE will not collect that data as part of this contract.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☒ Local
 ☐ State
 ☐ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: Placer County Re-Entry Program (PREP)

Contact Person/Dept. /Phone #: Marc Nigel/Adult Re-Entry Programs/916-228-2037

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.05	7,484		7,484
Salaries - Classified (FTE): 5.54	328,909		328,909
Temporary Employees	14,600		14,600
Employee Benefits	142,657		142,657
Books and Supplies	73,103		73,103
Travel and Conference	19,595		19,595
Subcontracts Not Subject to Indirect	126,500		126,500
Subcontracts Subject to Indirect	104,200		104,200
Other Services / Operating Expenses	56,650		56,650
Communications (postage/phones)	5,000		5,000
Printing Services	4,000		4,000
Indirect % 8.90	67,302		67,302
Other:			0
Totals	\$ 950,000	\$ 0	\$ 950,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director I	0.05	42M	7,484	
Coordinator	0.42	36M	54,206	
Transition Specialists	4.50	various	248,084	
Office Assistant	0.50	17B	19,180	
Secretary	0.12	23F	7,439	
Totals	5.59		\$336,393	\$0

Revised 07/15

Initials of Grants Financial Staff: *MC*

Date: 5/14/19 *ms*

VIII.C.7.3.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.8.
Enclosures:	1
Board Meeting Date:	06/11/19

Title of Grant: Sacramento Adult Day Reporting Center

Department/Director: Court/Community Schools & Career Technical Education/Dr.

Funding Source: Sacramento County Probation Department

Amount Requested: \$60,000

Fiscal Year(s): 2019-2020

Program Description:

The Sacramento County Office of Education (SCOE) will provide educational programming for clients referred by the Sacramento County Probation Department, who attend the vocational pre-apprenticeship program run by Northern California Construction and Training (NCCT). SCOE will provide programs designed to help clients to earn a high school diploma or Equivalency Certificate.

Positions:

None

Subcontracts:

None

Evaluation Component:

SCOE will report to the Sacramento County Probation Department on the number of High School Diplomas and High School Equivalency Certificates awarded.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☒ Local
 ☐ State
 ☐ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: Sacramento Adult Day Reporting Center

Contact Person/Dept. /Phone #: Court/-Community Schools & CTE Matt Perry, Assistant Superintendent

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.30	35,263		35,263
Salaries - Classified (FTE):			0
Temporary Employees	1,000		1,000
Employee Benefits	11,310		11,310
Books and Supplies	7,523		7,523
Travel and Conference			0
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services			0
Indirect % 8.90	4,904		4,904
Other:			0
Totals	\$ 60,000	\$ 0	\$ 60,000

Positions included:	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Title				
Teacher	0.30	13D	35,263	
Totals	0.30		\$35,263	\$0

Revised 07/15

Initials of Grants Financial Staff: *me*

Date: 5/14/19

VIII.C.8.2.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.9.

Enclosures: 2

Board Meeting Date: 06/11/19

Title of Grant/Contract: Mental Health Services Act Bullying Prevention Project and Youth Mental Health First Aid Program

Department/Director: Prevention and Early Intervention/Nancy Herota, Ed.D.

Funding Source: Sacramento County Department of Health Services

Amount Requested: \$415,000

Fiscal Year(s): 2019-2020

Program Description:

The Sacramento County Division of Behavioral Health Services (DBHS), with Mental Health Services Act (MHSA) Prevention and Early Intervention funds, will contract with the Sacramento County Office of Education (SCOE) to continue providing school-based bullying prevention projects. In coordination with DBHS, school districts, and the Student Mental Health and Wellness Collaborative, SCOE will:

- 1) Maintain and supplement bullying and cyberbullying prevention activities at established elementary demonstration schools
- 2) Conduct training and evaluation activities
- 3) Serve as liaison for community-based providers
- 4) Convene the Student Mental Health and Wellness Collaborative
- 5) Sustain the Bullying Prevention Program Web site (www.sactobullyingprevention.org)
- 6) Provide Youth Mental Health First Aid (YMHFA) trainings to district and school staff, parents, youth-serving law enforcement officers and community based organization staff

New Positions:

None

Subcontracts:

- Agreements with each of the 13 school districts in Sacramento County ranging from \$6,000 to \$19,500, based on district student enrollment, and scope of work for the Bullying Prevention Project
- Agreements with three selected school districts in Sacramento County ranging from \$5,360 to \$17,085, based on the number of trainings to be conducted for the YMHFA program

Evaluation Component:

SCOE will coordinate with SCOE's Center for Student Assessment and Program Accountability, district leads, demonstration sites and YMHFA trainers to measure the following goals:

Bullying Prevention Program

- Increased awareness among school staff of the negative effects of bullying
- Increased ability by school personnel to learn specific techniques to intervene early
- Increased shared collaboration among school districts, SCOE, DBHS, community partners and family members
- Development of best practices and policies regarding bullying and other educational efforts, as part of a comprehensive school improvement and safety plan
- Improved students' perception of school safety

Youth Mental Health First Aid

- Increased participant recognition of the signs that a young person may be dealing with a mental health crisis or addiction challenge or crisis
- Increased participant ability to reach out to a young person who may be dealing with a mental health crisis or addiction challenge or crisis
- Increased participant awareness of biased views and feelings about mental health problems and disorders
- Increased participant knowledge of mental health supports and treatment resources

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☒ Local ☐ State ☐ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Mental Health Services Act Bullying Prevention Project and Youth Mental Health First Aid Program

Contact Person/Dept. /Phone #: Brent Malicote/Prevention & Early Intervention/2201

Fiscal Year: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 1.49	119,612		119,612
Temporary Employees	8,520		8,520
Employee Benefits	44,448		44,448
Books and Supplies	1,417		1,417
Travel and Conference	3,700		3,700
Subcontracts Not Subject to Indirect	193,500		193,500
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	25,400		25,400
Communications (postage/phones)			0
Printing Services	300		300
Indirect % 8.90	18,103		18,103
Other:			0
Totals	\$ 415,000	\$ 0	\$ 415,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.41	29M	39,486	
Project Specialist I	0.66	18M	44,988	
Program Analyst	0.42	36F	35,138	
Totals	1.49		\$119,612	\$0

Revised 07/15

Initials of Grants Financial Staff: *TO*

Date: 5/21/19 *TS*

15

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.: VIII.C.10

Enclosures: 2

Board Meeting Date: 06/11/19

Title of Grant/Contract: Foster Youth Services Coordinating Program Technical Assistance Provider

Department/Director: Foster Youth and Homeless Services/Nancy Herota, Ed.D.

Funding Source: California Department of Education

Amount Requested: \$960,000

Fiscal Year(s): 2019-2020, 2020-2021

Program Description:

The Los Angeles County Office of Education (LACOE) is the lead agency for the implementation of the Foster Youth Services Coordinating Program (FYSCP) Technical Assistance Provider grant funded by the California Department of Education (CDE), and will subcontract with the Sacramento County Office of Education (SCOE). SCOE will collaborate with LACOE to develop and disseminate statewide resources for consistent use within and across county programs; assist local education agencies in ensuring the accuracy of foster youth data in the California Longitudinal Pupil Achievement Data System (CALPADS) and local student information systems; and deliver workshops and coaching, both in-person and web-based, for FYSCPs throughout the State to increase capacity among schools, child welfare, social services, and community partners.

New Positions:

Coordinator
Project Specialist II
Program Analyst

Subcontracts:

None

Evaluation Component:

The LACOE and SCOE will develop an evaluation plan in collaboration with CDE.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION
Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☒ State ☐ Federal ☒ New Grant ☐ Continuing Grant

Grant Title: Foster Youth Services Coordinating Program Technical Assistance Provider

Contact Person/Dept. /Phone #: Trish Kennedy/Foster Youth and Homeless Services/916-228-2730

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 3.70	307,210	69,976	377,186
Temporary Employees			0
Employee Benefits	106,011	23,703	129,714
Books and Supplies	10,050		10,050
Travel and Conference	15,000		15,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services	2,500		2,500
Indirect % 8.90	39,229	8,337	47,566
Other:			0
Totals	\$480,000	\$102,016	\$582,016

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director	0.40	40	54,758	
Tech Coordinator	0.90	36	111,489	
Project Specialist II	0.75	29	81,431	
Program Analyst	1.00	36/1	59,532	
Director - in kind	0.05			6,845
Tech Coordinator - in kind	0.10			12,388
Project Specialist II - in kind	0.25			27,144
Project Specialist II - Tech - in kind	0.25			23,599
Totals	3.70		\$307,210	\$69,976

Revised 07/15

Initials of Grants Financial Staff: DF MS

Date: 5/22/19 TS

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☒ State
 ☐ Federal
 ☒ New Grant
 ☐ Continuing Grant

Grant Title: Foster Youth Services Coordinating Program Technical Assistance Provider

Contact Person/Dept. /Phone #: Trish Kennedy/Foster Youth and Homeless Services/916-228-2730

Fiscal Year: 2020-2021

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE):			0
Salaries - Classified (FTE): 3.68	310,867	72,329	383,196
Temporary Employees			0
Employee Benefits	114,565	25,863	140,428
Books and Supplies	339		339
Travel and Conference	15,000		15,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses			0
Communications (postage/phones)			0
Printing Services	0		0
Indirect % 8.90	39,229	8,739	47,968
Other:			0
Totals	\$480,000	\$106,931	\$586,931

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Director	0.38	40	52,853	
Tech Coordinator	0.90	36	114,277	
Project Specialist II	0.75	29	83,467	
Program Analyst	1.00	36/1	60,270	
Director - in kind	0.05			7,016
Tech Coordinator - in kind	0.10			12,697
Project Specialist II - in kind	0.25			27,822
Project Specialist II - Tech - in kind	0.25			24,794
Totals	3.68		\$310,867	\$72,329

Revised 07/15

Initials of Grants Financial Staff: DF

Date: 5/22/19

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.11.
Enclosures:	2
Board Meeting Date:	06/11/19

Title of Grant/Contract: Seeds of Partnership

Department/Director: Special Education/Michael Kast

Funding Source: California Department of Education

Amount Requested: \$690,000

Fiscal Year(s): 2019-2020

Program Description:

The Seeds of Partnership contract is intended to assist the California Department of Education (CDE), Special Education Division (SED) in supporting the State Performance Plan (SPP), Annual Performance Report (APR), required under the Individuals with Disabilities Education Act (IDEA), and provide statewide coordinated technical assistance to the Family Empowerment and Disability Council (FEDC).

The project will accomplish this through the following:

- Gathering feedback through surveys and interviews with families of children with disabilities on family perceptions and experiences related to the education of their children in individual Local Educational Agencies (LEAs).
- Researching, identifying, and gathering information directly from LEAs about their current practices and areas of need, related to family engagement.
- Providing CDE with guidance and expertise to increase the quality and quantity of information collected from families of children with disabilities to incorporate pertinent and specific information to assist the CDE in monitoring, and statewide activities related to family engagement.
- Creating and maintaining the Seeds of Partnership Web site, and enhancing technical assistance materials to support family engagement between the LEAs and families, and promote evidence-based and recommended practices for Preschool Least Restrictive Environment that relate to the CDE System of Support.
- Facilitating the coordination of youth leadership activities and opportunities.
- Providing statewide support and coordinated technical assistance to the FEDC.

The target audiences for this project are CDE SED consultants, LEAs, SELPAs, administrators, staff, and families involved in programs for children with disabilities.

New Positions:

None

Subcontracts:

- California Foundation for Independent Living Centers in the amount of \$40,000

Evaluation Component:

The Sacramento County Office of Education will submit monthly written progress reports. A final year-end report will include a summary of grant activities and measurable outcomes related to each task. Contract tasks to be reported include:

- Project Coordination
- Family Input for Program Improvement
- Support for Family Engagement
- Support for Preschool Least Restrictive Environment
- Support for Youth Leadership
- Support for Family Empowerment and Disability Council
- Evaluation and Data Analysis for Family Empowerment Center and Disability Council
- Collaboration and Research

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation
 ☐ Local
 ☐ State
 ☒ Federal
 ☐ New Grant
 ☒ Continuing Grant

Grant Title: Seeds of Partnership

Contact Person/Dept. /Phone #: Michael Kast/Special Education/916-228-2381

Fiscal Year: 2019-2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.92	121,981		121,981
Salaries - Classified (FTE): 1.35	155,646		155,646
Temporary Employees	54,000		54,000
Employee Benefits	102,073		102,073
Books and Supplies	15,910		15,910
Travel and Conference	48,000		48,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect			0
Other Services / Operating Expenses	84,000		84,000
Communications (postage/phones)	9,000		9,000
Printing Services	3,000		3,000
Indirect % 8.90	56,390		56,390
Other: Web Based Data collection	40,000		40,000
Totals	\$ 690,000	\$ 0	\$ 690,000

Positions included:	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Title				
Executive Director	0.05	49/1	8,896	
Program Specialist	0.87	6/13	113,085	
Coordinator	1.00	36/1	135,596	
Secretary	0.25	23/F	14,519	
Secretary	0.10	23/F	5,531	
Totals	2.27		\$277,627	\$0

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Grant/Contract Proposal Abstract

Agenda Item No.:	VIII.C.12.
Enclosures:	1
Board Meeting Date:	06/11/19

Title of Grant/Contract: Science, Technology, Engineering, Art and Mathematics (STEAM Hub) Grant

Department/Director: Curriculum & Instruction/Dr. Nancy Herota

Funding Source: California Department of Education/Expanded Learning and Support Division

Amount Requested: \$195,000

Fiscal Year(s): 2019-2020

Program Description:

Through this grant, the Sacramento County Office of Education (SCOE) will operate as Regional Science, Technology, Engineering, Art and Mathematics (STEAM) Hub to provide Region 3 with technical assistance to support high-quality STEAM activities during the expanded learning hours, including after and before school, and summer programs. This support includes training and assistance related to accessing local, regional, and statewide resources. These funds assist expanded learning programs that serve K-12 grade students. These funds allow the STEAM Hubs to facilitate a Community of Practice to provide high-quality training to staff that will help support the regular day transition to the Next Generation Science Standards, art, hands-on activities, and project-based learning that engages the whole child. Additionally, SCOE provides direct support for Professional Opportunities Development (POD) participants at the site level and through regional events. The two main areas of focus for this POD grant period are to:

1. Provide professional development and resources through the Community of Practice model, to the expanded learning programs staff and leadership with a STEAM focus.
2. Provide opportunities and resources that help to engage all expanded learning program students in high quality STEAM activities

New Positions:

None

Subcontracts:

CALEAD, California School-Age Consortium, Fred Jones, CynDee Zandes, Crocker Art Museum and other subcontracts to address regional need.

Evaluation Component:

Monitoring of the Region 3 Work Plan will be summarized in the mid-year and end-of-year reports submitted to the California Department of Education.

Detailed Budget Attached

SACRAMENTO COUNTY OFFICE OF EDUCATION

Budget for Grant/Contract for Services

Cash Match Total (if applicable)	
Source of Funds for Cash Match	

Funds (check boxes that apply)

☐ District/Foundation ☐ Local ☒ State ☒ Federal ☐ New Grant ☒ Continuing Grant

Grant Title: Science, Technology, Engineering, Art and Mathematics (STEAM Hub) Grant, Year 7

Contact Person/Dept. /Phone #: K-12 Curriculum and Instruction / Dr. Nancy Herota (916)228-2653

Approved Budget Dates: 2019 - 2020

Category	Grant Authorized Budget	Cash Match/ In-Kind Amount	Total Grant Budget
Salaries - Certificated (FTE): 0.45	51,718		51,718
Salaries - Classified (FTE): 0.05	7,124		7,124
Temporary Employees			0
Employee Benefits	18,001		18,001
Books and Supplies	2,000		2,000
Travel and Conference	4,000		4,000
Subcontracts Not Subject to Indirect			0
Subcontracts Subject to Indirect	97,000		97,000
Other Services / Operating Expenses	5,871		5,871
Communications (postage/phones)			0
Printing Services			0
Indirect % 5.00	9,286		9,286
Other:			0
Totals	\$195,000	\$0	\$195,000

Positions included: Title	FTE	Range/Step	Grant Authorized Amount	Cash Match/ In-Kind Amount
Project Specialist II	0.16	M29	18,252	
After School Specialist, Regional Lead	0.16	M38	20,340	
Curriculum Specialist	0.10	M38	8,284	
Curriculum Specialist	0.03	M38	4,842	
Coord., Spec Proj	0.05	M36	7,124	
Totals	0.50		\$58,842	\$0

Revised 07/15

Initials of Grants Financial Staff: To

Date: 5/23/19 MS 15

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: SCOE 2019-2020 Local Control and Accountability Plan	Agenda Item No.: VIII.D. Enclosures: Separate Enclosure
Reason: Presentation and Public Hearing	From: David W. Gordon Prepared By: Dr. Matt Perry Michael Kast Board Meeting Date: 06/11/19

BACKGROUND:

The Local Control and Accountability Plan (LCAP) provides details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities.

Pursuant to Education Code section 52068(b)(1), the county board of education shall hold a public hearing to solicit the recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the LCAP and any comments received will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing for the budget required by Education Code section 1620.

The 2019-2020 LCAP is being submitted under separate cover.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education conduct the Public Hearing on the 2019-2020 LCAP. The 2019-2020 LCAP will be brought to the Sacramento County Board of Education for final review and adoption at the June 25, 2019 regularly scheduled meeting.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

****PLEASE POST****

NOTICE OF PUBLIC HEARING

Pursuant to Education Code sections 52060, 52062, 52064, 52065, and 52070, notice is hereby published that a Public Hearing on the Sacramento County Office of Education's proposed Local Control and Accountability Plan (LCAP) will be held.

A taxpayer affected by the aforementioned proposed LCAP may inspect the LCAP at the Sacramento County Office of Education three working days prior to the Public Hearing between the hours of 8:00 a.m. and 4:30 p.m., Monday – Friday, or may appear at the Public Hearing and speak to the proposed budget or any item therein.

The public hearing is scheduled as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Tuesday, June 11 , 2019	6:30 p.m. or thereafter	Sacramento County Office of Education David P. Meaney Education Center Board Room 10474 Mather Boulevard, Mather, CA

Individuals wishing to speak before the Board are asked to fill out a speaker card, which will be available in the Board Room. Completed speaker cards need to be submitted to the Board Recording Secretary; speakers will be called in the order in which the cards are received. Each individual addressing the Board will have a maximum of two minutes to speak to ensure that all who wish to address the Board on this matter will be heard.

Materials subject to the public hearing will be available at the public hearing. If you would like a copy of the materials prior to that time, contact the Sacramento County Office of Education at 10474 Mather Boulevard, Mather, CA 95655, or P. O. Box 269003, Sacramento, CA 95826-9003, or call 916.228.2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Approval of Use of Proposition 30 Funds, the Schools and Local Public Safety Protection Act of 2012, in Substitution of Regular Revenue Limit Apportionments	Agenda Item No.: VIII.E. Enclosures: 0
Reason: Action	From: David W. Gordon Prepared By: Tamara Sanchez Board Meeting Date: 06/11/19

BACKGROUND:

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by voters on November 6, 2012, temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Proposition 55, *The California Children's Education and Health Care Protection Act of 2016*, approved by voters on November 8, 2016, extended the increase of the personal income tax rate for upper-income taxpayers, but allowed the temporary state sales tax rate increase to expire. A portion of the revenues generated are used to support school funding and deposited into a state account called the Education Protection Account (EPA). These funds replace previous allocations of apportionments which are no longer received by Local Education Agencies (LEAs).

The language of Proposition 30 states that each LEA "shall have the sole authority to determine how the monies received from the EPA are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the EPA for salaries or benefits of administrators or any other administrative costs."

Per California Department of Education estimates, the Sacramento County Office of Education (SCOE) will receive \$2,968,797 for 2019-2020 and is proposing that the monies be used to augment our Juvenile Court Schools, Community Schools, and Special Education Programs, excluding administrators' salaries and benefits or any other administrative costs. These are not new or increased expenditures for SCOE. The EPA money is being used to fulfill existing budget expenditure commitments.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education approve the proposed use of funds.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: 2019-2020 Proposed Budget	Agenda Item No.: VIII.F.
	Enclosures: Separate Enclosure
Reason: Public Hearing	From: David W. Gordon
	Prepared By: Tamara Sanchez
	Board Meeting Date: 06/11/19

BACKGROUND:

Pursuant to Education Code §1620, the County Board of Education shall hold a public hearing to solicit recommendations and comments from members of the public regarding the proposed budget. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the budget and any comments received will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing for the Local Control and Accountability Plan as required by Education Code § 52062.

In January 2019, the Superintendent's Cabinet and Program Managers began budget development activities for the fiscal year 2019-2020 budget. The development of the 2019-2020 budget will follow the single budget adoption cycle. The process requires the County Board to hold a public hearing and adopt the 2019-2020 budget by July 1, 2019.

The following draft documents are being submitted under separate cover:

- Certification of Adoption
- County Schools Service Fund
- Special Education Pass-Through Fund
- Adult Education Fund
- Child Development Fund
- Workers' Compensation Fund
- Special Reserve Post-Employment Benefits Fund
- Capital Facilities Fund
- County School Facilities Fund
- Criteria and Standard Summary Review

The 2019-2020 proposed budget will be brought to the Sacramento County Board of Education for final review and adoption at the June 25, 2019 regularly scheduled meeting.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Sacramento County Board of Education conduct a Public Hearing on the 2019-2020 proposed budget.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

****PLEASE POST****

NOTICE OF PUBLIC HEARING

Pursuant to Education Code sections 42103, 42122, 42123, and 42127, notice is hereby published that a Public Hearing on the Sacramento County Office of Education's 2019-2020 proposed budget will be held.

Any taxpayer affected by the aforementioned proposed budget may inspect the budget at the Sacramento County Office of Education three working days prior to the Public Hearing between the hours of 8:00 a.m. and 4:30 p.m., Monday – Friday, or may appear at the Public Hearing and speak to the proposed budget or any item therein.

The public hearing is scheduled as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
Tuesday, June 11, 2019	6:30 p.m. or thereafter	Sacramento County Office of Education David P. Meaney Education Center Board Room 10474 Mather Boulevard, Mather, CA

Individuals wishing to speak before the Board are requested to fill out a speaker card, which will be available in the Board Room. Completed speaker cards need to be submitted to the Board Recording Secretary; speakers will be called in the order in which the cards are received. Each individual addressing the Board will have a maximum of two minutes to speak to ensure that all who wish to address the Board on this matter will be heard.

Materials subject to the Public Hearing will be available at the Public Hearing. If you would like a copy of the materials prior to that time, contact the Sacramento County Office of Education at 10474 Mather Boulevard, Mather, CA 95655 or P. O. Box 269003, Sacramento, CA 95826-9003 or call 916.228.2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003

Sacramento, CA 95826-9003

Subject: Charter School Study Session Follow Up	Agenda Item No.: VIII.G. Enclosures: 2
Reason: Discussion	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 06/11/19

BACKGROUND:

On September 25, 2018, the Sacramento County Board of Education (County Board) held a Study Session on charter schools, which included an overview of charter schools in Sacramento County, the current process for reviewing and considering charter petitions filed with the County Board, reflections upon past experiences, and consideration of how to strengthen the charter review process. As a result of this Study Session, the Sacramento County Superintendent of Schools was asked to hold “Listening Sessions” with school district superintendents (charter authorizers) and charter school leaders (charter operators) to explore ways to build relationships, establish clarity, and strengthen the charter petition process for all parties.

Charter Listening Sessions

Superintendent Gordon conducted a Listening Session with charter school leaders and operators (See Attachment) and a separate one with school district superintendents. Both sessions included candid discussions and helpful suggestions by interested parties for improving the charter petition process and charter school success. As a result of these sessions, we recommend instituting the following:

1. **Create a charter school budget rubric** for charter petitioners and school districts. One of the primary reasons that charter schools close is because of unsound finances and lack of realistic budget planning. When charter schools close, students, families, and communities suffer. Charter petitioners have no uniform budget template and many petition budgets are missing critical areas, lack appropriate budget assumptions, and do not include realistic enrollment projections or special education budgeting. Based on SCOE’s expertise in monitoring school district finances, it is uniquely qualified to create a budget planning tool to assist charter schools and district authorizers. Since SCOE holds charter petitioners to the same budget standards as school districts, this tool will help petitioners be informed of SCOE’s budget expectations and assist school districts in applying uniform budget standards to all charters at the outset of the petition process.
2. **Create a “Charter Best Practices” link on SCOE’s website** as a resource for charter petitioners and school districts. This link will include the County Board’s expectations for charter petitions (outlined in Board Policy and Administrative Rules and Regulations), and the charter school budget template discussed above.

SCOE will publicize this information to school district authorizers so they can share it with charter petitioners at the outset of the charter petition process, before and while original charter petitions are being developed and submitted to school district authorizers.

3. **Foster collaboration between school districts and charter operators.** Invite key school district superintendents or their designees and charter operators to collaborate on best instructional practices and share innovative practices. Charter leaders observed that their best relationships with school district authorizers occur when all parties embrace the approach that all students are “ours,” and that all students in our region benefit from collaboration and sharing of best practices between charters and school districts.
4. **Encourage charter operators to attend SCOE professional learning events,** including Community of Practices, Network Meetings, Curriculum Breakfasts, guest speaker events, and other opportunities. For example, SCOE offers professional learning opportunities that are open to all school districts and charter schools in English Language Arts, Mathematics, Science, History-Social Science, and Social and Emotional Learning. Charter schools are also invited to become AVID members, which enables them to attend AVID trainings and professional learning, and receive individualized coaching and classroom observations designed to assist them in implementing AVID. (Currently, eight charter school sites in the region are AVID members, including Fortune and charters in Twin Rivers and Washington Unified School Districts.)
5. **Share information with charter authorizers regarding standards and best practices for charter authorization, appeals, and oversight.** For example, SCOE General Counsel, Teresa Stinson and LCAP Director, Shela Seaton recently presented on this topic at a regional charter authorizers symposium. Teresa Stinson is also a member of the Charter Authorizers Regional Support Network (CARSNet) Workgroup, which is developing and updating charter authorizer templates that can be adopted statewide, and seeking to identify and address barriers to best charter school authorizing and oversight practices. SCOE staff will continue to share information with our local school districts and with charter authorizers throughout the state and region on this topic.

Other Board Suggestions

At the Study Session, Board members also raised the possibility of other changes to the charter petition and appeal processes. The legislature is considering legislation that, if enacted, could significantly change charter petition and appeal requirements for county boards of education (AB 1505-1507). Therefore, we recommend awaiting the outcome of this legislation before implementing other changes to our existing processes.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent recommends that the Board consider and discuss the proposed new charter school initiatives outlined above.

**Charter Leaders/Operators Listening Session Attendees
December 13, 2018**

Charter Leaders/Operators

Gary Bowman, California Montessori Project
Matt Taylor, Fortune Charter
Michael Gillespie, Gateway Community Charters
Jason Sample, Gateway Community Charters
David Richards, Growth Public Schools
Sharon Machini, Natomas Pacific Prep
Tom Rutten, Natomas Pacific Pathways Prep
Sharon Booker Brown, Options for Youth
Derek Newell, Options for Youth
Dennis Mah, Yav Pem Suab Academy

SCOE Staff

David W. Gordon, Sacramento Superintendent of Schools
Teresa Stinson, General Counsel
Tammy Sanchez, Assistant Superintendent, Business Services
Dr. Nancy Herota, Assistant Superintendent, Educational Services
Maryana Rickner, Legal Executive Assistant

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Board Philanthropic Activities	Agenda Item No.: VIII.H. Enclosures: 1
Reason: Discussion/Action	From: David W. Gordon Prepared By: Teresa Stinson Board Meeting Date: 06/11/19

BACKGROUND:

Student Scholarship Fund

Students enrolled in Sacramento County Office of Education (SCOE) programs often pursue post-secondary opportunities. However, those opportunities can be cost prohibitive when they involve tuition, fees, and other expenses. If the Sacramento County Board of Education (Board) would like to consider providing scholarships to help SCOE students with post-secondary expenses, these options are available:

1. By law, the Board may establish its own scholarship fund for SCOE students. The fund would be administered and scholarships awarded under rules and regulations established by the Board. The fund would be audited annually, and an annual report would be presented to the Board.
2. The Board may create a foundation to distribute scholarships. The foundation would need to be established as a separate legal entity (with its own board and bylaws), register with the Secretary of State, Attorney General's Registry of Charitable Trusts, and file other legally required paperwork and tax documents.
3. The Board may establish a SCOE student scholarship fund through a local community foundation. An extensive amount of seed money is usually required to establish these accounts, as community foundations charge a fee to cover their operating costs in maintaining the fund, processing donations, coordinating applications, and disbursing funds to scholarship recipients.

All the above options would involve creating a Scholarship Committee to review scholarship applications and award scholarships to students.

We recommend the first option, as it is the simplest and least expensive to administer, thereby preserving more funds for student scholarships, as opposed to administration.

Special Occasions Fund

Some Board members have inquired about creating a fund that can provide flowers to SCOE staff and families who have lost loved ones, and to recognize other special

occasions for SCOE staff and students. SCOE can create a fund for this purpose. The Board may wish to discuss how to contribute to such a fund.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board discuss and provide direction to staff regarding the establishment of a fund for scholarships and/or a fund for other special occasions.

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 5121 – Pupil Achievement	Agenda Item No.: VIII.I. Enclosures: 3
Reason: First Reading of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 06/11/19

BACKGROUND:

Attached are proposed revisions to Board Policy 5121 – Pupil Achievement. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

- Policy changes are proposed to reflect current law and SCOE practices.

The Policy Committee reviewed Board Policy 5121 – Pupil Achievement on March 19 and May 7, 2019, and recommended that the revised policy be presented to the Board for First Reading.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 5121 – Pupil Achievement be submitted to the Board of Education for First Reading.

DRAFT

5000 - STUDENTS

STUDENT PUPIL ACHIEVEMENT

BP 5121
(Page 1 of 3)

Teachers shall regularly monitor a pupil's achievement and provide a report to parents/guardians on a quarterly or trimester basis consistent with the school's grading period. A teacher shall base a pupil's grades and/or progress solely on the quality of the pupil's academic work and mastery of course content. Pupils shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate.

SCOE programs also emphasize the development of social emotional skills. Staff will continually evaluate these skills with pupils, counselors, parents/guardians, and other individuals as appropriate. However, these skills and other elements that are not a direct measure of knowledge and understanding of course content (such as attendance, effort, pupil conduct, and work habits) shall not be factored into the academic grade or progress report but may be evaluated separately.

Whenever a pupil misses an assignment or assessment due to either an excused or unexcused absence, the pupil shall be given the opportunity to earn full credit for subsequent satisfactory completion of the assignment or assessment (or an equivalent assignment or assessment) prior to the end of the current grading period.

Teachers will make a diligent effort to contact the parent/guardian of a struggling pupil. The teacher, parent/guardian, and (when appropriate) site administrator, should consider appropriate academic and social-emotional interventions to help a struggling pupil succeed. Whenever it becomes evident to a teacher that a pupil is in danger of failing a course, the teacher shall timely arrange a conference with the pupil's parent/guardian or send the parent/guardian a written report. Teachers will notify site administrators of all failing grades prior to issuing them at the end of a grading period.

When a pupil has completed approved coursework at a community college or four-year college, the pupil shall receive the same letter grade as is granted by the college and will earn college credit pursuant to Board Policy and Administrative Rule and Regulation 6172.1.

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation.

DRAFT

5000 - STUDENTS

STUDENT PUPIL ACHIEVEMENT

BP 5121
(Page 2 of 3)

Legal Reference:

EDUCATION CODE

48205 Excused absences

48800-48802 Enrollment in community college

49066 Final grades

49067 Regulations regarding pupil's achievement

49069.5 Pupils in foster care, grades and credits

76000-76002 Enrollment in community college

04/10/90	Draft
10/16/90	First Reading
11/13/90	Second Reading
11/13/90	Approved
<u>03/19/19</u>	<u>Reviewed by Policy Committee</u>
<u>05/07/19</u>	<u>Reviewed by Policy Committee</u>
<u>06/11/19</u>	<u>First Reading</u>

DRAFT

~~5000-PERSONNEL~~

STUDENT ACHIEVEMENT

BP 5121

(Page 3 of 3)

~~———— The teacher shall evaluate each pupil's achievement and the evaluation shall be recorded at the end of each grading period. The results of the evaluation shall be reported to the pupil's parent or guardian.~~

~~———— This assessment shall be used to assist in the development and structuring of the pupil's academic growth.~~

~~———— When a pupil is failing or is in danger of failing a course, the pupil's parent or guardian will be notified through a conference or written report.~~

REFERENCE: ~~———— California Education Code 44662, 48431.6, and 49067~~

04/10/90 ~~————~~ Draft

10/16/90 ~~————~~ First Reading

11/13/90 ~~————~~ Second Reading

11/13/90 ~~————~~ Approved

SACRAMENTO COUNTY BOARD OF EDUCATION

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

Subject: Revisions to Board Policy 6173 – Homeless Education	Agenda Item No.: VIII.J. Enclosures: 4
Reason: First Reading of Board Policy Revisions	From: Policy Committee Prepared By: Teresa Stinson Board Meeting Date: 06/11/19

BACKGROUND:

Attached are proposed revisions to Board Policy 6173 – Homeless Education. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

- Policy changes are proposed to reflect recent changes to federal law.

The Policy Committee reviewed Board Policy 6173 – Homeless Education on March 19 and May 7, 2019, and recommended that the revised policy be presented to the Board for First Reading.

SUPERINTENDENT’S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 6173 – Homeless Education be submitted to the Board of Education for First Reading.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

(Page 1 of 4)

Sacramento County Office of Education (SCOE) shall provide opportunities for pupils experiencing homelessness to meet the same challenging academic standards that all pupils are expected to meet. The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless pupils and the retention of homeless pupils including those due to absences or outstanding fees or fines.

Enrollment

Education placement decisions for SCOE pupils experiencing homelessness shall be based on a pupil's best interest as defined by law.

SCOE pupils experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless pupils on school grounds for short periods of time for health and safety emergencies and to provide temporary, special, and supplementary services to meet the unique needs of homeless pupils.

Pupils experiencing homelessness have a right to continue at or enroll in SCOE's community schools and at other SCOE school sites if they are otherwise eligible. A school site will enroll the homeless child or youth, even if the child or youth: 1) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization, and other required health records, or other documentation; or (2) has missed application or enrollment deadlines during any period of homelessness.

Information about a homeless pupil's living situation shall be considered part of a pupil's educational record, subject to the Family Educational Rights and Privacy Act, and shall not be deemed to be directory information under the Act.

Transfer of Coursework/Graduation Requirements

Pupils in homeless situations shall be entitled to the transfer of credits for coursework successfully completed, including partial credits, consistent with BP 6173.1 and BP 6146.3. When a homeless pupil who may qualify for an exemption from SCOE's graduation requirements transfers into a SCOE program, SCOE will within 30 calendar days of the pupil's transfer notify the pupil, educational rights holder, and SCOE homeless liaison of the availability of the exemption and whether the pupil qualifies for it. (See BP 6146.1 – Graduation Requirements.)

SCOE will use its Uniform Complaint Procedures (ARR 1312.3) to investigate and resolve complaints that SCOE has not complied with requirements regarding the transfer of credits or the exemption of local graduation requirements for homeless youth.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

(Page 2 of 4)

Services

Each homeless pupil shall be provided services that are comparable to services offered to other pupils in the school, including, but not limited to, transportation, educational programs for which the pupil meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for pupils with disabilities, and educational programs for English learners), career and technical education programs, and school nutrition programs.

When a parent or guardian of a pupil who becomes homeless requests that transportation be provided, SCOE shall arrange for transportation for a pupil to a SCOE school for the duration of homelessness to the extent required by law in consultation with the school district(s) in which the pupil is located.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless pupils are promptly identified, ensure that homeless pupils have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

The Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other activities with other local educational agencies. When a person who is experiencing homelessness also has a disability, the Superintendent or designee shall coordinate services as required by law within the SCOE programs and with other involved local educational agencies.

Liaison

The Superintendent shall designate a staff person as the SCOE liaison for homeless children and youth to assist with access to SCOE's education and services. The liaison shall fulfill the duties specified in 42 USC § 11432 to assist in identifying and supporting homeless pupils to succeed in school.

Liaisons and other appropriate staff shall participate in professional development and other technical assistance to assist them in identifying and meeting the needs of homeless pupils and in understanding the definitions of terms related to homelessness as used in applicable laws.

DRAFT

6000 – INSTRUCTION

HOMELESS EDUCATION

BP 6173

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Board Reports

Annually, the Superintendent or designee shall report to the Board on outcomes for pupils experiencing homelessness, which may include, but are not limited to, school attendance, achievement test results, promotion and retention rates, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the Local Control and Accountability Plan.

Dispute Resolution Process

SCOE shall assist in resolving school district disputes regarding **eligibility**, school selection, and enrollment of homeless children and youth pursuant to the resolution process developed by the California Department of Education. SCOE's procedures for resolving such disputes are in Administrative Rule and Regulation 6173.

Legal Reference:

EDUCATION CODE

1980-1986 County community schools
39807.5 Payment of transportation costs by parents and exemptions
48645.5 Acceptance of coursework
48850 Educational opportunities for children who are homeless or in foster care
48852.7 Education of homeless child in school of origin
48915.5 Suspension and expulsion
51225.1 Exemption from district graduation requirements
51225.2 Pupils in foster care/homeless youth; coursework and credits

TITLE 20, UNITED STATES CODE

6311 Title I state plan; state and local educational agency report cards

TITLE 42, UNITED STATES CODE

11431-11435 McKinney-Vento Homeless Assistance Act

01/25/06	First Reading
02/22/06	Second Reading and Adoption
07/15/14	Reviewed by Policy Committee
10/07/14	Reviewed by Policy Committee
11/18/14	Reviewed by Policy Committee
12/16/14	First Reading
01/13/15	Second Reading and Adoption

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01/16/15	Distribution
02/16/16	Reviewed by Policy Committee
03/15/16	First Reading
04/19/16	Second Reading and Adoption
04/25/16	Distribution
11/15/16	Reviewed by Policy Committee
01/17/17	Reviewed by Policy Committee
02/07/17	First Reading
02/21/17	Second Reading and Adoption
03/10/17	Distribution
<u>03/19/19</u>	<u>Reviewed by Policy Committee</u>
<u>05/07/19</u>	<u>Reviewed by Policy Committee</u>
<u>06/11/19</u>	<u>First Reading</u>