

School Year: **2020-21**



**SAN JOAQUIN COUNTY
OFFICE OF EDUCATION**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Joaquin County Community School (one.Program)	39-10397-3930468	October 28, 2020	November 18, 2020

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

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

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 16
- Resource Inequities 16
- School and Student Performance Data 17
 - Student Enrollment..... 17
 - CAASPP Results..... 19
 - ELPAC Results 23
 - Student Population 26
 - Overall Performance 27
 - Academic Performance 28
 - Academic Engagement 35
 - Conditions & Climate..... 39
- Goals, Strategies, & Proposed Expenditures..... 41
 - Goal 1..... 41
 - Goal 2..... 47
 - Goal 3..... 56
- Budget Summary 62
 - Budget Summary 62
 - Other Federal, State, and Local Funds 62
- Budgeted Funds and Expenditures in this Plan..... 63
 - Funds Budgeted to the School by Funding Source..... 63
 - Expenditures by Funding Source 63
 - Expenditures by Budget Reference 63
 - Expenditures by Budget Reference and Funding Source 64
 - Expenditures by Goal..... 64
- School Site Council Membership 66
- Recommendations and Assurances 67
- Instructions..... 68
 - Instructions: Linked Table of Contents..... 68

Purpose and Description69
Stakeholder Involvement.....69
Resource Inequities69
Goals, Strategies, Expenditures, & Annual Review70
 Annual Review71
 Budget Summary72
 Appendix A: Plan Requirements74
 Appendix B:.....77
 Appendix C: Select State and Federal Programs79

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Data is collected and analyzed from various surveys conducted throughout the school year including the LCAP survey, parent satisfaction survey, student survey, teacher feedback survey, and family engagement interest surveys. Surveys are distributed and collected during the enrollment process and during quarterly parent-teacher conferences. The LCAP survey is shared with parents and stakeholders throughout the year through Illuminate's parent portal. Students are asked to complete the California Healthy Kids Survey once, every other year.

In the 19/20 school year:

Parent Surveys: A Parent Survey was conducted in Fall 2019 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on communication, school safety, parent involvement, and access to community resources. One hundred twenty-two parents responded to the survey. The 2019/2020 parent survey shows that nearly 100% (99.18%) of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," a slight increase compared to the 18/19 school year. In addition, 96.72% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information", a 4% increase from the 18/19 school year. Eighty-nine percent of parents indicated they were given information about community resources from the school. This was an area identified in the 18/19 school year, showed a 5% increase of positivity in the 19/20 school year. These results may be attributed to the increase of parent focus with the addition of two family engagement specialists who joined our team in mid-year of the 18/19 school year. Nearly 100% of parents (97.54%) believe their child's school respects all cultures and diversity, an 11% increase from the previous year. Results from the 18/19 parent survey show that a 3% increase of parents feeling that a school is a safe place; 97.54% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn." Note-Data reflects program-wide data (Community, Court, Charter, and BFA programs) as data collection was not separate per LEA.

Teachers: A teacher survey was developed and administered in early February 2020. Results from the 2019/2020 teacher survey show an increase of teachers feeling safe by 7%; 97.7% of teachers strongly agree, agree, or are neutral with the following statement, "The school environment is safe for teachers." The 19/20 teacher survey shows that 100% of teachers believe that student/teacher relationships affect the overall school success. Based on the LCAP goals assessment survey completed during staff and region meetings, teachers continue to express concern with mental health services available for students.

Bargaining Unit: The Local Control and Accountability Plan (LCAP) process and timeline were reviewed during monthly meetings between bargaining unit members and County Operated Schools and Programs administration. Additionally, stakeholder feedback was collected through surveys provided at the 1/29/20 School Site Council and District English Learner Advisory Committee meetings, both on paper and electronically. Members and participants were asked to write down any comments and questions they had for the Superintendent's review.

Typically, the public and stakeholders are directed to the SJCOE LCAP website for further questions and comments. A draft version of the LCAP. A Public Hearing to present the LCAP at the SJCOE board but that was modified in the 19/20 school year. The LCAP was in the process of development in the Spring of 2020 prior to the school closure mandates due to the COVID-19 pandemic. This process was paused due to guidance from the California Department of Education. The LEA focus school reopening guidance with a different process for providing support to the students, parents, and teachers using the Learning Continuity and Attendance Plan (LCP)

Classroom Observations

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

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

Informal observations and walk-throughs are conducted by administrators and mentor teachers. Ongoing observations of new teachers are conducted by mentor teachers at least twice a year. During the 20/21 school year, administrators will continue to work to continuously improve walk-through protocols upon the return to in-person instruction and participate in virtual classroom environments when available.

It is apparent that technology is being used regularly by both teachers and students. Teachers used Google Classroom as their learning platform to deliver instruction during Distance Learning that began after March 13. Training and professional learning was provided to help teachers become more comfortable and knowledgeable with Google Classroom and other Web 2.0 tools. Every classroom has a Promethean Board and most classrooms have a 1 to 1 ratio of chrome books to students in both in-person and Distance Learning settings. Through the observation process, no teachers were found to be ineffective.

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)

In the 19/20 school year, all students took a diagnostic/benchmark assessment three times throughout the year. Students in grades K-6 took the Exact Path assessment in reading and math, and students in grades 7-12 took the Accucess assessment in reading and math. In the community school program when comparing Fall to Spring, 50.65% of students increased their accucess score in Math and 45.76% of students increased their accucess score in Reading. The average Accucess reading score in the 19/20 school year varied between the 6th and 7th-grade level. The average varied between $\frac{3}{4}$ of the way through the 6th-grade year to $\frac{1}{4}$ of the way through the 7th-grade year. The average Accucess math score in the 19/20 school year remained at the 5th-grade level. The average varied between $\frac{1}{4}$ and $\frac{3}{4}$ of the way through the 5th-grade year.

In the court school program when comparing Fall to Spring, 46.32% of students increased their Accucess score in Math and 57.14% of students increased their Accucess score in Reading. The average Accucess reading score in the 19/20 school year varied between the 4th and 5th-grade level. The average varied between $\frac{1}{4}$ of the way through the 4th-grade year to $\frac{1}{4}$ of the way through the 5th-grade year. The average Accucess math score in the 19/20 school year remained at the 4th-grade level. The average remained in the first $\frac{3}{4}$ of the way through the 4th-grade year.

Students who score below grade level complete prescription learning modules based on their Accucess/Exact Path scores. The learning modules help close the learning gaps for students. Students are also offered remedial courses in both English and math.

There are no CAASPP results for the 19/20 school year. Due to school closures in response to COVID, CAASPP testing was suspended for the 19/20 school year.

All students in grades 3-12 who are enrolled in an English class complete a program writing assessment (PWA) once a quarter. The writing assessment is delivered through a writer's workshop and encourages students to revise and edit their writing. Students are given a common writing prompt for the PWAs. The 4th-quarter writing assessment was suspended due to school closures beginning March 13.

Most English Learner students took the Summative ELPAC assessment prior to the school closures in March 2020. 44.32% of EL students at the Community school programs scored a level 3 or 4 on the ELPAC. 33.33% of EL students at the Court school programs scored a level 3 or 4 on the ELPAC. There were no students who took the Initial ELPAC assessment in the 19/20 school year.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There were no teacher mis-assignments in the 19/20 school year.

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

The professional development program for teachers shifted to a proficiency model in 19/20 with a focus on increasing teacher use and knowledge of Google Classroom. A Professional Learning Google Classroom was created for teachers, and housed materials and other support related to their learning. The CAP meetings were developed as a proficiency model- teachers were introduced to tools in Google Classroom, and were released from the professional learning time once they were able to show mastery. Based on the 19/20 teacher survey, these training sessions were dedicated to Google Classroom and Illuminate. The trainings were tiered by difficulty and were offered in-person and/or on their own to accommodate the different learning styles and level of expertise of our teachers. The use of gradebooks and Illuminate will be more consistent as teachers learn to use Google classroom which integrates with Illuminate.

Teachers also worked as site teams to develop SMART goals. The SMART goal topics were intended to help teachers create learning goals aligned to one of the three school goals: increase attendance, increase rigor and consistency, and increase parent involvement. Teachers created a SMART goal at the beginning of the year with their site team.

The creation of SMART goals allowed for individualization of professional learning for teachers. Topics included specific content area knowledge, cross-curricular lesson design, backwards mapping, WRITE, Illuminate, Google Apps for Education, formative assessment, classroom management, Project-based Learning, Universal Design for Learning, STEM-focused instruction, deeper dives into PBIS, etc. The SMART goals that the teachers created allowed the goal to be measured in order to determine impact on student learning. This process afforded teachers the opportunity to spend more time collaborating with each other at their school sites. On-site collaboration days were added to the calendar so that teachers can spend time working on their goals. Progress will continue to be monitored through Google classroom during these times.

Six days were dedicated to PBIS-specific training for all teachers. These training are led by PBIS coaches and the MTSS Coordinator. one. Program staff also received training in Restorative Practices.

In addition to the all-staff professional learning days, new teachers also received additional support. Four WRITE review days were offered for teachers to calibrate the WRITE rubrics. Five New Teacher Academy days were offered. Veteran teachers facilitate the New Teacher Academy meetings and support new teachers in program-specific needs, as well as classroom management and instructional strategies.

Teachers who needed additional support with curriculum, received training in all core-adopted materials ELA/ELD, and history/social science. Further trainings were offered to teachers throughout the year, including the ELD framework, math instruction, Illuminate, CAASPP, PBIS, and Restorative Practices that were offered through conference attendance and county-wide sessions.

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

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data and a teacher/staff needs-assessment. The staff development and professional learning plan is developed once a year and uses teacher feedback and student achievement results to guide the plan. The professional learning plan is aligned to the school LCAP and WASC goals, and addresses increasing attendance, increasing rigor and consistency in curriculum, and increasing community and family engagement. Current areas of focus include MTSS program-wide` implementation, Restorative Practices, expanding PBIS efforts, Trauma-informed Care training, engagement strategies in the classroom, instructional

leadership development, student social-emotional health, college and career readiness, and eliminating barriers to attendance. Teachers and staff are encouraged to attend various conferences, workshops and trainings that align with the school goals and needs of the program.

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

Teachers are supported in a variety of ways including coaching, mentorships, school site and region meetings, and teacher-principal meetings. Teacher-principal meetings include collaboration time and feedback about the strategies and approaches being used in the classroom. Some teachers also receive in-class support provided by content experts and/or PBIS/Restorative Practice/Trauma-informed Care coach.

There is a Mentor Teacher program to support all first-year teachers and teachers participating in induction. Mentor Teachers meet with their assigned new teacher at least once a week and also meet with other mentor teachers five times throughout the year, at a minimum. Teachers, administrators, and other staff receive professional development in a variety of ways, including, after-school workshops, conference attendance, training attendance, coaching, and individual mentoring. Prior to the school closures in March, the majority of professional development was delivered through after-school workshops and conference/training attendance. Throughout Distance Learning, professional learning was delivered through online, virtual platforms such as Google Meet and Zoom. There is an ongoing evaluation process site administrators and teachers are able to collaborate about best practices and interventions to implement for each student.

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

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data and a teacher/staff needs-assessment. The staff development and professional learning plan is developed once a year and uses teacher feedback and student achievement results to guide the plan. The professional learning plan is aligned to the school LCAP and WASC goals, and addresses increasing attendance, increasing rigor and consistency in curriculum, and increasing community and family engagement. Current areas of focus include MTSS program-wide implementation, Restorative Practices, expanding PBIS efforts, Trauma-informed Care training, engagement strategies in the classroom, instructional leadership development, student social-emotional health, college and career readiness, and eliminating barriers to attendance. Teachers and staff are encouraged to attend various conferences, workshops and trainings that align with the school goals and needs of the program.

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

Teachers are supported in a variety of ways including coaching, mentorships, school site and region meetings, and teacher-principal meetings. Teacher-principal meetings include collaboration time and feedback about the strategies and approaches being used in the classroom. Some teachers also receive in-class support provided by content experts and/or PBIS/Restorative Practice/Trauma-informed Care coaches or leads.

There is a Mentor Teacher program to support all first-year teachers and teachers participating in induction. Mentor Teachers meet with their assigned new teacher at least once a week and also meet with other mentor teachers five times throughout the year, at a minimum. Teachers, administrators, and other staff receive professional development in a variety of ways, including, after-school workshops, conference attendance, training attendance, coaching, and individual mentoring. Prior to the school closures in March, the majority of professional development was delivered through after-school workshops and conference/training attendance. Throughout Distance Learning, professional learning was delivered through online, virtual platforms such as Google Meet and Zoom. There is an ongoing evaluation process site administrators and teachers are able to collaborate about best practices and interventions to implement for each student.

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

A week after each CAP meeting, teachers collaborate with one another during dedicated time which reinforces the topics reviewed and discussed. Teachers review assessment data related to their SMART goal and complete an on-site collaboration form that is submitted through Google Classroom. The on-site collaboration form follows the ATLAS protocol for analyzing data and reflection.

Teaching and Learning

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

San Joaquin County Community schools has adopted the Common Core State Standards-aligned curriculum in mathematics, English Language Arts/Development, and Social Science. The standards serve as the framework for directing district goals, objectives, and articulated curricular programs designed to maximize learning for all students.

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

We provide appropriate instructional minutes for our students.

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

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

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

All students, including English learners, have access to standards-based instructional materials in core content areas of math, ELA/ELD, and history/social science. The adoption of NGSS materials is planned for the 20-21 school year.

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

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

Opportunity and Equal Educational Access

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

All English learner students receive both integrated and designated English language development instruction to help them meet the standards. Underperforming students receive additional remedial instruction through the prescription modules provided by the Accucess and Exact Path assessments. Interventions that address the needs of low-achieving ELs and students at risk of not meeting state academic content standards include the WRITE approach instruction and intensive targeted instruction by EL coach and content-specific consultants. These learning modules help fill learning gaps for students and help prepare them to be more successful in grade-level content. Teachers continue to improve their proficiency in best teaching practices with a focus on culturally responsive teaching strategies, Project-based Learning (PBL), and a Multi-tiered System of Supports (MTSS) approach to addressing the academic, behavioral, and social-emotional needs of the whole child. The one.Program has expanded counselors who meet with students at least quarterly to discuss academic credits and progress towards graduation or any other concerns they have. Students have access to mental health clinicians that may meet with them weekly to support any mental health wellness or social-emotional needs of the student.

Evidence-based educational practices to raise student achievement

Student Engagement:

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

Project-based learning:

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

Social-Emotional Learning:

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

Positive Behavior Intervention and Supports (PBIS):

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

Restorative Practices:

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

Trauma-Informed Care/Practices:

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

Attendance:

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

Parental Engagement

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

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

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

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

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

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

- gain skills/information needed to stay connected to the school
- how to use the equipment/devices needed for students to succeed in the distance learning platform
- for parents to stay informed and have an opportunity to give feedback.

3. Case Management:

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

4. Social Media Connections

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

After reviewing the needs assessment, the core themes that emerged indicated a high demand for real world experience in career technical education, community and culture building, social-emotional health and wellness, and eliminating barriers to attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.53%	1.2%	0.68%	6	14	7
African American	15.51%	14.69%	13.2%	175	171	136
Asian	5.23%	4.55%	4.27%	59	53	44
Filipino	1.06%	0.86%	1.46%	12	10	15
Hispanic/Latino	57.00%	58.93%	62.43%	643	686	643
Pacific Islander	0.80%	0.77%	0.19%	9	9	2
White	14.10%	12.03%	10.49%	159	140	108
Multiple/No Response	0.89%	1.12%	6.31%	10	13	10
Total Enrollment				1128	1,164	1,030

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 2	3		
Grade 3	4	2	1
Grade 4	6	5	3
Grade 5	6	7	2
Grade 6	9	9	7
Grade 7	12	13	4
Grade 8	38	43	27
Grade 9	100	167	143
Grade 10	160	248	159
Grade 11	326	452	308
Grade 12	464	218	376
Total Enrollment	1,128	1,164	1,030

Conclusions based on this data:

1. Majority of students are Hispanic/Latino accounting for 62%, an increase of 3%
2. Majority of students enrolled are in the 11 and 12 grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	228	198	155	20.2%	17.0%	15.0%
Fluent English Proficient (FEP)	159	172	171	14.1%	14.8%	16.6%
Reclassified Fluent English Proficient (RFEP)		9	22	0	3.9%	11.1%

Conclusions based on this data:

1. The San Joaquin County Community schools has seen a slight decrease in English learner student population, from 17% in 18-19 to 15% in 19-20.
2. The reclassification percentages has seen an increase moving from 3.9% in 18-19 to 11.1% in 19-20

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. No data. Due to COVID-19 crisis, testing did not occur in 19-20

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	15.38	*	*	84.62
Grade 6	0.00	*	0.00	9.09	*	9.09	90.91	*	90.91
Grade 7	0.00	0.00	0.00	15.79	9.52	25.00	84.21	90.48	75.00
Grade 8	0.00	0.00	0.00	8.82	21.67	9.09	91.18	78.33	90.91
Grade 11	1.67	0.00	0.00	16.67	14.11	23.41	81.67	85.89	76.59
All Grades	1.18	0.00	0.00	14.90	13.81	20.29	83.92	86.19	79.71

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

Conclusions based on this data:

1. No data. Due to COVID-19 crisis, testing did not occur in 19-20

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4	*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*
Grade 8	1534.6	*	1534.4	*	1534.1	*	14	10
Grade 9	1549.1	1524.4	1561.6	1512.2	1536.2	1536.1	30	27
Grade 10	1565.2	1554.9	1585.6	1560.8	1544.2	1548.5	40	40
Grade 11	1567.1	1544.8	1570.5	1531.1	1563.2	1558.1	52	57
Grade 12	1564.8	1563.5	1569.4	1555.5	1559.8	1570.8	49	39
All Grades							192	176

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	14	*
9	*	0.00	50.00	25.93	*	66.67		7.41	30	27
10	*	20.00	37.50	37.50	37.50	30.00		12.50	40	40
11	34.62	21.05	32.69	19.30	25.00	38.60	*	21.05	52	57
12	32.65	17.95	36.73	28.21	22.45	41.03	*	12.82	49	39
All Grades	29.17	15.91	38.02	28.41	27.60	40.34	*	15.34	192	176

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	14	*
9	50.00	7.41	*	37.04	*	51.85		3.70	30	27
10	60.00	37.50	*	30.00	*	27.50		5.00	40	40
11	63.46	26.32	26.92	29.82	*	24.56	*	19.30	52	57
12	57.14	30.77	32.65	23.08	*	38.46	*	7.69	49	39
All Grades	57.81	26.70	28.65	28.98	11.46	32.95	*	11.36	192	176

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	14	*
9		0.00	*	11.11	56.67	48.15	36.67	40.74	30	27
10	*	7.50	*	17.50	32.50	45.00	42.50	30.00	40	40
11	*	7.02	30.77	21.05	23.08	35.09	34.62	36.84	52	57
12	*	10.26	22.45	10.26	34.69	58.97	32.65	20.51	49	39
All Grades	8.33	6.25	21.35	15.91	35.42	45.45	34.90	32.39	192	176

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
8	*	*	*	*	*	*	14	*	
9	*	3.70	56.67	70.37	*	25.93	30	27	
10	40.00	5.00	32.50	80.00	27.50	15.00	40	40	
11	28.85	5.26	50.00	57.89	21.15	36.84	52	57	
12	28.57	5.13	53.06	74.36	*	20.51	49	39	
All Grades	31.25	5.68	48.96	66.48	19.79	27.84	192	176	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	14	*
9	86.67	48.15	*	44.44		7.41	30	27
10	90.00	65.00	*	30.00		5.00	40	40
11	92.31	47.37	*	36.84		15.79	52	57
12	85.71	61.54	*	35.90	*	2.56	49	39
All Grades	86.46	53.98	12.50	36.93	*	9.09	192	176

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	14	*
9		0.00	*	48.15	76.67	51.85	30	27
10	*	10.00	40.00	52.50	52.50	37.50	40	40
11	*	8.77	46.15	43.86	42.31	47.37	52	57
12	*	15.38	36.73	51.28	53.06	33.33	49	39
All Grades	8.85	9.09	36.98	47.73	54.17	43.18	192	176

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8		*	100.00	*		*	14	*
9	*	3.70	86.67	74.07	*	22.22	30	27
10	*	0.00	75.00	75.00	*	25.00	40	40
11	34.62	7.02	59.62	84.21	*	8.77	52	57
12	28.57	10.26	69.39	87.18	*	2.56	49	39
All Grades	20.83	5.11	73.96	80.68	*	14.20	192	176

Conclusions based on this data:

1. Majority of the EL students participated in the ELPAC summative testing.
2. The number of enrolled EL students decreased.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1164	84.8	17.0	4.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	198	17.0
Foster Youth	52	4.5
Homeless	91	7.8
Socioeconomically Disadvantaged	987	84.8
Students with Disabilities	103	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	171	14.7
American Indian	14	1.2
Asian	53	4.6
Filipino	10	0.9
Hispanic	686	58.9
Two or More Races	68	5.8
Pacific Islander	9	0.8
White	140	12.0







Conclusions based on this data:

1. The one.Program continues to serve students who are socioeconomically disadvantaged (85%)
2. Roughly 12% of students are homeless or classified as foster youth.
3. The one.Program serves about 9% of students with learning disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

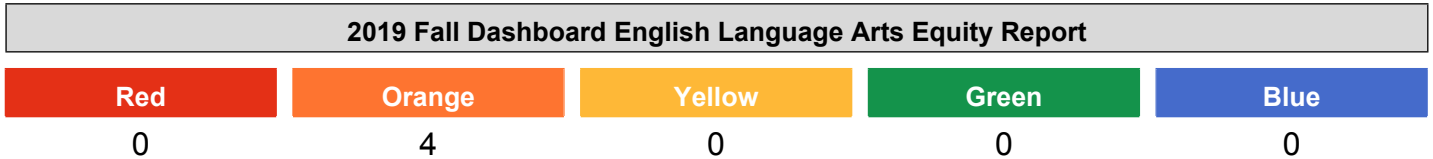
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 141 points below standard Increased Significantly ++25.2 points 204	<p>English Learners</p>  Orange 171.9 points below standard Increased ++4.7 points 48	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 173.6 points below standard 21	<p>Socioeconomically Disadvantaged</p>  Orange 141.3 points below standard Increased Significantly ++24.8 points 187	<p>Students with Disabilities</p>  No Performance Color 159.9 points below standard Increased Significantly ++26.7 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.2 points below standard Increased ++4.6 points 36	150.1 points below standard 12	135 points below standard Increased Significantly ++34.4 points 142

Conclusions based on this data:

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

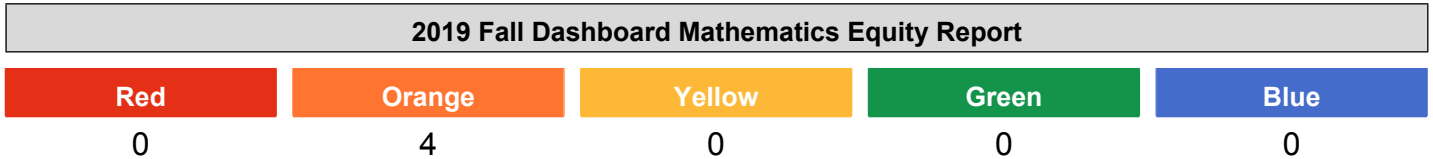
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 219.5 points below standard Increased ++12.6 points 196	<p>English Learners</p>  Orange 232.8 points below standard Increased ++10.6 points 44	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 232 points below standard 22	<p>Socioeconomically Disadvantaged</p>  Orange 218 points below standard Increased Significantly ++16.4 points 181	<p>Students with Disabilities</p>  No Performance Color 248.4 points below standard Increased Significantly ++20.2 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
229.7 points below standard Increased Significantly ++20.4 points 31	240.4 points below standard 13	215.8 points below standard Increased Significantly ++17.3 points 139

Conclusions based on this data:

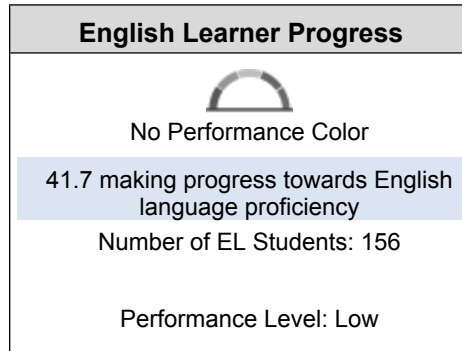
1. Math performance indicators improved from red to yellow for students overall.
2. Math Performance improved for English Learners, Socioeconomically disadvantaged, and Hispanic and African-American groups moving into the yellow indicator.
3. In spite of increases, this continues to be an area for growth.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3		5.7	35.8

Conclusions based on this data:

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

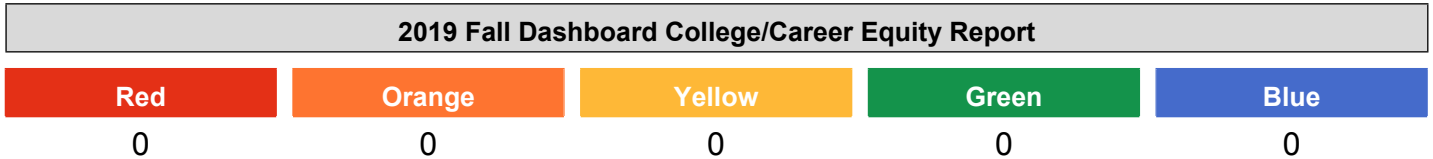
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>0.2</p> <p>Maintained -0.3</p> <p>477</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

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

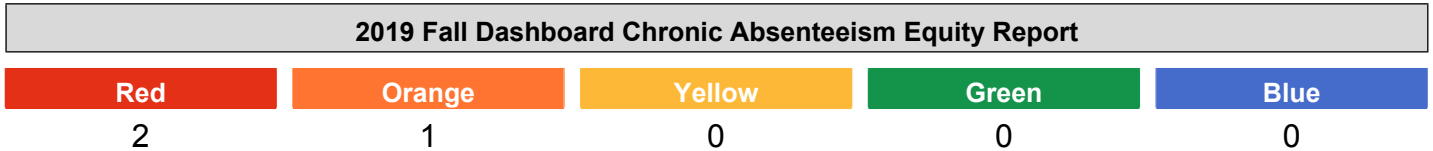
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>51.8</p> <p>Increased Significantly +3.8</p> <p>170</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>63.2</p> <p>Increased +8.3</p> <p>19</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>68</p> <p>Increased +14.4</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>52.5</p> <p>Increased Significantly +4.4</p> <p>158</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>28.6</p> <p>Declined -33.9</p> <p>14</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

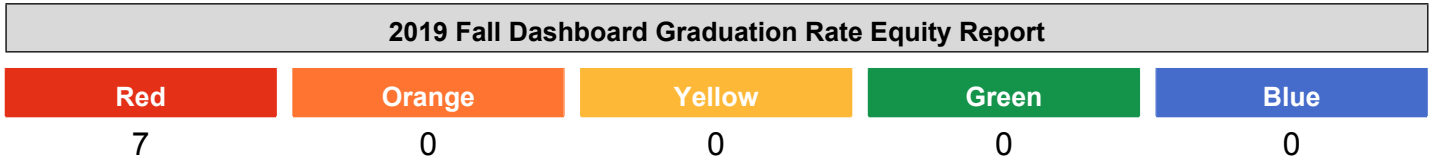
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
32.8	43

Conclusions based on this data:

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

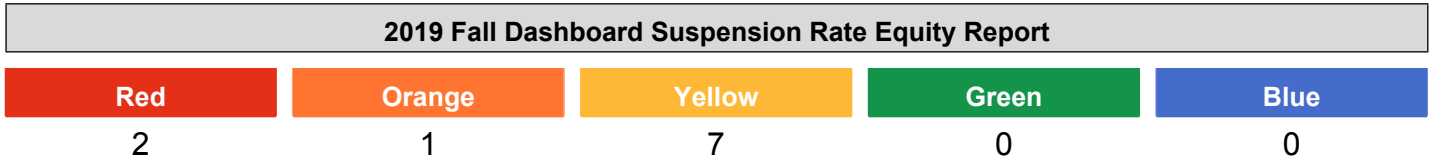
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 15 Declined Significantly -2.5 2229	<p>English Learners</p>  Yellow 12.4 Declined Significantly -6.5 347	<p>Foster Youth</p>  Red 24.3 Increased Significantly +5.8 152
<p>Homeless</p>  Yellow 15.7 Declined Significantly -4 204	<p>Socioeconomically Disadvantaged</p>  Yellow 15.1 Declined Significantly -3 1902	<p>Students with Disabilities</p>  Yellow 8.6 Declined Significantly -16.2 210

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17.5	15

Conclusions based on this data:

1. There was an decrease in the suspension rate overall by 2.5% from 2018 to 2019.
2. There was a slight increase for foster youth students but a significant decrease for African-American students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase attendance, decrease truancy.

LEA/LCAP Goal

The school consulted with stakeholders at the School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisor (DELAC) Committee. There are four School Site Council meetings scheduled throughout the 2020-21 school year: 9/2/20, 10/28/20, 02//21, 05/12/21. Meetings are held after school and at various school sites throughout the county to increase stakeholder attendance. Progress monitoring of the goals, actions, tasks, and the budget are reviewed and discussed at each meeting. Stakeholder feedback and input is encouraged and collected.

Goal 1

By June 2021, daily, intervention, and truancy school sites will have an average monthly attendance of 85% or higher while contracted learning sites will have an average monthly attendance percentage of 95% or higher.

Identified Need

Improving attendance and decreasing truancy continues to be a school-wide goal for our community school sites. Attendance goals for 2019-20 school year for daily, truancy sites, and contracted site expected outcomes were not met. The average attendance for 2019-20 for daily sites was short of the goal by 8%, truancy sites were short of the goal by 10%, and contracted learning school sites missed the goal by 15%. The intervention school sites attendance decreased by 16%. This continues to be an area for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily site average attendance	77% *Note this data is representative of 8/7/19-3/16/21 only. After 3/13/19. After 3/16, we were under COVID closure	85%
Truancy site average attendance	75% *Note this data is representative of 8/7/19-3/16/21 only. After 3/13/19. After 3/16, we were under COVID closure	85%
Intervention site average attendance	79% *Note this data is representative of 8/7/19-3/16/21 only. After 3/13/19. After 3/16, we were under COVID closure	85%
Contracted learning site average attendance	80% *Note this data is representative of 8/7/19-3/16/21 only. After 3/13/19.	95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	After 3/16, we were under COVID closure	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
39,417.	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2000-2999: Classified employees; 3000-3999: Benefits
50,544	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
3,894	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
4,994	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Continue to maintain Truancy School Sites

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
113,741	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3000-3999: Benefits; 4000-4999: Book and Supplies
35,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
14,696	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

3. Continue efforts to maintain safety, support, and wellness at all school sites

- a. Continue to employ Campus Safety Technicians (CST) (6 at 20%)
- b. Continue to Implement social-emotional learning curriculum (School Connect/Tier I-II)
- c. Materials, supplies, and professional learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
56,617	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3000-3999: Benefits
4,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and supplies
10,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books supplies
6,582	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
395	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- a. Illuminate Education (Educlimber)
- b. Leadership opportunity events, workshops, symposiums, etc.
- c. materials, supplies, and conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
37,624	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting services and operating expenditures
5,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

4,211	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During the 2019-20 school year, all of the actions and services related to Goal 1 were successfully implemented. At the time of enrollment, all students were evaluated by the student services staff, family engagement (FE) specialists, and school nurses. All unduplicated student groups were directed to appropriate community and school resources. All student groups were assessed based on referral and parent/guardian feedback to determine mental health needs. Mental health clinicians and/or community-based resources were assigned accordingly. An ongoing evaluation was conducted by our site administrators, counselors, teachers, and FE specialists to ensure students and families were provided the necessary support.

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

The Foster/Homeless Youth Director, site administrators, counselors, Probation 654 staff, and support staff provided ongoing truancy intervention supports such as home visitations, parent/guardian conferences, transportation and collaboration with school districts for all unduplicated student groups. Home visits were conducted, as needed. Students and families were provided individualized support based on the root cause(s) of their attendance problems. Frontier 1,

Frontier 2, Frontier South, and Frontier North school sites provided specialized truancy support for students with chronic truancy issues. Directors of Foster/Homeless Youth, Curriculum and Assessment, and Student Services, as well as support staff, and site administrators tracked attendance of student groups. Campus Safety Technicians (CST's) assisted with school safety, nutrition breaks, attendance, and family engagement. SJCOE Foster Youth Liaison, counselors, and support staff monitored daily attendance of foster youth, low income, English learners, and redesignated English learners and provided one-on-one counseling, home visitations, and referrals to community-based resources, as needed, and helped the students meet their needs in the area of daily attendance.

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

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

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

We plan to continue our efforts in Goal 1. However, we will continue to integrate more social emotional supports and wrap around systems of support. Additionally, Comprehensive Support and Improvement (CSI) funds will be directed towards eliminating barriers to attendance and other attributing factors to chronic absenteeism. The research suggests that partnering with public transportation will lead to positive attendance outcomes and improving student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase rigor and consistency across all content areas.

LEA/LCAP Goal

To improve academic rigor and consistency across student programs.

Goal 2

By June 2021, there will be a 70% of students will score at college pathway or low-risk in reading and math, as measured by the pre and post Fastbridge online assessments.

Identified Need

Assessment data and results indicate that students are performing below grade level.

The 2019-20 Accucess data shows that more than 5% of students increased by at least one grade level in reading and math. Accucess scores reveal that 7% of students improved by one-grade level or more in reading. There was a 5% increase of students who showed improvement of at least one grade level in math meeting the expected outcome. However, students continue to perform below grade level on both assessments. The average reading level is 6th-grade and the average math performance is at a 5th-grade level as reported by Accucess assessment data. This continues to be an area for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge Reading scores	New assessment for 20/21, baseline data not yet established	70% of students will score at college pathway or low-risk in reading
Fastbridge Math scores	New assessment for 20/21, baseline data not yet established	70% of students will score at college pathway or low-risk in math

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1. WRITE approach implementation

- a. Continue WRITE instructional coaching provided by SDCSS
- b. SJCOE language and literacy support
- b. Materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,330	Title III (Not in schoolwide program) 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies
467	Title III Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Offer professional learning opportunities for teachers and administrators to increase their knowledge of standards and frameworks in ELA/ELD, math, social science, and NGSS
 - a. One-on-one coaching sessions for teachers provided by SJCOE math, STEM, and Continuous Improvement and Support departments
 - b. Partner with WestEd for sustained support with onboarding of ELA/ELD and history/social science integrated lessons and units.
 - c. Partner with PBL works to design and implement PBL units
 - d. Conferences and workshops
 - e. Houglin Mifflin professional development
 - f. Teachers complete the MIAA or STEM certificate programs through Teachers College of San Joaquin
 - g. Materials and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
29,236	Title I Part A: Allocation

	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and supplies
50,400	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services and Other Operating Expenditures; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
3,373	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Travel and Conference, workshops; 4000-4999: Books and Supplies
23,077.	Title IV: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Travel and Conference, workshops; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
2,889	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
4,980	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
333	Title II Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
2,280	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Improve teacher support by increasing instructional leadership through professional learning and mentorships

- a. Mentor Teacher program and lead teachers
- b. New Teacher Academy program
- c. Admin Leadership Academy

- d. Continuous improvement and support
- e. Materials, supplies, and Professional learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,648.	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
52,892	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
800	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
3,165	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
2,040	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
5,226	Title II Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
79	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
313	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 4. Ensure that all students have access to updated curriculum that is aligned to CCSS and NGSS.
 - a. Continue to use Edmentum Plato courseware and Exact Path
 - b. Consulting for Edmentum
 - c. Materials, curriculum, and other expenditures

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
56,258.	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
5,558	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
148,565	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3000 - 3999: Benefits
14,678	Title I Indirect

7000-7439: Other Outgo
7310: Transfer of Indirect Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. Increase college and career pathway experiences

- a. Career/Trades Fairs and Site Tours
- b. Mobile learning labs
- c. Research and Identify CTE/CCR curriculum
- d. Materials, supplies, professional learning, and other expenditures

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
3000-3999: Benefits

494

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

7. Increase student engagement through supplemental materials and instructional support

- a. Increase hands-on learning and art therapy opportunities
- b. Classroom libraries and mi-fi hotspots
- c. Exploration (maker) spaces
- d. Material and supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
18,500	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
10,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
2,470	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
1,828	Title IV Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
988	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Multiple opportunities of professional learning were offered to teachers and staff to support academic rigor and instruction, student wellness, English learners, instructional technology tools and programs, and project-based learning strategies. One of the primary focuses of professional learning was on the program-wide implementation of Google Classroom. Teachers participated in three Collaboration and Planning meetings (CAP) to develop and expand on their knowledge of the learning management system. The delivery of professional learning with Google Classroom was through a proficiency-based model in order to accommodate all levels of learning.

At the start of the school year, all teachers developed a SMART goal with their teaching team. The SMART goal aligned with one of the three school goals, and had a focus on student truancy, academic improvement, or increasing parent and family engagement. Teachers identified metrics to monitor their goals and dedicated on-site collaboration time was scheduled for teachers to review and analyze data throughout the year. Professional learning was then offered to teachers based on a focused need identified in their SMART goal. For example, some teachers wanted to increase student engagement to see if there was an effect on academic improvement through Project-based Learning. The following professional learning and trainings were offered to teachers:

Workshops in PBL facilitated by PBL Works (Buck Institute)

PBL coaching provided by WestEd consultants

Instructional coaching in science, math, ELA, and ELD

Instructional coaching in developing thematic and integrated lessons and units

Math Instruction Added Authorization certificate courses through Teachers College of San Joaquin (through TCSJ)

STEM certificate courses (through TCSJ)

The ongoing implementation of the WRITE approach to improve all student literacy, reading, and writing skills remained a focus. All new teachers participated WRITE rubric calibration. The WRITE curriculum is an approach that uses strategies appropriate for both English learners and English-speaking students and emphasizes literacy across all content areas.

Administrators attended monthly Leadership Academies facilitated by SJCOE Education Services. Activities during the Leadership Academy sessions included work on developing an MTSS framework for the program. A group of administrators also worked on developing guidelines to evaluate the WRITE implementation. During the 2018/2019 school year, the program continued to offer an integrated ELD and designated ELD program.

Professional learning continued after the school closures in March but through virtual platforms. As a response to the school closures, additional professional development was offered to support teachers in distance learning and blended learning. A cohort of teachers and administrators completed the Leading Edge Certification course facilitated by Stanislaus County Office of Education. In addition, two Web 2.0 tool workshops were facilitated virtually by the STEM department. The emphasis on Google Classroom during the 19/20 school year proved to be effective as instruction shifted to distance learning. Teacher feedback in a survey showed that 82.3% of teachers rated themselves as a 3, 4, or 5 on a scale of 0-5 with 5 being a "Google Ninja" and 0 as "What is Google Classroom?"

Students were administered Accucess, a diagnostic reading and math assessment, four times a year. After the assessment, students are assigned learning modules, called prescriptions, based on their individual results to help fill learning gaps in both reading and math.

All students had access to standards-based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. The curriculum writing team worked to develop quarterly Google Classrooms using the core adopted curriculum in history/social science, math, ELA, and ELD. However, after completing multiple classrooms in math and history/social science it was discovered that the classrooms would not be able to be shared with other teachers as planned, due to the size and storage of the classrooms. This work is still being reviewed. Under the guidance of the SJCOE Educational Services Division, the selection and implementation of Next Generation Science Standards will begin in the 20/21 school year. COSP teachers were provided ongoing support to all students related to the core curriculum, instruction, and assessment in safe, nurturing learning environments. Standards-aligned materials and resources were available for all students.

Based on feedback from stakeholders, all the actions and services for Goal 2 were deemed effective. Throughout the 2019/2020 school year, 100% of students had access to standards-aligned materials at every Community school site.

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

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

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

Due to the increase in reading and math score percentages, the new benchmark for meeting the expected outcomes will increase by 5%. Evidence-based strategies for increasing student engagement, services, and actions have been added to increase this learner outcomes. Comprehensive Support and Improvement funds will be used to supplement strategies and actions and will continue to be closely tracked and monitored for effectiveness.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase positive school climate and culture

LEA/LCAP Goal

To improve our capacity for building and growing relationships between our program, students, parents and the community.

Goal 3

By June 2021, promote a positive school culture by increasing the parent/family engagement opportunities at school sites by 20% and decreasing suspension rate by 5%

Identified Need

Consistent parent involvement and engagement has always been a challenge. Reasons for the challenge include a highly mobile student population. At the end of 2020-21, 56% of parents participated in parent teacher conferences, a decrease. The program continues to focus resources on improving parent engagement and positive school culture and decreasing the suspensions overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of workshops or events	25 events	15 events
Parent/guardian attendance at family events	15%	On average, at least 20% of parents, school sites, will be in attendance at school events.
Suspensions	Due to COVID closures there is no 19/20 data available via Dashboard or Dataquest. Below is our data from 18/19. 2019 Dashboard (18/19): 15% suspended at least once. Decline of 2.5% from 2017-2018.	Decrease by 5%
Parent/teacher conferences	19/20; total of 1428 p/t conferences held. This is an average of 45% having a conference over the course of Q1,Q2, and Q3 ombined. No	65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>p/t conferences held in Q4 due to COVID school closures.</p> <p>Q1: 31% held Q2: 56% held Q3: 47% held</p> <p>*Note this data is representative of 8/7/19-3/13/20. After 3/16/20, we were under school closure.</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
242,584	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3000-3999: Benefits
17,125	Title I Part A: Allocation 4000-4999: Books And Supplies

	5000-5999: Services and other expenditures
2,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
25,659	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Indirect Costs
198	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
55,394	Title IV: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies; 1000-1999: Certificated Personnel Salaries; 3000-3999: Benefits
5,473	Title IV Indirect 7000-7439: Other Outgo

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Program-wide implementation of PBIS/RP/TIC

- a. Maintain an MTSS coordinator (1 at 47%)
- b. Coordinate integrated systems of support and facilitate direct services for students
- c. Provide remote and on-site 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)

73,529

Source(s)

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

7,265

Title I Indirect
7000-7439: Other Outgo
7310: Transfer of Indirect Costs

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During the 2019-20 school year, many of the actions and services from Goal 3 were successfully implemented. We have increased supports for the parent engagement and participation in the 19-20 school year. During enrollment, parents were provided school calendar magnets, parent engagement magnets, and truancy door hangers to help keep parents informed of upcoming events and School Site Council (SSC) and the District English Learner Advisory Committee (DELAC) meetings. In 2019-20, SSC and DELAC meeting agendas were posted for public view on the SJCOE website 72 hours prior to the meetings. Community partners were provided SSC and DELAC meeting dates through email reminders, invites, and social media. Flyers were also posted at school sites to invite community agencies and support providers to the meetings. Parent participation at SSC and DELAC meetings required membership ratios to meet quorum. In 2019-

20, a total of 4 meetings were held. Notices of meetings are posted within appropriate timelines and invitations are sent via telephone calls to all parents and caregivers. Overall, stakeholder attendance and participation has increased at School site council and district english learner advisory committee meetings as result of the various proactive approaches led by the parent engagement team.

Alternative methods to communicate to parents were researched and identified. Teachers use various apps such as Remind, to communicate home to parents, while other rely on on telephone communication, however one consistent method was not identified. The number of suspensions showed a decrease overall for community schools. The number of suspensions in 19/20 totaled 548 and the number of suspensions in 19/20 was 758, a decrease of 27.8%. Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices program-wide. PBIS and Restorative Practices are evidence-based methods that help build positive relationships, improve student behavior, decrease student suspension rates, and increase student achievement. Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Project 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

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

The quests included the an annual Honor Quest in Lake Tahoe, an InnerDiscovery, San Francisco Opera Trip, Fun Run, Monterey Bay Aquarium, Hike Quest, and the Concept of one. In addition, seniors took part in Senior Week at SJCOE, students took part in the TRU Hope Summit at the Stockton Sports Arena, and 2018 Grad Night took place on at Six Flags Discovery Kingdom. Community School administrators and our SJCOE Foster Youth Services Director coordinated with social workers and education rights holders and ensured all Foster Youth received access to Quests throughout the 2018-19 school year. Senior Week involved a series of activities related to collaboration, communication, and preparation for the next steps beyond high school. The one.Leadership Symposium included a viewing of the documentary "Listen." This was followed by a student led town hall forum with the producer of the film. Our counselors organized the event in collaboration with student leaders. In addition, the Concept of one. Quest took place. Students and teachers spent the day competing in various team building activities, challenges, and events.

Most sites hosted a Back to School Night and/or Open House. Student mental health needs were a priority and were reviewed at the time of enrollment where mental health clinicians were assigned, as needed. Staff from the Child Abuse Prevention Council provided mental health services at the Frontier sites and other community sites. Additional support was provided by our Truancy Intervention Specialists.

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

All of the actions and services for Goal 3 were deemed effective. The program-wide implementation of PBIS/RP/TIC will continue to be expanded to increase positive school climate and culture, academic progress, and social-emotional needs of every student through an Multi-tiered System of Support framework.

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

The Family Engagement program led by the Family Engagement Specialist team. Increased supports for parent engagement efforts occurred throughout the 19 -20school year. The Family engagement team will continue to lay the foundation of parent engagement through a variety of parent education workshops and events held throughout the county. This plan will continue to increase the positive culture framework provided through evidence-based practices of PBIS and Restorative practices, and a Trauma-Informed approach to addressing the needs of the whole child.

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	\$852,720.00
Total Federal Funds Provided to the School from the LEA for CSI	\$180,368.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,330,809.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$180,368.00
Title I Part A: Allocation	\$852,720.00
Title II Part A: Improving Teacher Quality	\$56,265.00
Title III (Not in schoolwide program)	\$23,330.00

Subtotal of additional federal funds included for this school: \$1,112,683.00

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

State or Local Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI) Indirect	\$17,821.00
Title I Indirect	\$84,249.00
Title II Indirect	\$5,559.00
Title III Indirect	\$467.00
Title IV Indirect	\$9,894.00
Title IV: Student Support and Academic Enrichment	\$100,136.00

Subtotal of state or local funds included for this school: \$218,126.00

Total of federal, state, and/or local funds for this school: \$1,330,809.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	180,368.00
Comprehensive Support and Improvement (CSI) Indirect	17,821.00
Title I Indirect	84,249.00
Title I Part A: Allocation	852,720.00
Title II Indirect	5,559.00
Title II Part A: Improving Teacher Quality	56,265.00
Title III (Not in schoolwide program)	23,330.00
Title III Indirect	467.00
Title IV Indirect	9,894.00
Title IV: Student Support and Academic Enrichment	100,136.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	380,252.00
2000-2999: Classified Personnel Salaries	299,201.00
4000-4999: Books And Supplies	22,125.00
5000-5999: Services And Other Operating Expenditures	299,133.00
5800: Professional/Consulting Services And Operating Expenditures	212,108.00
7000-7439: Other Outgo	117,990.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	5,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	5,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	90,168.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	80,200.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI) Indirect	17,821.00
7000-7439: Other Outgo	Title I Indirect	84,249.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	375,252.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	299,201.00
4000-4999: Books And Supplies	Title I Part A: Allocation	17,125.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	131,906.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	29,236.00
7000-7439: Other Outgo	Title II Indirect	5,559.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	56,265.00
5800: Professional/Consulting Services And Operating Expenditures	Title III (Not in schoolwide program)	23,330.00
7000-7439: Other Outgo	Title III Indirect	467.00
7000-7439: Other Outgo	Title IV Indirect	9,894.00
5000-5999: Services And Other Operating Expenditures	Title IV: Student Support and Academic Enrichment	77,059.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV: Student Support and Academic Enrichment	23,077.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	386,715.00
Goal 2	514,867.00

Goal 3

429,227.00

School Site Council Membership

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

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

Name of Members	Role
Yvette Menchaca	Principal
Lindsey Clark	Other School Staff
Livell Mitchell	Classroom Teacher
Shelly Contreras	Classroom Teacher
Nicole Clark	Classroom Teacher
Paul Sylvester	Parent or Community Member
Stephanie Johnson	Parent or Community Member
Jacklyn Ramirez	Parent or Community Member
Adam Showers	Parent or Community Member
Tori Relva	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: District English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/20.

Attested:

Principal, Yvette Menchaca on 10/28/20
SSC Chairperson, Livell Mitchell on 10/28/20

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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019