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School Year: **2023-24**

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
Santa Clara County Community School	43104394330320	March 27, 2023	June 21, 2023

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

This plan will support use of federal funds to provide college and career readiness for students in alignment with Santa Clara County Office of Education's Local Control Accountability Plan goals.

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.

Santa Clara County Community School will meet Every Student Succeeds Act (ESSA) requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California School Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the Local Control Accountability Plan (LCAP) regarding student outcomes and student and parent engagement. Goals will support the school in improving California School Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Specific areas of emphasis are goals to ensure students graduate or transition back to home districts with academic credits toward graduation, college and career readiness, and positive attendance rates. The Community School qualified for Comprehensive Support and Improvement per the 2022 CA Accountability Dashboard due to status of graduation rate.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

On an annual basis the school facilitates a needs assessment through the collaboration of: (a) the English Learner Advisory Committee (ELAC), (b) the School Site Council (SSC), and (c) the Local Control Accountability Plan (LCAP) planning processes. Surveys are provided to: (a) students, (b) parents, (c) teachers, (d) administrators, and (e) community members. The data is gathered and evaluated through several committees that inform both the School Plan for Student Achievement and the Local Control Accountability Plan. The results are reported out during subsequent ELAC, SSC, and LCAP meetings. Thereafter, these discussions inform the development of both the SPSA and LCAP and the goals, actions items, and budgets are aligned accordingly. 2022 LCAP Survey results for community schools indicate top priorities to include: (a) career readiness, (b) teaching and learning, (c) college readiness, (d) school safety, and (e) extra support services . These items are considered in development of the SPSA as well as the LCAP.

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 occur regularly as illustrated in: (a) frequent daily walkthroughs, (b) classroom visits, and (c) informal and formal observations. The Alternative Education Department contracts with the Professional Learning and Instructional Support department and the Inclusion Collaborative through the Santa Clara County Office of Education. These providers support coaching, curriculum alignment and planning, and coaching of professional learning communities.

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)

On a yearly basis the school facilitates state and local assessments to inform student success. Due to the nature of: (a) student needs, (b) enrollment, (c) attrition rates, and (d) the unique learning conditions that students experience, the Community School prioritizes the use of local assessments. These local assessments are the Renaissance Star reading and math assessments. Students receive these assessments within the first 10 days of enrollment and every 45 days thereafter.

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

Student learning results from both state standardized assessments and local assessment data is shared with staff and advisory groups. During Professional Learning Communities meetings: (a) teachers, (b)curriculum coordinators, and (c) administrators evaluate learning outcomes and calibrate instructional practices to address student learning needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff are highly qualified. Ongoing professional development is provided to ensure staff is current with: (a) standards based instruction, (b) interventions, and (c) best instructional practices aligned to Universal Design for Learning.

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

100% of staff are highly qualified. Professional development is provided through: (a) bi-weekly collaboration meetings and coaching with curriculum coordinators, (b) training to support instructional practices and lesson design, (c) local assessments, and (d) specialized training to support the social and emotional needs of students. Training also focuses on implementation of Positive Behavior Intervention Supports (PBIS) and instruction of students who receive English language proficiency services as well as maintaining an inclusive learning environment for all cultures and student backgrounds.

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

Ongoing professional development is provided to ensure staff is current with: (a) standards-based instruction, (b) interventions, and (c) use of curriculum and instructional strategies. A multi-year professional development plan is updated annually based on student data and staff needs.

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

Professional Development is aligned to a needs assessment and is focused on SPSA goals and LCAP goals. The majority of the professional development is facilitated through the SCCOE Professional Learning and Instructional Division. Content Coordinators facilitate professional development through the coordination of Professional Learning Communities and in-class coaching. Teachers and administrators participate in the training and coaching to build capacity and identify barriers.

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

Teachers collaborate within the school and across the department during Professional Learning Communities meetings and planning committees. In addition, teachers collaborate with each other through the use of Zoom meetings or on site meetings as appropriate.

Teaching and Learning

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

Teachers collaborate via a Professional Learning Communities to align instructional materials and practices with Common Core State Standards.

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

The school adheres to state and federal guidelines for instructional minutes per grade level.

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

Student performance levels and their enrollment and attrition rates illustrate the need for personalized learning. The Community School provides: (a) credit recovery, (b) complete courses, (c) interventions, (d) course acceleration opportunities, and (e) Special Education and support for students who receive English language proficiency services within the master schedule.

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

The school utilizes a variety of instructional materials to meet the needs of students. These resources are standards-based and aligned to instructional programs.

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

Core academic materials are standards-based and aligned to instructional programs to ensure access to state approved materials. These materials consist of online and traditional materials.

Opportunity and Equal Educational Access

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

Within the main program students have access to: (a) credit recovery, (b) complete courses, (c) interventions, (d) course acceleration opportunities, and (e) support for students who receive English language proficiency coursework and students with disabilities. The Community School is a unique alternative educational program that personalizes learning for each student within the core academic program while meeting needs that occur through: (a) attrition, (b) trauma, and (c) other factors leading to expulsion from school.

Evidence-based educational practices to raise student achievement

The Community School uses several evidence-based strategies to support students' academic goals. They include: (a) accommodations (per IEP and 504s),(b) reading and math intervention programs and strategies,(c) credit recovery on core academic content, and (d) course acceleration as appropriate. Services for students who receive English language proficiency services are also provided.

Parental Engagement

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

Parent engagement opportunities include: (a) English Language Advisory Committee, (b) School Site Council, and (d) collaboration opportunities with community based organizations. Parents are also invited to participate with the Educational Services Parent Advisory Committee which meets monthly.

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)

Students, parents, teachers, staff, and the administration are actively involved in the development of: (a) the School Plan for Student Achievement, (b) the Local Control Accountability Plan, (c) Western Association of Schools and Colleges Accreditation, (d) Every Student Succeeds Act addendum, and (e) the Consolidated Application process (Title I, III, IV budgets). On a regular basis groups review: (a) student enrollment and demographics, (b) academic performance, (c) reclassification and demographics related to students who receive English language proficiency coursework, and (d) the review and development of site goals in relationship to the Alternative Education Department and Santa Clara County Office of Education goals. In doing so, this committee integrates and aligns to ensure a focus of student achievement and growth.

Funding

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

Title I, III, and IV support students who are underperforming and include supplies and materials for literacy and supplemental instruction, supplies and materials to support social and emotional learning, tokens and transportation vouchers for unhoused and foster families, and contracts for culinary arts to support career technical education. Comprehensive Support and Improvement funds provide support for college and career readiness, literacy initiatives, and students' social and emotional well being.

Fiscal support (EPC)

Not applicable

Educational Partner 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

The School Site Council met to review the needs assessment and progress of student groups on January 26, 2023 and during this meeting defined actions and services and budget priorities. The School Site Council approved the 2023-24 SPSA on March 23, 2023. Participants included: (a) parent, (b) students, (c) teachers, (d) counselors, (e) community partners, and (f) administrative staff. Voting members included the English Learner Advisory Committee, a representative from the special education department, and voting members of the School Site Council.

Resource Inequities

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

Resource inequities for the Santa Clara County Office of Education (SCCOE) Community School were reflected in data analysis to include: (a) a need for college and career processes for students, (b) a need for student engagement and addressing the social and emotional needs of students, (c) support for student literacy to include supplemental support for students who receive English language proficiency services, and (d) attention to climate regarding attendance and suspension. These areas are defined as areas of need in the CA School Dashboard and local data. Resource allocation is equitable for all students with Local Control Funding Formula supplemental and concentration funding as a priority for: (a) students who receive English language proficiency coursework, (b) students receiving foster services and (c) students who represent as low income. Funds are also utilized to address needs of unhoused students in alignment with the SCCOE Board Policy.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6		2	
Grade 7	1	2	4
Grade 8	6	1	4
Grade 9	22	8	21
Grade 10	20	7	26
Grade 11	20	3	13
Grade 12	6	16	15
Total Enrollment	75	39	83

Conclusions based on this data:

1. Student enrollment fluctuates from year to year.
2. The percentage of students who identify as Latino has declined but remains the prominent student group by ethnicity in the Community Schools.
3. The primary grades serviced in the Community Schools are high school aged so pathways to graduation and career readiness remain a priority.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	5	18	14.70%	12.8%	21.7%
Fluent English Proficient (FEP)	23	13	22	30.70%	33.3%	26.5%
Reclassified Fluent English Proficient (RFEP)	2			18.2%	0.0%	

Conclusions based on this data:

1. The population of students who receive English language proficiency services has been steady.
2. The percentage of students designated Fluent English Proficient declined.
3. Reclassification of students needs to remain a high priority.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*				
Grade 7	*	*		*	*		*	*				
Grade 8	9	15		4	9		4	9		44.4	60.0	
Grade 11	24	11		18	8		18	8		75.0	72.7	
All Grades	34	30		23	20		23	20		67.6	66.7	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2466.	*		0.00	*		5.56	*		27.78	*		66.67	*	
All Grades	N/A	N/A	N/A	0.00	0.00		8.70	10.00		26.09	10.00		65.22	80.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Participation rate for ELA CAASPP testing is a priority.
2. Literacy Development Focus is critical to improving students scoring below standard
3. Designated and integrated English Language Development courses will remain a focus to support the growth of students who receive English language proficiency services.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*				
Grade 7	*	*		*	*		*	*				
Grade 8	9	15		4	8		4	8		44.4	53.3	
Grade 11	24	11		18	7		18	7		75.0	63.6	
All Grades	34	30		23	18		23	18		67.6	60.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2440.	*		0.00	*		5.56	*		11.11	*		83.33	*	
All Grades	N/A	N/A	N/A	0.00	5.56		4.35	0.00		8.70	5.56		86.96	88.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. The percent of students who meet or exceed standards in math has increased each year.
2. Small student groups require the school to maintain a focus on local assessments.
3. Participation rate of students testing in CAASPP math remains a priority.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	8	
9	*	1521.4		*	1535.7		*	1506.8		*	12	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades										8	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*		*	*	
9	*	0.00		*	33.33		*	25.00		*	41.67		*	12	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	28.00		*	32.00		*	40.00		*	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*		*	*	
9	*	16.67		*	50.00		*	25.00		*	8.33		*	12	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	16.00		*	48.00		*	24.00		*	12.00		*	25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*		*	*	
9	*	0.00		*	8.33		*	25.00		*	66.67		*	12	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	16.00		*	20.00		*	64.00		*	25	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
9	*	0.00		*	66.67		*	33.33		*	12	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	68.00		*	32.00		*	25	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
9	*	66.67		*	33.33		*	0.00		*	12	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	52.00		*	36.00		*	12.00		*	25	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
9	*	8.33		*	25.00		*	66.67		*	12	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	12.00		*	20.00		*	68.00		*	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*	*		*	*		*	*		*	*	
9	*	0.00		*	33.33		*	66.67		*	12	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	40.00		*	60.00		*	25	

Conclusions based on this data:

1. Low numbers of students tested make data analysis difficult. The school utilizes local assessment data to determine progress of students receiving English language services.
2. Participation rate for ELPAC was 96.2% for community schools in 21-22.
3. The school will benefit from monitoring individual student scores on the ELPAC since no group scores are available.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
39	**48.7**	**12.8**	**2.6**
Total Number of Students enrolled in Santa Clara County Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	12.8
Foster Youth	1	2.6
Homeless		
Socioeconomically Disadvantaged	19	48.7
Students with Disabilities	9	23.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	5.1
American Indian	1	2.6
Asian	4	10.3
Filipino	1	2.6
Hispanic	21	53.8
Two or More Races	1	2.6
Pacific Islander		
White	9	23.1

Conclusions based on this data:

1. The majority of students identify as Latinx.
2. 23% of students represent as Students with Disabilities.
3. The percentage of students who identify as socio economically disadvantaged in the school continues to be about 50%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** Very Low	**Suspension Rate** Medium
Mathematics No Performance Level	**Chronic Absenteeism** No Performance Level	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

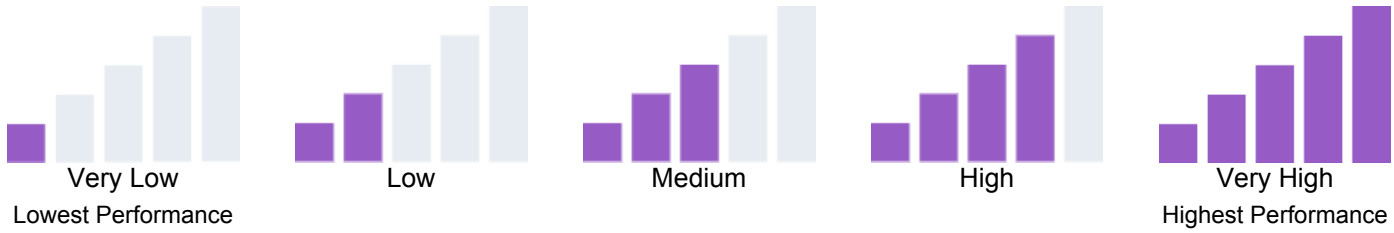
1. The Graduation Rate is a concern and area of focus. DASS graduation rate for 2021-22 is 89.3%.
2. Chronic absenteeism is on a downward trend.
3. The suspension rate has increased.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 10 Students	No Performance Level 4 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 0 Students	No Performance Level 5 Students	No Performance Level 2 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 6 Students	No Performance Level 0 Students		

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	1 Student	6 Students

Conclusions based on this data:

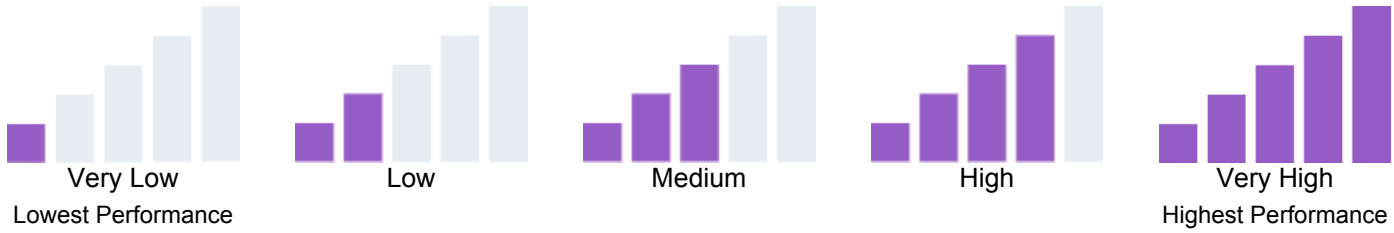
1. Less than 11 students show no significant data.
2. There is no student score for students who receive English language proficiency services on the CAASPP, but 10% of students overall show they are meeting or exceeding standards in ELA.
3. 33% of students who receive English language proficiency coursework are making progress according to the CA School Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 253.5 points below standard 12 Students	No Performance Level 5 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 0 Students	No Performance Level 7 Students	No Performance Level 4 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 7 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4 Students	1 Student	7 Students

Conclusions based on this data:

1. No significant testing group data was available.
2. 5.56% of students met or exceeded standards for Math on the CAASPP. (2021 4.35% met or exceeded). Current scores are trending up.
3. Based on local assessments, students are averaging Grade Level Equivalent of 5.1 (Fifth grade, month 1).

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
33.3 making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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

2022 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
38.9%	27.8%	0.0%	33.3%

Conclusions based on this data:

1. 33.3% percent of students are making progress toward language proficiency.
2. 38.9% of students tested decreased one level on the ELPAC.
3. 27.8% maintained a current level on the ELPAC.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

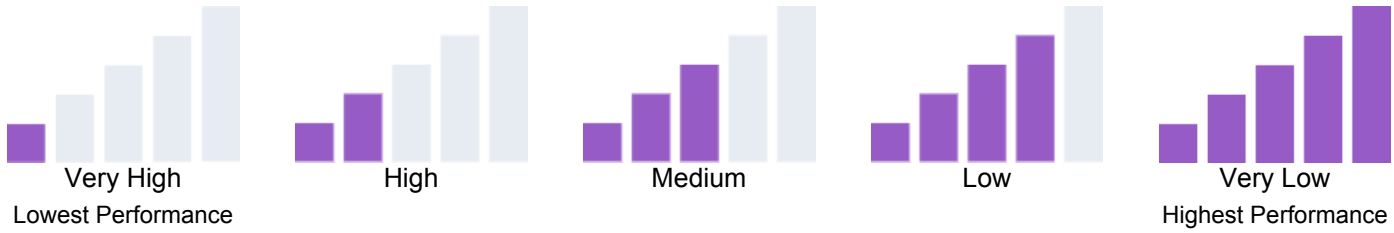
1. The CA School Dashboard did not publish college and career indicators for 2022.
2. The school will benefit focusing on graduation rate. DASS graduation rate of 2021-22 is 89.3%.
3. A focus on established career pathways for seniors will support college and career preparedness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 29.2% Chronically Absent 24 Students	No Performance Level Less than 11 Students 8 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 28.6% Chronically Absent 14 Students	No Performance Level Less than 11 Students 3 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 2 Students		No Performance Level Less than 11 Students 6 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 35.7% Chronically Absent 14 Students		No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

1. 29.2 % of students are chronically absent
2. 28.6% of chronically absent students represent as socio-economically disadvantaged.
3. The chronic absenteeism rate for Community Schools has remained fairly steady, going up .4%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
61% graduated	Less than 11 Students	Less than 11 Students
41 Students	10 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
Less than 11 Students	54.5% graduated	36.4% graduated
5 Students	33 Students	11 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 60% graduated 30 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level Less than 11 Students 8 Students

Conclusions based on this data:

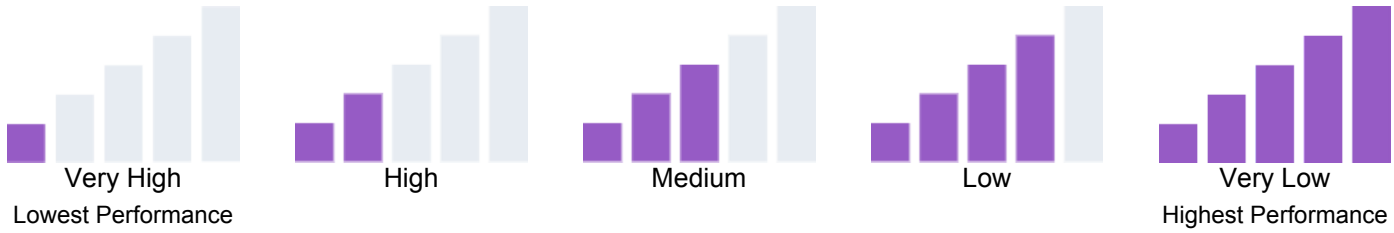
1. The 4/5 year graduation rate is 61%.
2. The one year DASS graduation rate is 89.3%.
3. Over half of graduates represent as socio-economically disadvantaged.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

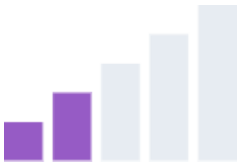
Very High	High	Medium	Low	Very Low
1	2	0	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very High	No Performance Level
6% suspended at least one day	14.7% suspended at least one day	Less than 11 Students
150 Students	34 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	No Performance Level
Less than 11 Students	6.7% suspended at least one day	14.8% suspended at least one day
2 Students	105 Students	27 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level Less than 11 Students 5 Students	 No Performance Level Less than 11 Students 1 Student	 No Performance Level Less than 11 Students 7 Students	 No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 7.7% suspended at least one day 104 Students	 No Performance Level Less than 11 Students 5 Students	 No Performance Level Less than 11 Students 1 Student	 No Performance Level 0% suspended at least one day 26 Students

Conclusions based on this data:

1. Suspension rates have increased to 6% from 0% the previous two years.
2. 14.7% of suspensions are students who receive English language proficiency coursework.
3. 6.7% of suspensions include students who identify as socio-economically disadvantaged.

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

Students will participate in rigorous, relevant, and engaging instruction

LEA/LCAP Goal

Students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Goal 1

Students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Identified Need

Students are performing below their academic potential, their peers, and are 2-3 years behind in credits.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	2018-19 CAASPP Community School ELA-8.79% Meet and Exceed Community School Math-2% Meet and Exceed CAASPP Scores 2020-21 Community School ELA-8.70% Meet and Exceed Community School Math-4.35% Meet and Exceed CAASPP Scores 2021-22 Community School ELA- 10% Meet and Exceed Community School Math-5.56% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 Community-5.56 2020-21 Community-* (Small sub group)	Increase CAASPP % who meet or exceed by 3% Increase % of EL students who reach ELPAC Level Four by 3% Ren STAR Math and Reading-Increase GE by 6 months each quarter.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 Community-0% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.7 2023- GE= 4.2 Ren Star Math 2021-GE= 5.7 2022- GE=5.5 2023- GE=5.1	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% No Color 2019-2020-44.4% 2019-20- DASS Dashboard Grad Rate 100% 2020-21 DASS Dashboard Grad Rate-73.3% 2021-22 Non Dass Grad Rate - 61% 2021-22 DASS Graduation Rate- 89.3%	Increase graduation rate by 3%
College and Career Indicator	% Prepared- 0 (Red) 2020-21 CA Dashboard % Prepared= 0% prepared 2021-22 CA Dashboard No Data	Increase % prepared by 10%
Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% 2021-22 6%	Reduce by 10%
Chronic Absenteeism	Dashboard 57% Orange-Has not been revised since 2019 Data Quest- 2020-21= 71.1% 2021-22 71.5%	Reduce by 25%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students to include low readers and students who receive English language proficiency services.

Strategy/Activity

Online learning platform supports student credit recovery and independent study curriculum.

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)
84,145.00	LCFF - Supplemental 7000-7439: Other Outgo Edgenuity and RenStar contracts
46,855.00	LCFF 7000-7439: Other Outgo LCFF Concentration Edgenuity and RenStar contracts

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students to include students with disabilities.

Strategy/Activity

Inclusion collaborative IOSA will support full inclusion of community school students. (IOSA.5)

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)
27,500.00	LCFF 5000-5999: Services And Other Operating Expenditures LCFF Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who receive English language proficiency services and all students

Strategy/Activity

Intervention materials and supplies to support English Learner supplemental instruction and intervention for all students.

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

Amount(s)	Source(s)
30,828.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention materials and supplies.

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

Instructional materials willl support students in core curriculum.

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)
30,000.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Science Kits
1,700.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Teachers Pay Teachers
14,038.00	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies to help support Foster Youth students

Annual Review

SPSA Year Reviewed: 2022-23

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.

Funds were utilized as planned to purchase supplemental materials to support instruction and reading for students receiving English language proficiency services which was the primary plan for Goal One. The School Site Council continues to see an increase in the performance of students identified as English Learners on the ELPAC and local assessments. In addition, funds were used to provide materials for math, reading, and writing intervention as planned.

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 no major differences in intended implementation and actuals.

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

No major changes will be made in this goal for 2023-24. Goal One will continue to focus on core academic instruction, supplemental instructional materials, and support for student intervention. Goal One will also continue a focus on professional development for staff in implementing core and intervention programs to support an inclusive environment.

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

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

LEA/LCAP Goal

Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

Goal 2

Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

Identified Need

Students need to be prepared for post secondary education, college and career. This includes career preparation, academic support, and opportunities for credit recovery.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	2018-19 CAASPP Community School ELA-8.79% Meet and Exceed Community School Math-2% Meet and Exceed CAASPP Scores 2020-21 Community School ELA-8.70% Meet and Exceed Community School Math-4.35% Meet and Exceed CAASPP Scores 2021-22 Community School ELA- 10% Meet and Exceed Community School Math-5.56% Meet and Exceed Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 Community-5.56 2020-21 Community-* (Small sub group)	Increase CAASPP % who meet and exceed by 3% Increase ELPAC students attaining Level Four by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 Community-0% Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 5.7 2023- GE= 4.2 Ren Star Math 2021-GE= 5.7 2022- GE=5.5 2023- GE=5.1	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% No Color 2019-2020-44.4% 2019-20- DASS Dashboard Grad Rate 100% 2020-21 DASS Dashboard Grad Rate-73.3% 2021-22 Non Dass Grad Rate - 61% 2021-22 DASS Dashboard Grad Rate-89.3%	Increase grad rate to 95%
College and Career Indicator	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% Dahsboard 2021-22 6%	Increase % prepared by 10% annually
Suspension Rate	Dashboard= 23% Orange- Has not been revised since 2019 Data Quest- 2020-21 0% Dashboard 2021-22 6%	Reduce to less than 3%
Chronic Absenteeism	Dashboard 57% Orange-Has not been revised since 2019 Data Quest- 2020-21= 71.1% Dashboard 2021-22 71.5%	Reduce to less than 3%

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

Students will participate in CTE Culinary Arts and Group counseling in partnership with Rebekah's Center

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)
55,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Rebekah Children's Services contract

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

Supplies, materials, and programming will support CTE programming expansion and maintenance.

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)
2,500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Materials & supplies for CTE and other instructional purposes
6,097.00	LCFF 4000-4999: Books And Supplies LCFF Concentration Materials and supplies to support instruction
40,000.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

	Materials and supplies for CTE consumables
23,954.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures SVCTE and Naviance contracts

Annual Review

SPSA Year Reviewed: 2022-23

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.

2022-23 SPSA funds were allocated for career technical education programming to include supplies and materials and a contract with the Rebekah Center for culinary arts instruction.

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

Funds were used as planned.

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.

This goal will not change and will continue to focus on college and career readiness and implementation of career technical education programming. This goal for 2023-24 will support a contract for Rebekah Center which will support culinary arts career exploration and associated supplies costs for the Community School. This goal also will fund supplies and materials for college and career readiness programs to include career technical education and career exploration programs on-site and in partnership with Silicon Valley Career Technical Education school.

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

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

LEA/LCAP Goal

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

Goal 3

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

Identified Need

Parent and community engagement in the: (a) School Site Council, (b) the English Learner Advisory Committee, and (c) the Local Control Accountability Plan Parent Advisory Committee are priorities in order to involve parents in decision making and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	1-3 parents at meetings	Increase numbers to 6

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 parents are invited to all activities.

Strategy/Activity

Increase communication and access for parents regarding School Site Council, ELAC, and LCAP Parent Advisory Meetings as well as District English Learner Advisory Committee and offer Parent Resource Fair and activities in conjunction with meetings.

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)
295.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

	Materials for parent engagement.

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

In partnership with Rebekah Children's Services, students will participate in group counseling to promote transformational healing using restorative justice practices

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

Amount(s)	Source(s)
18,000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Contract

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unhoused students and students receiving foster services.

Strategy/Activity

Materials and supplies for unhoused students and students receiving and foster services, students receiving English langugage acquisition services, and other family engagement

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

Amount(s)	Source(s)
15,145.00	LCFF 7000-7439: Other Outgo LCFF Concentration
1,905.00	Title III 4000-4999: Books And Supplies materials and supplies for English learners

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

Materials to Support a Well Rounded Education for Students to Include: CTE, EL materials, and enrichment materials and supplies (Art and Music)

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)
3,955.00	Title IV 5000-5999: Services And Other Operating Expenditures Silicon Valley Creates contract
95,045.00	LCFF - Supplemental 7000-7439: Other Outgo SV Creates and ArtHouse contracts

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

In partnership with Fresh Lifelines for Youth (FLY) and New Hope for Youth, students will learn participate in law related curriculum and SEL strategies

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)
60,000.00	LCFF 7000-7439: Other Outgo LCFF Concentration (FLY contract)
23,600.00	Comprehensive Support and Improvement (CSI) 7000-7439: Other Outgo New Hope for Youth contract

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

School Therapist to support mental health and wellness

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)
59,794.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .5 FTE School Therapist base salary
22,610.00	LCFF - Supplemental 3000-3999: Employee Benefits .5 FTE School Therapist employee benefits

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

Coordinator of State & Federal, will support continuous improvement processes to include parent engagement 30%

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)
55,446.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .30 FTE Coordinator State & Federal, base salary
18,477.00	LCFF - Supplemental 3000-3999: Employee Benefits .30 FTE Coordinator State & Federal, employee benefits

Annual Review

SPSA Year Reviewed: 2022-23

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.

The strategies listed in Goal Three were all implemented. Funding was also utilized to send translated materials to parents regarding parent meetings and other supplemental activities. Funding also was used to support PBIS implementation and incentives. These supported the goals of engaging students and parents.

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

Funds were used to provide family resource libraries in multiple languages as well as the purchased of materials in home languages. Funds were used to purchase Social Emotional Learning (SEL) materials and support a weekly SEL class with a theme of the month. Funds were used to continue to engage students through summer programming and supplemental support for social and emotional and academic needs.

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

No changes will be made to the outcomes of this goal. Actions and strategies will continue to support parent and family engagement, social and emotional supports for students, and materials and supplies for parent meetings. Engaging families and students continues to be a priority in this goal.

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	$84579.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$736,889.00

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)	$150,082.00
Title I Part A: Allocation	$20,500.00
Title I Part A: Parent Involvement	$295.00
Title III	$1,905.00
Title IV	$3,955.00

Subtotal of additional federal funds included for this school: $176,737.00

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 ($)
LCFF	$155,597.00
LCFF - Supplemental	$404,555.00

Subtotal of state or local funds included for this school: $560,152.00

Total of federal, state, and/or local funds for this school: $736,889.00

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)	150,082.00
LCFF	155,597.00
LCFF - Supplemental	404,555.00
Title I Part A: Allocation	20,500.00
Title I Part A: Parent Involvement	295.00
Title III	1,905.00
Title IV	3,955.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	115,240.00
3000-3999: Employee Benefits	41,087.00
4000-4999: Books And Supplies	125,663.00
5000-5999: Services And Other Operating Expenditures	112,109.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00
7000-7439: Other Outgo	324,790.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	100,828.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	25,654.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI)	23,600.00
4000-4999: Books And Supplies	LCFF	6,097.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,500.00
7000-7439: Other Outgo	LCFF	122,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	115,240.00
3000-3999: Employee Benefits	LCFF - Supplemental	41,087.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,038.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	55,000.00
7000-7439: Other Outgo	LCFF - Supplemental	179,190.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	18,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	295.00
4000-4999: Books And Supplies	Title III	1,905.00
5000-5999: Services And Other Operating Expenditures	Title IV	3,955.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,066.00
Goal 2	127,551.00
Goal 3	374,272.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mark Camilleri	Principal
Angela Brown	Classroom Teacher Other School Staff
Michael Pressman	Classroom Teacher
Janie Montemayor	Other School Staff
Student One	Secondary Student
Student Two	Secondary Student
Parent One	Parent or Community Member
Chris Tsang	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
DocuSigned by: Angela Brown 589A56FE977C447...	English Learner Advisory Committee
DocuSigned by: Michael Pressman 2E64BB2B690B4D5...	Special Education 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 March 27, 2023.

Attested:

DocuSigned by: Mark Camilleri 05082BC1FCF9408...	Principal, Mark Camilleri on March 27, 2023
DocuSigned by: Angela Brown 589A56FE977C447...	SSC Chairperson, Angela Brown on March 27, 2023