

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
Open Valley School	50-71217-0133124	01/27/2022	

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

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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).

No surveys have been used since Open Valley became an official school in 2019-2020 due to pandemic.

Classroom Observations

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

Administration conducts frequent classroom observations utilizing the program, Talent Ed. This program allows the administrator to take notes and the focus is on the following:

Open Valley will annually review the Expected Schoolwide Learning Results (ESLRs) and identify ways to incorporate them into the school culture and environment. Each year discussions are held on what ESLRs mean, and how we can increase awareness of them amongst our students, parents, and stakeholders. Open Valley's ESLR's are:

Read and Communicate Effectively

Make positive growth in the areas of reading, listening, speaking and writing

Comprehend and apply information

Demonstrate competency in the use of a variety of technological devices

Set Realistic Goals

Identify and construct academic career goals

Work Cooperatively

Contribute and function in various group roles (classroom, school wide, community wide)

Exhibit socially acceptable behavior

Participate in the Community

Contribute time, energy, and talents to improve the quality of life for themselves, the school and the community

District Vision Statement

Ensure excellence in education and cultivate healthy, contributing citizens!

Board of Education Commitments

- life-long learning
- a safe learning environment
- developing responsible and accountable students
- communication
- healthy behaviors
- motivating students to maximize their potential

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)

The Open Valley Site Plan includes the objective to design, develop, implement, evaluate, and improve services that recognize and respect the unique educational needs of each student. The action plan calls for administration and staff to continually assess, evaluate, and define the unique educational needs of students. State and local assessments are used to identify areas of need and specific State Standards that need to be emphasized in the classroom. This includes the use of common standards based assessments. The staff cooperatively examines results of tests to evaluate the effectiveness of the school's curriculum, including those of the benchmark assessments, SBAC, and CELDT (ELPAC in 2018).

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

Open Valley School uses an ongoing assessment and monitoring system that provides timely data from benchmarks based on current adopted, standards-aligned materials using the new data disaggregation program SchoolCity. Student achievement results from this assessment and others are used to inform the staff and administration on student placement, progress and effectiveness of instruction (i.e. ELPAC data is used to provide support to students in ELD and on demand writing assessment is given each trimester to identify writing needs for students as a whole). Training is provided with regularity on how to access the data system and administration and academic coaches are used to provide additional support to staff on how to use the data to meet the needs of the students. Due to student mobility it is difficult to gauge the impact of assessment on instructional and the program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Open Valley School meet the definition of Highly Qualified Staff as required by the Elementary and Secondary Education Act. Annually a report is prepared at the District level and presented to the Governing Board certifying site and district compliance with this requirement

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

Teacher professional development is delivered throughout the year and include: full-day professional development covering standards, instructional strategies, and data analysis, after school collaboration, trainings offered by district lead teachers, conferences, and workshops at the County Office of Education. An example of that includes training in the ELD program.

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

All adopted materials include state standards-based materials. Teachers receive on-going staff development on these programs, learning to refine strategies to better meet the needs of all students. The District and Site annually assesses the staff development needs of teachers and paraprofessionals in relation to the development of standards, student achievement needs and individual professional needs.

This year, Open Valley School will analyze student achievement data and administer a site needs assessment to determine staff development in relationship to the implementations of standards-based instruction and professional development (NCLB Highly Qualified Teacher) needs. Also this year, Del Puerto High will submit a completed application to become part of WASC. One of the areas to focus is staff development alignment to content standards and student performance. As a result of this process, the staff development focus was modified to meet the needs of the different identified needs of the staff on the second Professional Development day of the month and the needs of the site/district on the first Professional Development day of the month. Profession development topics include, data analysis, language objectives, student-writing skills, English Learner strategies (A+Rise), Common Core, Data analysis, and technology integration

In addition, Open Valley School teachers are provided the opportunity to enhance knowledge of content standards and teaching methodology through attendance at professional workshops and trainings. Teachers attend content-specific trainings such as Common Core Standards, the Power School conference, Direct Instruction, A Look At Learning, and other trainings offered through the district professional development plan and the Stanislaus County Office of Education. Teachers are invited to participate in training opportunities leading toward authorization to teach English Learners, such as SB395, and Sheltered Instruction Observation Protocol (SIOP). In addition, staff development activities have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards. This is primarily accomplished through early released days and staff meetings.

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

The school provided instructional assistance and ongoing support to teachers through a collaborative approach of staff development and the use of district lead teachers. The district lead teacher on site provides model lesson demonstrations, 1-1 coaching on specific skills, class coverage for teachers to observe peers, instructional observations and assists with identifying and presenting formal staff development activities and support district wide during staff development release periods. In addition, one of the staff member is a BTSA mentor.

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

Our staff has received training in each of the programs that we offer. On-going training occurs during monthly departmental meetings and staff development Wednesdays in collaboration with teachers from other school sites.

Teaching and Learning

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

Appropriate standards based instructional materials are available to all student groups. Curriculum at Open Valley School has been aligned to the California Content and Performance standards and is in the process of being transitioned to Common Core State Standards, the Next Generation Science Standards and the new English Learner Standards as materials become ready from the District, State and Federal level. Standards-based instruction is provided through the implementation of a District approved online program, APEX. Basic instructional materials for this program may include district adoptions include anthologies, workbooks, open source online resources and software. These materials support success for English learners, assist with teacher intervention strategies and activities for varied learning levels, and take-home curriculum, all of which expand and enrich the core program. This year we have continued to expanded student access to Cyber High, an online high school, which is a major part of our credit recovery program. Their purpose is to teach specific skills and concepts for mastery of the content standards for targeted subgroups and focus students on the skills needed to successfully demonstrate the skills required for a high school diploma. The staff has received training in each of the programs. On-going training occurs during monthly departmental meetings and staff development Wednesdays.

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

Open Valley is an independent study school, so students are required to attend their appointments a required number of hours based on their grade level.

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

The school maintains a record of all instructional and assessment pacing for the current year for the course. The school's master schedule is monitored by the District annually at the start of each school year and the school complies with and monitors implementation of intervention courses. Currently, Open Valley School provides intervention courses for English Language Development and for general instructional support to students through Edgenuity. There is no intensive intervention program in place at Open Valley for English Language Arts or Mathematics, as the school by definition is identified as an intervention to traditional high school.

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

Open Valley has a library of instructional based materials organized by grade levels. The students may utilize these materials if needed.

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

Open Valley School's library provides the current district-adopted English Language Arts, English Language Development and Math instructional materials for all students and follows the programs as identified by the publisher and District. Intervention materials are available for students. All courses are standards aligned and use district approved instructional material.

Opportunity and Equal Educational Access

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

Teachers are trained to analyze benchmark and ELPAC data and look closely at subgroups and sub-skills within content clusters so that appropriate instructional decisions can be made and student achievement can be improved. Throughout the year, student mastery of standards is evaluated by local benchmark assessments, and the District PAW writing assessments. With ongoing training, teachers are able to use these student assessments and intervention grouping from SchoolCity to adjust instruction, target learning gaps and ultimately improve student achievement. Underperforming students are placed in intervention classes that address their specific needs.

Additionally, 100% of the Open Valley teachers have Cross-cultural Language and Academic Development (CLAD) certification. This enables teachers to effectively instruct English Learner students. Furthermore, students have access to Specially Designed Academic Instruction in English (SDAIE) core subject classes in order to access content area instruction.

All second language students are annually assessed through the CELDT exam, and can be re-designated as their oral and written skills improve. Parents of English Learners have the right to participate in the District English Learner (EL) Parent Advisory Committee to review the planning of instructional delivery, and assessment and progress of their children. The Del Puerto/Open Valley ELAC Parent Advisory meets separately from the School Site Council to ensure that the Council stays focused on English learner issues. This group meets every two months to plan and monitor programming for all our second language students.

Evidence-based educational practices to raise student achievement

Open Valley School employs a variety of scientifically based research strategies to raise student achievement. Some of the strategies are usage of district adopted intervention programs, literacy-based English Language Arts curriculum, data-driven cycle of inquiry process to implement school-wide and grade-level/departmental improvement plans, Sheltered English Immersion strategies, direct instructions strategies, and vertical, horizontal and cross-content alignment articulation across the core instructional program. In addition, Open Valley School will complete an application to become WASC accredited during the 2016-17 school year.

Parental Engagement

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

There are a number of ways parents may be involved with the education of their students. This includes participation in the School Site Council, WASC committees, or other site/district advisory groups. Through participation in these groups, parents can give input on various aspects of our school, particularly for underperforming students. They may also request parent trainings in order to best support their children within the educational system. Parent participation in school improvement efforts and in our accountability system is evolving. Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Linkages between the Open Valley School parents, and the greater community and businesses continue to be developed to better support the education of students. Examples of those linkages include: PIE, local health organizations, the Patterson Community Alliance, ELAC, Migrant Education, PAC, School Site Council, Rotary, Lions, Soroptomist, Stanislaus Sheriff's Department, Center for Human Services, Patterson Food Pantry, Hospital Auxiliary and other support groups. These organizations work with staff to address referrals and follow-up services through a system of case management. Services are linguistically appropriate.

Parents and community members will have opportunities for significant involvement in the development of educational programs at Del Puerto High School as well as in assisting students with individual achievement through the following means:

- Parent education workshops in areas requested by the parents.
- Del Puerto High School & Open Valley hosts English as a Second Language classes for community members and parents in the mornings.
- The annual review of a Parent-Student-Staff Contract outlining shared responsibilities for improving student achievement.
- Access to the Westside Alliance and the coordination of site and community resources and services that promote the social, emotional, and academic growth of children.
- Parent-teacher conferences are held twice a year at Back to School Night and Open House.
- The publication of all school policies, newsletters, and written and oral communication in Spanish and English.
- The provision of information to parents and community members as to their rights in all education matters concerning their children and the availability, when necessary, of formal complaint forms and procedures.
- The newly designed and implemented Back to School Orientation Days where parents and student come into the school during the summer to review records, complete forms and discuss requirements needed to complete student goals.
- The development of partnerships and liaisons between students and their families as well as our community leaders, agencies, businesses, and community organizations to ensure regional support, ongoing communication and criteria for success.
- The opportunities to volunteer in classrooms and in other program areas of the school, both curricular and extra-curricular.

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)

Open Valley School involves all members of the community, from parents and students to staff and community members in the planning, implementation and evaluation of the programs offered at the school. This is done through a number of open meetings including: Open House, School Site Council, Back to School Night, Orientation, Senior Parent Nights, student events, Senior Project Presentation Panel discussions, and WASC Focus groups to name a few. All events hosted by the school are open to the public and posted in the front office kiosk when required. Parents at Open Valley have created the following involvement goal for the 2019-20 school year - "The relationship between parents and school will be improved by refining the opportunities and methods of communication to communicate continuous improvement to include a minimum of 2 personal contacts (phone calls or face-to-face) from school staff per semester by June 1, 2019 as measured by parent and staff surveys."

Funding

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

Categorical funds are used to purchase standards aligned instructional materials, provide professional development, and provide master teachers (TOSA) in the areas of English/language arts, mathematics, assessment, technology, and BTSA (Beginning Teacher Support and Assessment).

Fiscal support (EPC)

The school general and categorical funds are coordinated, prioritized and allocated to align with the Single Plan for Student Achievement for English Language Arts and Mathematics as evidenced by funds being used to purchase core English Language Arts, English Language Development and Mathematics materials, data support services and professional development in topics like data analysis and Common Core.

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

There are a number of ways parents may be involved with the education of their students. This includes participation in the School Site Council, English Learner Advisory Council, WASC committees, or other site/district advisory groups. Through participation in these groups, parents can give input on various aspects of our school, particularly for under performing students. They may also request parent training in order to best support their children within the educational system. The Site Council includes the ELAC Committee representative in the meetings and reaches out to students to participate at the school level.

Parent participation in school improvement efforts and in our accountability system is evolving. Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

Linkages between Open Valley School parents, and the greater community and businesses continue to be developed to better support the education of students. Examples of those linkages include: PIE, local health organizations, the Patterson Community Alliance, ELAC, Migrant Education, PAC, School Site Council, Rotary, Lions, Soroptomist, Stanislaus Sheriff's Department, Center for Human Services, Patterson Food Pantry, Hospital Auxiliary and other support groups. These organizations work with staff to address referrals and follow-up services through a system of case management. Services are linguistically appropriate.

Parents and community members have opportunities for significant involvement in the development of educational programs at Open Valley School as well as in assisting students with individual achievement through the following means:

- Parent education workshops in areas requested by the parents.
- Open Valley School houses English as a Second Language classes for community members and parents in the mornings.
 - The annual review of a Parent-Student-Staff Contract outlining shared responsibilities for improving student achievement.
 - Access to the West side Alliance and the coordination of site and community resources and services that promote the social, emotional, and academic growth of children.
 - Parent-teacher conferences are held twice a year at Back to School Night and Open House. Last year during the 2018-2019 school year, a Parent Picnic was held to educate and inform parents their child's progress.
 - The publication of all school policies, newsletters, and written and oral communication in Spanish and English.
 - The provision of information to parents and community members as to their rights in all education matters concerning their children and the availability, when necessary, of formal complaint forms and procedures.
 - The newly designed and implemented Back to School Orientation Days where parents and student come into the school during the summer to review records, complete forms and discuss requirements needed to complete student goals.
 - The development of partnerships and liaisons between students and their families as well as our community leaders, agencies, businesses, and community organizations to ensure regional support, ongoing communication and criteria for success.

- The opportunities to volunteer in classrooms and in other program areas of the school, both curricular and extracurricular.

Resource Inequities

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

At this time, Open Valley School has been offered CSI (Comprehensive Support & Improvement) funds to meet any inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.23%	1.22%	0.6%	1	1	1
African American	4.94%	10.98%	7.4%	4	9	12
Asian	%	1.22%	%		1	
Filipino	%	0%	%		0	
Hispanic/Latino	69.14%	68.29%	74.1%	56	56	120
Pacific Islander	1.23%	0%	0.6%	1	0	1
White	18.52%	17.07%	14.2%	15	14	23
Multiple/No Response	%	1.22%	1.9%		0	3
Total Enrollment				81	82	162

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			3
Grade 1			4
Grade 2		1	5
Grade3			6
Grade 4	2	1	6
Grade 5		2	9
Grade 6	2	3	8
Grade 7	2	5	9
Grade 8	7	9	12
Grade 9	12	7	18
Grade 10	12	11	28
Grade 11	21	20	27
Grade 12	23	23	27
Total Enrollment	81	82	162

Conclusions based on this data:

1. Majority of our enrollment is based on grades 9th-12th. However, due to the pandemic, our numbers have grown in Kindergarten to 8th.

2. This year, our enrollment increased due to the pandemic. Many parents did not want their children physically attending school so they chose to enroll at OV.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	13	13	40	16.0%	15.9%	24.7%
Fluent English Proficient (FEP)	20	17	34	24.7%	20.7%	21.0%
Reclassified Fluent English Proficient (RFEP)	0	2	6	0.0%	15.4%	46.2%

Conclusions based on this data:

1. This year, we had 46.2% students qualify for Reclassification
2. Our English Learners percentage has steadily remained consistent.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*		34	*		0	*		0			0.0
Grade 4	*	*	28	*	*	0	*	*	0			0.0
Grade 5	*		22	*		0	*		0			0.0
Grade 6	*	4	5	*	4	0	*	4	0		100	0.0
Grade 7	*	9	10	*	8	0	*	8	0		88.9	0.0
Grade 8	*	11	13	*	11	0	*	11	0		100	0.0
Grade 11	33	25	32	26	23	15	26	23	15	78.8	92	46.9
All Grades	55	51	144	46	48	15	46	48	15	83.6	94.1	10.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	2450.		*	0.00		*	18.18		*	9.09		*	72.73	
Grade 11	2441.	2524.	2591.	3.85	8.70	20.00	0.00	26.09	40.00	15.38	21.74	20.00	80.77	43.48	20.00
All Grades	N/A	N/A	N/A	2.17	6.25	20.00	2.17	20.83	40.00	21.74	22.92	20.00	73.91	50.00	20.00

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	0.00		*	45.45		*	54.55	
Grade 11	3.85	13.04	*	30.77	47.83	*	65.38	39.13	*
All Grades	2.17	8.33	*	28.26	45.83	*	69.57	45.83	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	9.09		*	27.27		*	63.64	
Grade 11	0.00	13.04	*	11.54	56.52	*	88.46	30.43	*
All Grades	0.00	10.42	*	21.74	43.75	*	78.26	45.83	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	0.00		*	45.45		*	54.55	
Grade 11	3.85	0.00	*	38.46	60.87	*	57.69	39.13	*
All Grades	2.17	0.00	*	45.65	62.50	*	52.17	37.50	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	9.09		*	18.18		*	72.73	
Grade 11	3.85	4.35	*	26.92	60.87	*	69.23	34.78	*
All Grades	4.35	6.25	*	34.78	50.00	*	60.87	43.75	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 60% of the 11th grade students Met or exceeded standards indicating a need for intervention in English Language Arts in 2020.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*		34	*		0	*		0			0.0
Grade 4	*	*	28	*	*	0	*	*	0			0.0
Grade 5	*		22	*		0	*		0			0.0
Grade 6	*	4	5	*	4	0	*	4	0		100	0.0
Grade 7	*	9	10	*	8	0	*	8	0		88.9	0.0
Grade 8	*	11	13	*	10	0	*	10	0		90.9	0.0
Grade 11	33	25	32	25	20	18	25	20	18	75.8	80	56.3
All Grades	55	51	144	45	44	18	45	44	18	81.8	86.3	12.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2436.	2433.	2495.	0.00	0.00	0.00	0.00	0.00	11.11	8.00	5.00	27.78	92.00	95.00	61.11
All Grades	N/A	N/A	N/A	0.00	2.27	0.00	2.22	4.55	11.11	8.89	9.09	27.78	88.89	84.09	61.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	8.00	5.00	*	92.00	95.00	*
All Grades	0.00	4.55	*	11.11	6.82	*	88.89	88.64	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	24.00	25.00	*	76.00	75.00	*
All Grades	0.00	4.55	*	28.89	25.00	*	71.11	70.45	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0.00	0.00	*	24.00	45.00	*	76.00	55.00	*
All Grades	0.00	2.27	*	24.44	36.36	*	75.56	61.36	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 11% of the students met standards in mathematics indicating the need for supports in mathematics in 2021.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*	*	*	*	*	*	4
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		9
11	*	*	*	*	*	*	*	*	*	*	*	6
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										17	4	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	33.33	*	*	22.22	*	*	29.63	*	*	14.81	17	*	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	33.33	*	*	37.04		*	14.81	*	*	14.81	17	*	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*		*	*		*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	14.81	*	*	29.63	*	*	18.52	*	*	37.04	17	*	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	18.52	*	*	59.26	*	*	22.22	17	*	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	76.47	*	72.73	*	*	22.73	*	*	4.55	17	*	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*	*	*		*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	24.00	*	*	40.00	*	*	36.00	17	*	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8		*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	8.00	76.47	*	76.00	*	*	16.00	17	*	25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
162	79.6	24.7	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	24.7
Foster Youth	2	1.2
Homeless		
Socioeconomically Disadvantaged	129	79.6
Students with Disabilities	29	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	7.4
American Indian or Alaska Native	1	0.6
Asian		
Filipino		
Hispanic	120	74.1
Two or More Races	3	1.9
Native Hawaiian or Pacific Islander	1	0.6
White	23	14.2

Conclusions based on this data:

- 79.6% of our students are socioeconomically disadvantaged
- 24.7% of our students are ELs

3. Our enrollment grew to to approximately 260 students this year. An increase of over 100 since last year.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our graduation rate needs to be increased as we scored RED as measured by the school's dashboard.
2. Our suspension rate was measured in the yellow as part of the school dashboard

School and Student Performance Data

Academic Performance English Language Arts

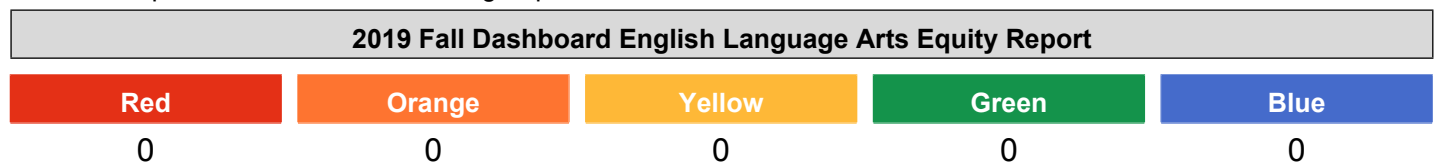
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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					
All Students		English Learners		Foster Youth	
 No Performance Color 94.9 points below standard Increased Significantly ++48.9 points 21		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 121.3 points below standard Increased Significantly ++21.5 points 15		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 90.6 points below standard Increased Significantly ++54 points 19	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 2	102.4 points below standard 13

Conclusions based on this data:

- Our students are underperforming in the area of English Language Arts & Math

School and Student Performance Data

Academic Performance Mathematics

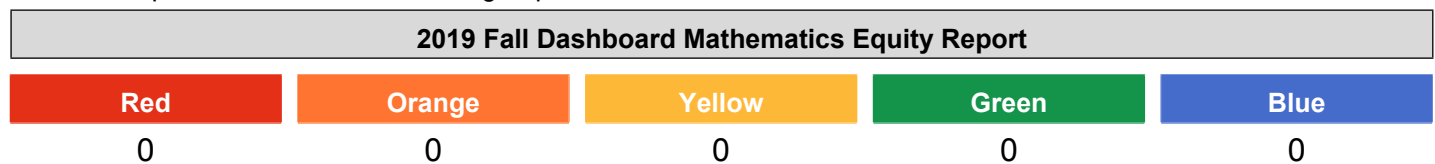
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.





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		
All Students	English Learners	Foster Youth
 No Performance Color 208.5 points below standard Declined Significantly -15.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 229.2 points below standard Declined Significantly -48 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 210.8 points below standard Declined Significantly -21.6 points 17			

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
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 2	203.9 points below standard 12

Conclusions based on this data:

1. We did not have enough participants to receive a valid score, however, Math is an area that needs to be improved.

School and Student Performance Data

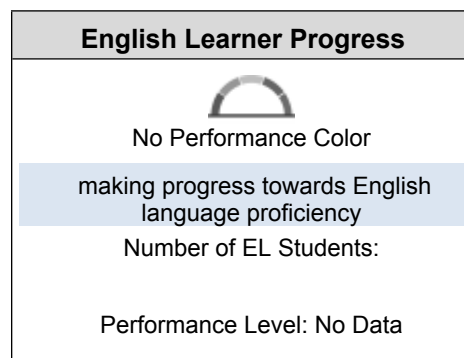
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Conclusions based on this data:

1. We have a low number of EL students, not enough data
2. No CAASPP in the spring of 2020 due to the pandemic.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	26	100
African American	3	11.5
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	18	69.2
Native Hawaiian or Pacific Islander		
White	5	19.2
Two or More Races		
English Learners	3	11.5
Socioeconomically Disadvantaged	22	84.6
Students with Disabilities	4	15.4
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- 1. We have 0% of our students prepared for college/career

School and Student Performance Data

Academic Engagement Chronic Absenteeism

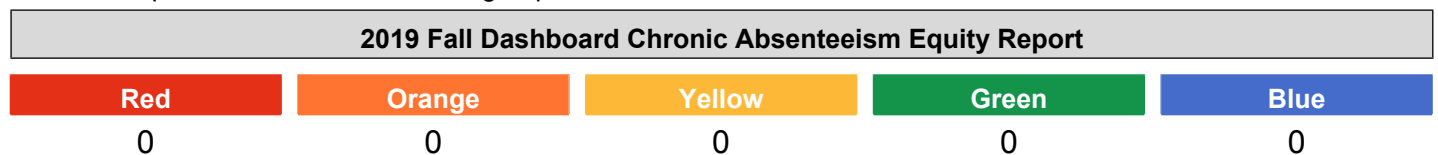
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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		
All Students	English Learners	Foster Youth
 No Performance Color 0 Declined -48 27	 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 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -45.8 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -38.9 21	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

- 48% of our students are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	26	19	0	73.1
English Learners	3		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	22	15	0	68.2
Students with Disabilities	4		0	
African American	3		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	18	11	0	61.1
Native Hawaiian or Pacific Islander				
White	5		0	
Two or More Races				

Conclusions based on this data:

1. Only 73% of our students graduated, which is a 20% increase from the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

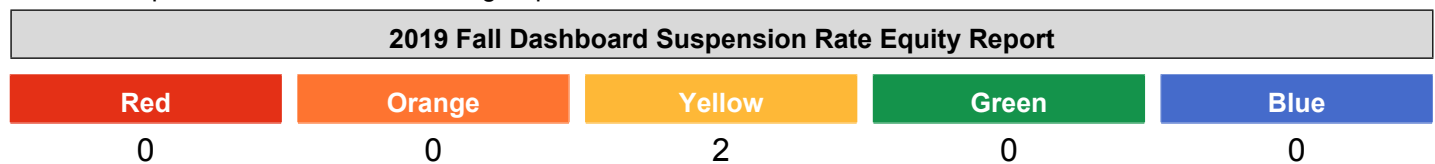
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow	 No Performance Color	 No Performance Color		 Yellow
1.4	5.6	Less than 11 Students - Data Not Reported		1.9
Increased +1.4	Increased +5.6	2		Increased +1.9
145	18			104
Students with Disabilities				
 No Performance Color				
0				
Maintained 0				
22				

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 11	American Indian  No Performance Color Less than 11 Students - Data 1	Asian	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Yellow 2 Increased +2 98	Two or More Races  No Performance Color Less than 11 Students - Data 6	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color 0 Maintained 0 27

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.4

Conclusions based on this data:

1. Our school discipline is in good standing due to PBIS.

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

English Language Arts

LEA/LCAP Goal

LCAP Goal: PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY. PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL

Goal 1

School Goal: Ten percent of students in all grades tested will meet or exceed standards in ELA on the 2022 CAASPP test.

Open Valley School students generally do not read well, which impacts their performance in class and on standardized tests. This lack of reading skills also impacts their desire to engage and attend classes when they cannot comprehend the material being presented in written form. ESLR(s)

Addressed: Read and Communicate Effectively To Make positive growth in the areas of reading, listening, speaking and writing

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 CAASPP Results	Our students will increase at outcome by at least 10% as measured by the CAASPP	Our students will score at least 10% in the standard met or exceeded as measured by the CAASPP

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 and staff

Strategy/Activity

Leadership team will continually engage staff in professional conversations about standards-based instructional best practices that improve reading ability of students through the use of staff development days, content area leads, staff meetings, and

individual interactions with teachers.

- Staff will increase their conversations of instructional practices that improve reading skill ability of students
- Staff will increase their usage of standards-based instructional best practice that improve reading ability of students
- Staff will incorporate appropriate technologies into lessons that support student reading achievement goals

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)

2,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Books and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Implement a reading diagnostic to measure student performance (i-Ready)

Strategy/Activity

Participate in staff development tied to i-Ready training in English Language Arts
Increase in alignment of courses to Common Core Curriculum expectations for English-Language Arts

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)

2,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5800: Professional/Consulting Services And Operating Expenditures
Conferences or Trainings

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

Provide opportunities for students to recover credits using our online software, Edgenuity for both the academic year and summer school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	CSI 1000-1999: Certificated Personnel Salaries CSI - Summer School
16,000	Title I 5000-5999: Services And Other Operating Expenditures Edgenuity

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

Mathematics

LEA/LCAP Goal

LCAP Goal: PJUSD WILL PREPARE STUDENTS TO BE COLLEGE AND CAREER READY. PJUSD WILL PROVIDE HIGHLY QUALIFIED EMPLOYEES, TECHNOLOGY AND CCSS ALIGNED MATERIALS TO ENSURE ALL STUDENTS WILL MEET THEIR POTENTIAL

Goal 2

School Goal: Five percent of students in all grades tested will meet or exceed standards in Math on the 2022 CAASPP test

Independent Study students generally do not perform well in mathematics, which impacts their performance in class and on standardized tests. This lack of mathematical success is attributed to a lack of fluency in numeracy which also impacts their desire to engage and attend classes when they cannot comprehend the material being presented in the mathematical courses. ESLR's: Read and Communicate Effectively to Make positive growth in the areas of reading, listening, speaking and writing

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 CAASPP Results	Our students will increase by 5% annually on the CAASPP in the Spring 2022	Our students will score at least 5% in the area of met or exceeded in mathematics

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 & Staff

Strategy/Activity

Leadership team will continuously engage staff in professional conversations about standards-based instructional best practices that improve algebra readiness ability of students (STEM ideas, cooperative learning opportunities, pair share, CFU's, authentic assessments, project-based learning, CTE connections)

- Staff will increase their conversations of instructional practices that improve algebra readiness skill ability of students
- Staff will increase their usage of standards-based instructional best practice that improve the readiness of students for math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries
Certificated Substitutes

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

Participate and engage in staff development tied to Common Core Curriculum training in Mathematics

Participate in staff discussions to identify which math pathway to pursue for student success

- Increase in alignment of courses to Common Core Curriculum expectations for math
- Engage in release time for teachers to conduct formal observations of other math programs offered in Alternative Schools.
- Attend math trainings offered by the County Office of Education. Teachers will be provided release time.

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)

2,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
5000-5999: Services And Other Operating Expenditures
Book and Supplies

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

Support student success in school (Graduation rate) by 10%

LEA/LCAP Goal

LCAP Goal: #4 PJUSD WILL PROVIDE A SAFE AND WELCOMING ENVIRONMENT WHERE STUDENTS ATTEND AND ARE CONNECTED TO SCHOOL

Goal 3

School Goal: Increase graduation goal by 10% from 2020-2021 to 2021-2022

More students need to feel a personal connection to Open Valley School while feeling a sense of pride and academic commitment. Many of our students are victims of mobility and have become disengaged from their schooling and the need to be part of a bigger picture. An individual plan needs to be developed for each student based on the student's specific areas of deficiency, provide specific directions for earning their high school diploma to ensure that students know what they need to accomplish, and to further the understanding of the importance of attendance and engagement in class. Engagement and motivation impacts not only their attendance, but also their success at remedial reading deficiencies. ESLR's: Read and Communicate Effectively to Make positive growth in the areas of reading, listening, speaking and writing or Comprehend and apply information Set Realistic Goals o Identify and construct academic goals Work Cooperatively to Contribute and function in various group roles (classroom, school wide, community wide) to Exhibit socially acceptable behavior Participate in the Community o Contribute time, energy and talents to improve the quality of life for themselves, the school and the community. The transition between the comprehensive high school to the alternative placement can be challenging especially with students low on credits for graduation. Our goal is to also offer a summer bridge program assisting students in the transition, but also requiring them to complete at least half of their English credits since we require 40 for graduation. Approximately 80% of the students come to us with less than half of required English credits.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 Graduation	During the 21-22, 73% of Open Valley 12th grade students graduated	For the 21-22 school year, we will increase 10%

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

Develop and implement an Individual Learning Plan for students that indicates students' progress/status towards remediating academic, attendance and behavioral deficiencies, including the involvement of pertinent parties (parents, guardians, teacher, counselor, student, significant adult/mentors) through direct communication/meeting

- Students will have an Individualized Learning Plan complete prior to the completion of every trimester of enrollment Students will participate in a reflection on their personal strengths and weaknesses Standardization of a schedule of Individualized Learning Plan meetings with pertinent parties

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)

1500

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies
Materials for students such as binders.

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

There is a need to continue to improve student attendance and decrease truancy in order for Open Valley School students to be able to access the curriculum needed to remediate credit deficiencies. Truancy is a major cause of student failure at the regular high school and subsequent referral to the continuation. Students who are not present for class cannot learn new material or demonstrate competency.

- Increase in staff awareness of student attendance patterns
- Increase in student awareness of student attendance patterns
- Increase in parent/guardian awareness of student attendance patterns
- Office staff will send letters home monthly to inform parents on their child's attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Postage

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

Increase after school program tutoring for students.
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Afterschool Program School Staff
5000	CSI 1000-1999: Certificated Personnel Salaries Student incentives

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 Parental Involvement & Student Attendance

LEA/LCAP Goal

LCAP Goal: #4 PJUSD WILL CULTIVATE MEANINGFUL PARTNERSHIPS WITH PARENTS, FAMILIES AND COMMUNITY STAKEHOLDERS IN ORDER TO SUPPORT STUDENT SUCCESS IN SCHOOL

Goal 4

School Goal: Increase Parental Involvement in school events and meetings by 10% when compared 2020-2021 to 2021-2022

More students need to feel a personal connection to Open Valley School while feeling a sense of pride and academic commitment. Many of our students are victims of mobility and have become disengaged from their schooling and the need to be part of a bigger picture. An individual plan needs to be developed for each student based on the student's specific areas of deficiency, provide specific directions for earning their high school diploma to ensure that students know what they need to accomplish, and to further the understanding of the importance of attendance and engagement in class. Engagement and motivation impacts not only their attendance, but also their success and remediating reading deficiencies. ESLR's: Read and Communicate Effectively to Make positive growth in the areas of reading, listening, speaking and writing to Comprehend and apply information Set Realistic Goals to Identify and construct academic goals Work Cooperatively or Contribute and function in various group roles (classroom, school wide, community wide) to Exhibit socially acceptable behavior Participate in the Community to Contribute time, energy and talents to improve the quality of life for themselves, the school and the community. The transition between the comprehensive high school to the alternative placement can be challenging especially with students low on credits for graduation. Our goal is to also offer a summer bridge program assisting students in the transition, but also requiring them to complete at least half of their English credits since we require 40 for graduation. Approximately 80% of the students come to us with less than half of required English credits.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student attendance and behavior	Our students will increase their attendance by 15%	Our students will increase from 47% to 62% positive attendance as measured in the alternative setting

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

Develop and implement an Individual Learning Plan for students that indicates students' progress/status towards remediating academic, attendance and behavioral deficiencies, including the involvement of pertinent parties (parents, guardians, teacher, counselor, student, significant adult/mentors) through direct communication/meeting

- Students will have an Individualized Learning Plan complete prior to the completion of every trimester of enrollment Students will participate in a reflection on their personal strengths and weaknesses Standardization of a schedule of Individualized Learning Plan meetings with pertinent parties
- Meetings will be held every trimester to invite parents and educate them on the school's graduation requirements.

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)

1000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
4000-4999: Books And Supplies

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

There is a need to continue to improve student attendance and decrease truancy in order for Open Valley School students to be able to access the curriculum needed to remediate credit deficiencies. Truancy is a major cause of student failure at the regular high school and subsequent referral to the continuation. Students who are not present for class cannot learn new material or demonstrate competency.

- Increase in staff awareness of student attendance patterns
- Increase in student awareness of student attendance patterns
- Increase in parent/guardian awareness of student attendance patterns

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies

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

Positive Behavior Intervention - We will implement Tier 2 of the PBIS Model <ul style="list-style-type: none">• Staff and student survey of out of class behaviors• Establishment of policies regarding out of class behaviors• Development of Positive Behavior Support system and Progressive Discipline plan for out of class behaviors• Increase in students who arrive at class on time• Decrease in the number of students outside of class during class time

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)
500	Title I Part A: Basic Grants Low-Income and Neglected 0000: Unrestricted Student Incentives

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	\$96723
Total Federal Funds Provided to the School from the LEA for CSI	\$35,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$49,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$15,000.00
Title I	\$16,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$18,000.00

Subtotal of additional federal funds included for this school: \$49,000.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$49,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	14000	-2,000.00

Expenditures by Funding Source

Funding Source	Amount
CSI	15,000.00
Title I	16,000.00
Title I Part A: Basic Grants Low-Income and Neglected	18,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	22,000.00
4000-4999: Books And Supplies	5,500.00
5000-5999: Services And Other Operating Expenditures	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	15,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,000.00
0000: Unrestricted	Title I Part A: Basic Grants Low-Income and Neglected	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	7,000.00

4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,000.00
Goal 2	4,000.00
Goal 3	12,500.00
Goal 4	2,500.00

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
- 1 Secondary Students

Name of Members	Role
Jose Sanchez	Principal
Susan Barao	Classroom Teacher
Aprile Gudino	Parent or Community Member
Catherine Manning	Other School Staff
Tou Xiong	Classroom Teacher
Nahid Karim	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 03/07/2022.

Attested:



Principal, Jose Sanchez on 01/28/2022



SSC Chairperson, Aprile Gudino on 01/28/2022